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

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.

This bulletin is effective for the 2018-2020 academic years. Copies of the most current issue, including any approved corrections, deletions, and additions are available on the School of Nursing website (https://nursing.utmb.edu).

Commitment to Diversity

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

UTMB strives to maintain an environment free from discrimination against individuals on the basis of race, color, national origin, sex, age, religion, disability, sexual orientation, gender identity or expression, genetic information, or veteran status. This includes, but is not limited to admissions, employment, financial aid, health care services, educational services, and access to UTMB programs, facilities or services.

Student Privacy

UTMB complies with the Family Educational Rights and Privacy Act of 1974 (FERPA) (20 U.S.C. Section 1232g) which protects the privacy of educational records and establishes 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 educational records may be made to the Registrar, Dean, head of the academic department, or other appropriate official.

The following categories of student information are considered “directory information” and may be released upon written or verbal request by 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 post graduate training site for MD and PhD graduates and degree candidates.

Students have the right, however, to cause the withholding of disclosure of their directory information by submitting a written request to restrict this information to 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. If a student completes a request for the restriction of their directory information, it will be treated as confidential and only disclosed as permitted or required by law. The restriction will be effective until the end of the academic year during which it was submitted.

UTMB may disclose directory information about former students without providing the student notice. However, UTMB will honor any valid requests to restrict the disclosure of directory information made while the student was in attendance unless revoked by the student.

**Annual Security Report**

In compliance with Federal Law, the Campus Crime Statistics Act of 1990, UTMB prepares an Annual Security Report that is available to applicants, prospective students, students, and employees at [https://www.utmb.edu/securityreport/](https://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 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 will be denied access to or participation in services, programs, and activities of UTMB solely on the basis of their disability. Copies of the ADA and Section 504 of the Rehabilitation Act of 1973 are available via the Office of Student Services at [https://www.utmb.edu/studentservices/disabilities.asp](https://www.utmb.edu/studentservices/disabilities.asp) or at adastdnt@utmb.edu.

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 are committed to providing a supportive, engaging, and interactive learning environment for students with or without disabilities who choose to attend the University. Students requiring accommodations should identify their needs as soon as possible. Students who have a documented disability or would like to obtain information regarding services for students with disabilities should contact the Institutional ADA Officer at (409) 747-4818 or in person at Jamail Student Center, Room 2.118. A student is not required to disclose a disability unless he or she desires accommodations. If the student chooses not to disclose a disability, neither the academic nor the clinical sites are obligated to make accommodations. UTMB has established guidelines and procedures for establishing a disability and requesting accommodations. More information on services for students with disabilities may be found online at the Student ADA Website or in the UTMB Policy on Students with Disabilities, IHOP Policy 7.1.1.
Accreditation

UTMB is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award the baccalaureate, masters, doctoral, and professional degrees. For questions about accreditation, contact the Commission on Colleges at:

1866 Southern Lane
Decatur, GA 30033–4097
Telephone (404) 679–4500
Fax (404) 679–4558

The UTMB SON is accredited by the Commission on Collegiate Nursing Education (CCNE) to award baccalaureate, master's, and doctoral degrees. For more information, visit the SON Accreditations page at https://nursing.utmb.edu/about/accreditations.aspx or contact:

Commission on Collegiate Nursing Education
One DuPont Circle, NW Suite 530
Washington, DC 20036
Phone: (202) 887-6791
Fax: (202) 887-8476

HIPAA

UTMB complies with the Health Insurance Portability and Accountability Act of 1996 (HIPAA). It includes stringent standards defining appropriate and inappropriate disclosures of individually identifiable health information and how patient rights are to be protected. All UTMB students, along with faculty and staff, are provided and required to complete training to ensure their understanding of and compliance with HIPAA.
# Table of Contents

*(Control + Click to use the link for each topic)*

## About the School of Nursing ................................................................. 12

- Administration ............................................................................................................................. 12
- Program Directors ........................................................................................................................................................................... 12
- Academic Calendar School of Nursing, 2018-2019 .......................................................................................................................... 12
- Emergency Preparedness ........................................................................................................ 13
- History of the School of Nursing ................................................................................................. 13
- UTMB Mission, Vision, and Values ............................................................................................... 15
- School of Nursing Mission and Vision Statements ........................................................................ 15
- Strategic Priorities ........................................................................................................................................................................... 15
  - Education, Research and Practice ............................................................................................... 15
- Overview and Philosophy ........................................................................................................... 15
- Definitions .......................................................................................................................................................... 16
- Organizing Framework for Nursing Education .............................................................................. 17
- General Purposes ........................................................................................................................................................................ 18
- Programs ...................................................................................................................................................... 18
- Degrees and Certificates Offered ................................................................................................. 19

## Baccalaureate Program ........................................................................ 20

- Traditional BSN Track ............................................................................................................... 20
- BSN Honors Program .................................................................................................................... 20
- RN-BSN Track ......................................................................................................................................... 20
- Application Due Dates .................................................................................................................... 20
- Prerequisites for All Baccalaureate Programs ........................................................................... 20
- Credit for Prior Learning Experiences ....................................................................................... 22
Course Descriptions............................................................................................................. 46

Traditional BSN Track ................................................................................................................... 46

RN-BSN Track (All online) ........................................................................................................... 51

**Master’s Program ................................................................. 54**

Program Tracks Available........................................................................................................... 54

Application Due Dates ................................................................................................................. 56

Master’s Admission Requirements .............................................................................................. 56

Credit for Prior Learning Experiences ........................................................................................ 57

Prior Learning Experience as a Substitute for Prerequisite Courses (Lower Division) ............... 57

Prior Learning Experience as a Substitute for Professional Courses (Upper Division) ......... 58

Master’s Application Process ....................................................................................................... 59

Specific to Transfer Applicants.................................................................................................... 61

Selection Factors ............................................................................................................................ 61

Admission Status............................................................................................................................. 62

Requirement Regarding Unencumbered Licensure for Admission ........................................ 62

Master’s Enrollment Requirements .............................................................................................. 62

Policy for Criminal Background Checks - All Students............................................................... 63

Policy for Drug Testing – All Students ....................................................................................... 63

Enrollment as a Transfer Student................................................................................................ 64

Process for the Approval of Transfer Credit ............................................................................... 64

Essential Functions of the Graduate Nursing Program .......................................................... 65

Core Functions for All Tracks...................................................................................................... 65

Essential Functions: Observation (Sensory Modalities) ............................................................ 67

Essential Function: Communication............................................................................................ 68

Essential Functions: Psychomotor Skills .................................................................................... 69
Essential Functions: Intellectual and Cognitive Abilities .......................................................... 70
Essential Functions: Professional and Social Attributes .......................................................... 71
Essential Functions: Application of Legal/Ethical Principles and Professional Standards .. 72
Master’s Program Objectives .................................................................................................... 73
Degree Requirements for the Master of Science in Nursing (MSN) ........................................ 73
  General Requirements for all Master’s Degrees ................................................................. 73
  Master’s Core ...................................................................................................................... 74
  Adult-Gerontology Acute Care Nurse Practitioner Curriculum ........................................ 74
  Adult-Gerontology Primary Care Nurse Practitioner Curriculum ..................................... 75
  Family Nurse Practitioner Curriculum ............................................................................ 75
  Neonatal Nurse Practitioner Curriculum .......................................................................... 75
  Clinical Nurse Leader Curriculum .................................................................................... 75
  Executive Nurse Leader Curriculum ................................................................................ 76
  Nurse Educator Curriculum ............................................................................................. 76
  Online Courses ................................................................................................................ 77
Procedure for Changing Tracks ............................................................................................ 77
Course Descriptions ............................................................................................................. 79

Post BSN/MSN Certificates in Nurse Educator ......................... 94

Doctor of Nursing Practice Program ......................................................... 96
  Application Due Dates .................................................................................................. 96
  Doctor of Nursing Practice Program Admission Requirements .................................. 96
    Credit for Prior Learning Experiences ........................................................................ 97
    Prior Learning Experience as a Substitute for Professional Courses ......................... 97
  Doctor of Nursing Practice Program Application Process ............................................. 97
  Specific to Transfer Applicants ...................................................................................... 99
  Selection Factors .......................................................................................................... 99
BSN to PhD Degree Plan

Required Courses

Academic Policies ............................................................................................................. 121

Academic Integrity ............................................................................................................. 121
Disciplinary Actions for Violations of Academic Integrity .................................................. 121
Academic Progress and Sanctions .................................................................................. 121

Good Standing................................................................................................................. 121
Satisfactory Progress ........................................................................................................ 122
Scholastic Probation ......................................................................................................... 123
Academic Dismissal and Appeal Process .......................................................................... 124
Incomplete Course............................................................................................................. 124
Repeating a Course ............................................................................................................ 125
Adding, Dropping or Withdrawing from a Course ........................................................... 125
Cautionary Notice........................................................................................................... 127
Testing.............................................................................................................................. 127

Course Attendance and Absence Policies........................................................................ 127
Excused Absence ............................................................................................................. 127

Program Attendance and Absence Policies..................................................................... 128
Absence without Permission ............................................................................................. 128
Leave of Absence (LOA) ................................................................................................ 128

Clinical Evaluation ........................................................................................................ 130
Grades and Quality Points ............................................................................................... 130
Other Grades and Symbols Appearing on the Academic Record ..................................... 131
Posting of Grades on Student Transcripts ..................................................................... 131
Postponement of Final Exam .......................................................................................... 132
Repeated Courses ........................................................................................................... 132
Calculation of the Grade Point Average .......................................................................... 132
Student Academic Appeal Process ................................................................. 132
SON Academic Appeal: Grading and Evaluation Policy ........................................ 132

Competitive Scholarship Selection Criteria ........................................... 133
Competitive Academic Scholarships .......................................................... 133

Honors and Awards ................................................................................. 136
All students ............................................................................................. 136
Specific to Baccalaureate Students ............................................................ 137
  Dean’s List .......................................................................................... 137
  Degree Honors ................................................................................ 137

Campus Life .......................................................................................... 138
Student Organizations ............................................................................ 138
Student Services .................................................................................... 138
Ombudsman ......................................................................................... 138
Honor Societies ...................................................................................... 139
Student Support Services ........................................................................ 139
  Advisement Program and Tutoring Office ........................................ 139
  Office of Admissions and Student Affairs ........................................... 140
  The Learning Resource Center .......................................................... 141

Alphabetical Listing of Faculty ................................................................. 142
About the School of Nursing

ADMINISTRATION

Dean and Professor
Deborah J. Jones, PhD, MSN, RN
Senior Vice President and Dean
Rebecca Sealy Distinguished Centennial Chair

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

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

Assistant Dean for Admissions and Student Affairs
Dorothy Pearrow, MSW, MEd, BA

Administrator
Vacant

PROGRAM DIRECTORS

Junior Level Baccalaureate Program Director and Associate Professor
Laura King, DNP, MSN, RN, CNE

Senior Level Baccalaureate Program Director and Associate Professor
Patricia Lea, DNP, MSEd, RN, CCRN

Master’s Program Director and Associate Professor
Maureen Wilder, DNP, RN, ANP-BC
Joseph B. and Mary Alice Collerain Professorship in Nursing

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

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

ACADEMIC CALENDAR SCHOOL OF NURSING, 2018-2019

Calendars are updated as needed and can be found on the School of Nursing website (http://nursing.utmb.edu).
EMERGENCY PREPAREDNESS

The School of Nursing Emergency Preparedness Plan can be found on the School of Nursing website (https://nursing.utmb.edu/about/emergency-preparedness/). This link includes information for emergency weather and other unexpected situations.

HISTORY OF THE SCHOOL OF NURSING

The UTMB 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 west of the Mississippi. 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 September 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 September 1, 1976, the School of Nursing at Galveston again became a school of UTMB.

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 two degree plans: 1) a traditional 16 month track for students who have completed 60 hours of specific prerequisite college level courses, and 2) an RN-BSN track for registered nurses seeking a baccalaureate degree in nursing. Students who enter the traditional and RN-BSN degree plans are required to have 60 semester hours of specified basic science and liberal arts courses. Upon completion of all program requirements, graduates in the traditional 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: Adult/Gerontology Primary Care Nurse Practitioner (AGPCNP), Adult/Gerontology Acute Care Nurse Practitioner (AGACNP), Family Nurse Practitioner (FNP), Neonatal Nurse Practitioner (NNP), Executive Nurse Leader (ENL), Nurse Educator (NE), and Clinical Nurse Leader (CNL). A post-master’s certificate is also offered in the Nurse Educator (NE) subspecialty.

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 the skills in sciences, leadership, and inquiry necessary to transform 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 PhD program was approved by The Texas Higher Education Coordinating Board (THECB) in 1996, and the first class of students was admitted in Fall 1997. In August 2009, the THECB approved UTMB to offer the PhD 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 PhD 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 MISSION, VISION, AND VALUES  

The mission of UTMB is to improve health for the people of Texas and around the world by offering innovative education and training, pursuing cutting edge research and providing the highest quality patient care. 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 School of Nursing are derived from those of the institution.

**Mission:** UTMB School of Nursing’s mission is to be the best in nursing education, research and practice in order to improve health for the people of Texas and around the world.

**Vision:** We work together to work wonders in advancing nursing education excellence.

STRATEGIC PRIORITIES  

**Education, Research and Practice**

- Ensure innovation and excellence in education
- Prepare the next generation of nurse leaders to meet workforce demands and health care needs of the 21st century
- Elevate research achievement built on faculty and student strengths and integrated in clinical practice
- Enhance community partnerships to support the education, research, and practice mission of the SON

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.
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 bound, 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.

Students enrolled in the baccalaureate program progress through one of two degree plans. The Traditional BSN program 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. 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 track can be completed full-time in two semesters. The RN-BSN track is provided online with two days of on-campus school Orientation required. All baccalaureate programs meet the same program outcomes, which are listed on the School of Nursing website (http://nursing.utmb.edu).

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. Upon graduation, students are eligible to take a national certification exam in their specialty. All tracks are provided online. There is a one-time two day on-campus school Orientation requirement and there may be limited additional on-campus activities related to skill/performance evaluation.

The Doctor of Nursing Practice program offers a terminal doctoral degree in nursing with emphasis on practice, rather than research. It is designed to prepare nurse practitioners with strong clinical competencies, and the skills in science, leadership, and inquiry necessary to transform health care. The focus is vulnerable patients, specifically people at risk for health disparities due to socioeconomic status, lack of insurance, poor access, age, and/or minority status. The program is offered using distance technology and requires a two or three 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. UTMB offers both BSN to PhD and MSN to PhD programs. 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 School of Nursing website (http://nursing.utmb.edu).

**DEGREES AND CERTIFICATES OFFERED**

- Bachelor of Science in Nursing (BSN) Degree
- Master of Science in Nursing (MSN) Degree
- Post BSN and Master’s Certificates in Education
- Doctor of Nursing Practice (DNP)
- Doctor of Philosophy in Nursing (PhD)

(awarded through the UTMB Health Graduate School of Biomedical Sciences)
Baccalaureate Program

TRADITIONAL BSN TRACK

The Traditional BSN track prepares students to become competent registered nurses to give patient-centered care in a variety of health care settings.

The track admits students in the fall, spring, and summer each year. Class size is limited and admission is competitive. The Traditional BSN track is completed in four consecutive semesters (16 months).

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 healthcare 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.

RN-BSN TRACK

The RN to BSN track is designed specifically for licensed registered nurses seeking a BSN degree. The track recognizes the skills and accomplishments of nurses who have been prepared at the Associate Degree level and offers a streamlined educational approach for the working nurse to earn the bachelor’s degree. The RN-BSN degree plan is offered through an online format with only a two day on-campus school Orientation.

APPLICATION DUE DATES

Prospective student applications for the Traditional BSN degree plan are reviewed three times a year, spring, summer and fall. The deadlines for these applications can be found on the UTMB School of Nursing website (http://nursing.utmb.edu) and navigating to the Traditional BSN track.

Prospective students applying for the RN-BSN degree plan are admitted once a year in the fall. The deadlines for these applications can be found on the UTMB School of Nursing website (http://nursing.utmb.edu) and navigating to the RN-BSN track.

PREREQUISITES FOR ALL BACCALAUREATE PROGRAMS

Since UTMB 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, Traditional BSN students enter the upper division nursing curriculum at UTMB 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. Applicants can apply to the School of Nursing once they have completed 40 of the 60 prerequisite hours and a minimum of two of the science courses. The prerequisite courses are listed below with the minimum number of semester hours required for each. These courses must have been completed at an accredited U.S. college or university.

A limited amount of work completed online 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 online.

### Lower Division Courses

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anatomy and Physiology (must include lab)</td>
<td>6-8</td>
</tr>
<tr>
<td>Microbiology (must include lab)</td>
<td>3-4</td>
</tr>
<tr>
<td>Chemistry (Any chemistry not including remedial courses. Must include lab)</td>
<td>3-4</td>
</tr>
<tr>
<td>Elective Science (Any Natural Science)</td>
<td>3</td>
</tr>
<tr>
<td>Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>Introductory Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Introductory Sociology</td>
<td>3</td>
</tr>
<tr>
<td>Lifespan Growth &amp; Development or a course that covers infancy through the adult stage of life</td>
<td>3</td>
</tr>
<tr>
<td>Statistics (Math, Psych, or Business)</td>
<td>3</td>
</tr>
<tr>
<td>English I–Composition I or Technical Writing</td>
<td>3</td>
</tr>
<tr>
<td>English II–Composition 2 or Technical Writing</td>
<td>3</td>
</tr>
<tr>
<td>U.S. History</td>
<td>6</td>
</tr>
<tr>
<td>U.S. &amp; Texas Government</td>
<td>6</td>
</tr>
<tr>
<td>*Language, Philosophy and Culture</td>
<td>3</td>
</tr>
<tr>
<td>**Creative Arts</td>
<td>3</td>
</tr>
<tr>
<td>Free Electives</td>
<td>2-6</td>
</tr>
<tr>
<td>**Total:</td>
<td>Minimum of 60</td>
</tr>
</tbody>
</table>

* *Language, Philosophy and Culture:

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

**Creative Arts:

Prefixes for course selection: ARTS, DANC, DRAM, & MUSI
Art, Drama, Music, Theater, Dance
***Free Electives:*** Any course that is not remedial, technical, vocational, military, or being used to meet another prerequisite requirement. For additional information, go to the School of Nursing website (http://nursing.utmb.edu).

**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 and 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 Assistant Dean for Admissions and Student Affairs approves the form and sends to the Academic Advisor for processing.

**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 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 student’s permanent academic record will identify the institution where the applicant

Page | 22
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 Assistant Dean for Admissions and Student Affairs, with the approval of the Program Director, may waive a prerequisite based on professional experience and submission of a portfolio.

Semester credit hours granted by the three 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.

**PRIOR LEARNING EXPERIENCE AS A SUBSTITUTE FOR PROFESSIONAL COURSES (UPPER DIVISION)**

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 admission 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 Program Director must approve the petition.
- The student 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 Program Director may require additional study for students granted credit for demonstrated skills.
Baccalaureate Admission Requirements

The School of Nursing website (http://nursing.utmb.edu) provides specific requirements for each track as well as the process for application. Applicants with specific questions about the requirements may contact the Office of Admissions and Student Affairs at (409) 772-8271 or son.studentaffairs@utmb.edu.

Baccalaureate Application Process

1. The following prerequisite requirements must be met prior to submitting an application:
   - Achieve a minimum cumulative prerequisite GPA of 2.75 (on a 4.0 scale) for all prerequisite courses
   - Achieve a minimum science GPA of 2.75 (on a 4.0 scale); historically, a 3.0 is needed to be competitive.
   - Achieve a grade of C or above for all prerequisites.
   - Complete a minimum of 40 of the required 60 prerequisite hours prior to applying.
   - Complete a minimum of two required life and physical science prerequisites at the time of application (Chemistry, Microbiology, Anatomy and Physiology I or II, Nutrition, Elective Science)
   - Limit repeats of prerequisites. No more than two of the prerequisite courses may be repeated, and only one repeat per course
   - Limit number of course withdrawals to no more than three withdrawals within the last five years.

2. All applicants must use the Nursing Centralized Application Service (NCAS). Once applications are complete and verified by NCAS, they are transmitted to the UTMB Office of Enrollment Services, which will then send each applicant a supplemental application via email.

3. All applications must be completed and fees applied prior to the deadline. Current deadlines are posted on the School of Nursing website (http://nursing.utmb.edu).

4. 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:
   - Rationale and personal goals for degree choice
   - Work experience
   - Health-related experience
   - Personal experiences affecting grades
   - Interruptions in education and work
   - Strengths and weaknesses

5. Applicants must submit the appropriate application fees to NCAS and UTMB Enrollment Services.

6. Applicants must submit official transcripts from each college-level institution in which
the applicant ever enrolled to NCAS.
7. If previously enrolled in another nursing program, documentation of continued eligibility for that program must be provided.
8. Personal interviews may be required.
9. Applicants from foreign institutions must use one of the credentialing services approved by UTMB 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

   Spantran Services
   2400 August Drive, Suite 451
   Houston, TX 77057
   P) 713-266-8805
   F) 713-789-6022

   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 must achieve a satisfactory score on the Test of English as a Foreign Language (TOEFL). Minimum satisfactory scores are:

- TOEFL: Computer Score - 83
- International English Language Testing System (IELTS): 6.5

10. All applicants to the Traditional BSN track are required to take the ATI (Assessment Technologies Institute) TEAS (Test of Essential Academic Skills) exam. The results of this assessment are included in the overall evaluation of the application. This test can be scheduled through the ATI website (http://www.atitesting.com) and must be completed by the application deadline and scores entered on the NCAS application. The applicant must indicate on the test form that the official results are to be sent to The University of Texas Medical Branch. A minimum composite score of 60% is required. Historically, a competitive score has been 70% in each section. A study guide can be purchased via the
The TEAS test is multiple choice and covers the following topics:

- **Reading** – key ideas and details, craft and structure, integration of knowledge and ideas
- **Math** – numbers and algebra, measurement and data
- **Science** – human anatomy and physiology, life and physical sciences, scientific reasoning
- **English and Language Usage** – conventions of Standard English, knowledge of language, vocabulary acquisition

**Specific Requirements for RN-BSN Applicants**

11. An unencumbered license to practice as a Registered Nurse in the State of Texas or licensure recognition in Texas through multi-state compact.

12. Applicants must have a minimum overall cumulative GPA of 2.5 and a minimum GPA of 2.5 on life and physical science prerequisites.

13. A grade of C (2.0) or better in nursing courses is required for advanced placement. Students accepted for admission into the RN-BSN track will receive up to 30 semester hours advanced credit for previous nursing courses based on documentation in the official transcript.

**Specific Requirements for Transfer Applicants**

Prospective transfer students must follow the application process and meet the admission requirements previously stated. 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 completed at a nationally accredited baccalaureate nursing program within the last year. 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 regarding 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 histories and GPAs, with special consideration to the following:
  1. Number of course hours successfully completed 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.

- Test scores
- Personal statement including nursing goals
- 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
- Pre-admission interview

**Admission Status**

The Baccalaureate Admission and Progression Committee begins a review of each application as it is completed and received by UTMB. Generally, students are notified of their admission status by the Office of Admissions and Student Affairs after review. Admission status will be one of the following:

- **Conditional admission:** The applicant still has outstanding prerequisite courses or other requirements and has an overall highly competitive GPA. Applicants are required to pass the required drug screening and background check(s) before full admission. A non-refundable deposit of $200 is required for enrollment. This deposit is applied to the first semester tuition.

- **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. GPA and testing scores not competitive
  3. Incomplete file
  4. Other factors including personal statement, interview, and experience.

**Requirement Regarding Unencumbered Licensure for Admission**

Students admitted to undergraduate (Traditional BSN or RN-BSN) tracks with a RN or LVN license must have an unencumbered 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 Assistant Dean for Admissions and Student Affairs immediately upon receipt of the encumbrance. The student must provide the Assistant 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 take non-clinical courses with an encumbered license. However, students are not permitted to take clinical courses with an encumbered license. Failure to timely notify the Assistant Dean of an encumbered license may be considered academic misconduct and be treated as such.

**Baccalaureate Enrollment Requirements**

A newly admitted student must meet the following requirements to enroll in the School of Nursing:

1. Complete 60 hours of required prerequisites with a minimum cumulative GPA of 2.75 on a 4.0 scale for the Traditional BSN track, and a minimum GPA of 2.5 for the RN-BSN track. The list of prerequisites is available on the School of Nursing website [http://nursing.utmb.edu/](http://nursing.utmb.edu/).

2. Complete Basic Life Support Health Care Provider Courses covering adult, infant, child, and two-man CPR. Certification must be obtained or renewed from the American Heart Association (online courses will not be accepted). Evidence of CPR certification must be provided at Orientation and at the beginning of clinical placements.

3. Complete all student immunization and TB screening requirements. Evidence of immunizations required by UTMB must be submitted to CastleBranch [https://www.castlebranch.com](https://www.castlebranch.com), our immunization and background tracking management partner, for verification and processing, including documentation for a completed three dose series of Hepatitis B vaccines with a positive Hepatitis B antibody titer, influenza, and bacterial meningitis vaccines as per Student Health 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.

   Immunization requirements and updates can be found online at [http://www.utmb.edu/studenthealth/](http://www.utmb.edu/studenthealth/).

4. Traditional BSN applicants must complete the DPS/FBI Background clearance required by the Texas Board of Nursing. RN-BSN applicants must have a current valid license from the Texas Board of Nursing at the time of enrollment.

5. All students need to gain background and drug screen clearance through CastleBranch [https://www.castlebranch.com](https://www.castlebranch.com). Students must register at CastleBranch during the timeframe specified in the New Student Guide. Results from any other company will not be accepted.

6. All students are required to acknowledge that they have read and understand the UTMB ADA policies when they submit their acceptance to the program.

7. Students will be required to acknowledge that they have read and understand the essential functions of their degree program, which may be found online at [https://www.utmb.edu/enrollmentservices/essential-functions](https://www.utmb.edu/enrollmentservices/essential-functions), and they must
acknowledge that they can perform these functions with or without reasonable accommodations.

8. Students are required to complete and file a confirmation of health insurance as part of their initial registration process and each subsequent semester. Students are automatically enrolled in the UTMB plan and must opt out each semester if necessary. 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. Failure to do so may result in cancellation of registration. Additional information regarding this policy is available at the Institutional Handbook of Operating Procedures:
http://www.utmb.edu/policies_and_procedures/16865146.

Policy for Criminal Background Checks - All Students

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 prior to enrollment. Therefore all UTMB students will be required to undergo a background check prior to enrollment at UTMB.

Policy for Drug Testing – All Students

It is the policy of UTMB to provide a safe workplace for all employees and students. Accordingly, the UTMB 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 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, methaqualone, 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 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’s ethical responsibility, of the applicant’s positive test as verified by the UTMB Medical Review Officer in regards to illegal or unauthorized substances.

Information regarding the IHOP Policy 7.1.26, Student Drug Testing, can be found at
Board of Nursing Clearance for Traditional BSN Students

All students admitted to the Traditional BSN track are required by the Texas Board of Nursing (BON) to complete a background check to gain clearance prior to enrollment. This ensures the student’s eligibility to take the NCLEX-RN after successful completion of the program. Students will receive email instructions from IdentoGo when they can begin this process. Students who receive immediate background clearance receive a Blue Card from the BON. A copy of this card should be sent to the Office of Admissions & Student Affairs as soon as it is received; students will need to keep the Blue Card for entrance to the NCLEX-RN exam.

Students with any of the issues listed below are required to complete the BON Declaratory Order petition.

For any criminal offense, including those pending appeal, have you:

- been convicted of a misdemeanor?
- been convicted of a felony?
- pled nolo contendere, no contest, or guilty?
- received deferred adjudication?
- been placed on community supervision or court-ordered probation, whether or not adjudicated guilty?
- been sentenced to serve jail or prison time? Court ordered confinement?
- been granted pre-trial diversion?
- been arrested or have any pending criminal charges?
- been cited or charged with any violation of the law?
- been subject of a court-martial; Article 15 violation; or received any form of military judgment/punishment/action?
- within the past five years have you been diagnosed with, treated, or hospitalized for schizophrenia?
- and/or psychotic disorder, bipolar disorder, paranoid personality disorder, antisocial personality disorder? or
- borderline personality disorder?

Additional information is available on the BON website [http://www.bne.state.tx.us](http://www.bne.state.tx.us).

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.

**ESSENTIAL FUNCTIONS OF THE BACCALAUREATE NURSING PROGRAM**

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 Board of Nursing’s 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.

A student who has been admitted to the School of Nursing BSN nursing program and plans to matriculate will acknowledge that he or she has read and understood the essential functions of the degree program and acknowledge that he or she can perform these functions with or without reasonable accommodations. 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 program are:

1. The *essential functions* considered generic and applicable to all academic programs at UTMB which are delineated in Academic Policy titled Students with Disabilities: An Institutional Policy (1997) ([http://www.utmb.edu/policies_and_procedures/15705920](http://www.utmb.edu/policies_and_procedures/15705920));
2. The “UTMB 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 Texas Board of Nursing for inclusion in nursing curricula. The SON undergraduate curriculum is approved by the BON.
- 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 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.


The essential functions are the basic cognitive, psychomotor, and affective activities that are essential to successful completion of the UTMB School of Nursing curriculum leading to initial licensure as a registered nurse. Essential functions identified in 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 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 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 Traditional baccalaureate track 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 student 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 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) Policy 7.1.1 Students with Disabilities: [http://www.utmb.edu/policies_and_procedures/15705920](http://www.utmb.edu/policies_and_procedures/15705920)

<table>
<thead>
<tr>
<th>School of Nursing Essential Functions</th>
<th>Clinical Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tactile:</strong></td>
<td><strong>Tactile ability sufficient to perform physical assessments, examinations and procedures:</strong></td>
</tr>
<tr>
<td>Feel vibrations</td>
<td>Palpate pulses</td>
</tr>
<tr>
<td>Feel differences in sizes, shapes</td>
<td>Palpate vein</td>
</tr>
<tr>
<td>Detect temperature</td>
<td>Identify body landmarks</td>
</tr>
<tr>
<td>Feel differences in surface characteristics</td>
<td>Identify skin turgor, rashes</td>
</tr>
<tr>
<td>Detect environmental temperature</td>
<td>Check skin temperature</td>
</tr>
<tr>
<td></td>
<td>Check for drafts</td>
</tr>
<tr>
<td><strong>Visual:</strong></td>
<td><strong>Visual acuity sufficient to:</strong></td>
</tr>
<tr>
<td>See objects up to 20 inches away (e.g., information on a computer screen, skin conditions)</td>
<td>Observe changes in skin condition including distinguishing change in skin integrity, breathing patterns (including</td>
</tr>
<tr>
<td>School of Nursing Essential Functions</td>
<td>Clinical Examples</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>See objects up to 20 feet away (e.g., client in a room)</td>
<td>absence of respiratory movement), and color intensity such as the ability to identify cyanosis.</td>
</tr>
<tr>
<td>See objects more than 20 feet away (e.g., client at end of hall)</td>
<td>Identify allergic responses such as skin rashes.</td>
</tr>
<tr>
<td>Use depth perception</td>
<td>Access patient information on computer screens.</td>
</tr>
<tr>
<td>Use peripheral vision</td>
<td>Read very fine print on medication labels, monitor strips, equipment calibrations.</td>
</tr>
<tr>
<td>Distinguish color (e.g. color codes on supplies, charts, bed)</td>
<td>Draw up correct quantity of medication into syringe.</td>
</tr>
<tr>
<td>Distinguish color intensity (e.g. flushed skin, skin paleness)</td>
<td></td>
</tr>
</tbody>
</table>

**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 Institutional Handbook of Operating Procedures (IHOP) Policy 7.1.1 Students with Disabilities: (http://www.utmb.edu/policies_and_procedures/15705920).

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

(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 track. Candidates must be able to display motor functions sufficient to fulfill the professional roles toward which each track educates. See Institutional Handbook of Operating Procedures (IHOP) Policy 7.1.1 Students with Disabilities: [http://www.utmb.edu/policies_and_procedures/15705920](http://www.utmb.edu/policies_and_procedures/15705920).

<table>
<thead>
<tr>
<th>School of Nursing Essential Functions</th>
<th>Clinical Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gross motor skills</strong></td>
<td></td>
</tr>
<tr>
<td>Move within confined spaces</td>
<td>Administrator medication via all routes including intravenous therapy.</td>
</tr>
<tr>
<td>Sit and maintain balance</td>
<td>Institute appropriate nursing interventions to stabilize a patient’s condition and/or prevent complications.</td>
</tr>
<tr>
<td>Stand and maintain balance</td>
<td></td>
</tr>
<tr>
<td>Reach above shoulders (e.g. IV poles)</td>
<td></td>
</tr>
<tr>
<td>Reach below waist (e.g., plug electrical appliance into wall outlets)</td>
<td></td>
</tr>
<tr>
<td>Stoop and squat</td>
<td></td>
</tr>
<tr>
<td><strong>Fine motor skills</strong></td>
<td></td>
</tr>
<tr>
<td>Pick up objects with hands</td>
<td>Able to coordinate eyes and hands/fingers with speed and accuracy in making precise movements when providing patient care.</td>
</tr>
<tr>
<td>Grasp small objects with hands (e.g., IV tubing, pencil)</td>
<td>Calibrate equipment.</td>
</tr>
<tr>
<td>Write with pen or pencil</td>
<td>Draw up solution/medication in a syringe.</td>
</tr>
<tr>
<td>Key/type (e.g., use a computer)</td>
<td>Twist objects with hands.</td>
</tr>
<tr>
<td>Pinch/pick or otherwise work with fingers (e.g., manipulate a syringe)</td>
<td>Take vital signs, including blood pressure, pulse, temperature, respiratory rates, pulse oximetry, and three-lead electrocardiogram.</td>
</tr>
<tr>
<td>Squeeze with fingers (e.g. eye dropper)</td>
<td>Insert catheters.</td>
</tr>
<tr>
<td></td>
<td>Pick up or grasp small objects.</td>
</tr>
<tr>
<td></td>
<td>Transmit information via electronic means.</td>
</tr>
<tr>
<td><strong>Physical endurance</strong></td>
<td></td>
</tr>
<tr>
<td>Stand (e.g., at client side during surgical or therapeutic procedure)</td>
<td>Perform cardiopulmonary resuscitation (e.g. move above patient to compress chest and manually ventilate patient).</td>
</tr>
<tr>
<td>Sustain repetitive movements (e.g., CPR)</td>
<td></td>
</tr>
<tr>
<td>Maintain physical tolerance (e.g., work entire shift)</td>
<td>Stand/walk to complete clinical day (e.g. 8/12 hour shift).</td>
</tr>
<tr>
<td>School of Nursing Essential Functions</td>
<td>Clinical Examples</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td><strong>Physical endurance (continued)</strong></td>
<td>Complete assigned clinical practice within an acceptable time period.</td>
</tr>
<tr>
<td><strong>Mobility</strong></td>
<td>Maneuver in small spaces.* Move independently from room to room. Twist, bend, stoop engage in procedures and direct patient care.</td>
</tr>
<tr>
<td>Twist</td>
<td><em>(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.)</em></td>
</tr>
<tr>
<td>Bend</td>
<td></td>
</tr>
<tr>
<td>Stoop/squat</td>
<td></td>
</tr>
<tr>
<td>Move quickly (e.g., response to an emergency)</td>
<td></td>
</tr>
<tr>
<td>Climb (e.g., ladders/stools/stairs)</td>
<td></td>
</tr>
<tr>
<td>Walk</td>
<td></td>
</tr>
</tbody>
</table>

*(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 Institutional Handbook of Operating Procedures (IHOP) Policy 7.1.1 Students with Disabilities: [http://www.utmb.edu/policies_and_procedures/15705920](http://www.utmb.edu/policies_and_procedures/15705920).

<table>
<thead>
<tr>
<th>School of Nursing Essential Functions</th>
<th>Clinical Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>Read and understand English printed documents (e.g. policies, protocols, standards of care). Read measurement marks.</td>
</tr>
<tr>
<td>Read and understand written documents</td>
<td></td>
</tr>
<tr>
<td><strong>Arithmetic Competence</strong></td>
<td>Use measurement tools recognized as central to the care of patients/clients. Perform dosage calculations in a time frame to deliver safe care.</td>
</tr>
<tr>
<td>Read and understand columns of writing (e.g., flow sheet, charts)</td>
<td></td>
</tr>
<tr>
<td>Read digital displays</td>
<td></td>
</tr>
<tr>
<td>Read graphic printouts (e.g., EKG)</td>
<td></td>
</tr>
<tr>
<td>Calibrate equipment</td>
<td></td>
</tr>
<tr>
<td>School of Nursing Essential Functions</td>
<td>Clinical Examples</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>Convert numbers to and/or from Metric System</td>
<td></td>
</tr>
<tr>
<td>Read graphs (e.g., vital sign sheets)</td>
<td></td>
</tr>
<tr>
<td>Tell time</td>
<td></td>
</tr>
<tr>
<td>Measure time (e.g., count duration of contractions, etc.)</td>
<td></td>
</tr>
<tr>
<td>Count rates (e.g., drips/minute, pulse)</td>
<td></td>
</tr>
<tr>
<td>Use measuring tools (e.g., thermometer)</td>
<td></td>
</tr>
<tr>
<td>Read measurement marks (e.g., measurement tapes, scales, etc.)</td>
<td></td>
</tr>
<tr>
<td>Add, subtract, multiply, and/or divide whole numbers</td>
<td></td>
</tr>
<tr>
<td>Compute fractions (e.g., medication dosages)</td>
<td></td>
</tr>
<tr>
<td>Use a calculator</td>
<td></td>
</tr>
<tr>
<td>Write numbers in records</td>
<td></td>
</tr>
</tbody>
</table>

**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 track. 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 tracks. See Institutional Handbook of Operating Procedures (IHOP) Policy 7.1.1 Students with Disabilities: [http://www.utmb.edu/policies_and_procedures/15705920](http://www.utmb.edu/policies_and_procedures/15705920).

<table>
<thead>
<tr>
<th>School of Nursing Essential Functions</th>
<th>Clinical Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interpersonal Skills</strong></td>
<td>Show respect for the diversity in patients/clients and co-workers.</td>
</tr>
<tr>
<td>Negotiate interpersonal conflict</td>
<td>Function as a member of an interdisciplinary team (e.g. consult, negotiate, and share).</td>
</tr>
<tr>
<td>Respect differences in clients</td>
<td>Establish rapport with patients/clients.</td>
</tr>
<tr>
<td>Establish rapport with clients</td>
<td>Participate in partnered and group efforts in classroom and clinical learning activities.</td>
</tr>
<tr>
<td>Establish rapport with co-workers</td>
<td>Practice in a manner that is non-judgmental and non-discriminatory.</td>
</tr>
<tr>
<td></td>
<td>Interact with individuals, families, and groups from a variety of social, cultural, and intellectual backgrounds.</td>
</tr>
</tbody>
</table>

| Emotional Stability                  | Function effectively under stress. |
| Establish therapeutic boundaries     | Assume responsibility/accountability for own actions. |
| Provide client with emotional support| Provide patient/family with emotional support. |
| Adapt to changing environment/stress | Adapt effectively to changing environments and increasing tension levels in a variety of situations (e.g. learning, patient care, emergencies). |
| 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) | |

(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 tracks require personal integrity and the adherence to standards that reflect the values and functions of the profession. All tracks also require the honoring of codes of ethics. See Institutional Handbook of Operating Procedures (IHOP) Policy 7.1.1 Students with Disabilities: (http://www.utmb.edu/policies_and_procedures/15705920).

<table>
<thead>
<tr>
<th>School of Nursing Essential Functions</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate the application of the professional nursing Code of Ethics to clinical practice</td>
<td>Abide by professional standards of practice.</td>
</tr>
<tr>
<td>Apply an ethical decision making process, based upon recognized biomedical principles, in their practice</td>
<td>Demonstrate ethical and professional attitudes and conduct.</td>
</tr>
<tr>
<td>Adhere to the practice standards of the nursing profession</td>
<td>Assist individuals and families in making end-of-life decision.</td>
</tr>
<tr>
<td>Adhere to the legal/ethical standards set forth by the Texas Board of Nursing</td>
<td>Participate in ethics committee activities relative to patients/clients receiving nursing care.</td>
</tr>
<tr>
<td>Apply negotiation and mediation skills in ethical decision making</td>
<td>Participate in peer review.</td>
</tr>
<tr>
<td>Reflect the values of the profession in their practice</td>
<td>Testify before legislative/regulatory bodies such as the Texas Board of Nursing.</td>
</tr>
<tr>
<td>Demonstrate accountability for one’s own practice</td>
<td>Advocate for the welfare of individuals and groups.</td>
</tr>
<tr>
<td>Take action to protect the public from the unsafe, illegal or unethical practice of others</td>
<td>Practice in a manner that preserves/protects client autonomy, dignity and rights.</td>
</tr>
<tr>
<td>Participate in the legal/regulatory/social policy processes that influence health care and nursing practice</td>
<td>Act as a nurse advocate.</td>
</tr>
<tr>
<td>Act as a moral agent in the practice of nursing.</td>
<td>Maintain client confidentiality.</td>
</tr>
</tbody>
</table>
BACCALAUREATE PROGRAM OUTCOMES

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

- Synthesize knowledge from the arts, humanities and the natural and social sciences as the basis for decision-making and understanding the complexity of nursing practice in a variety of settings.
- Apply the nursing process to implement evidence-based, holistic, patient-centered nursing care, employing informatics and other state-of-the-art technologies.
- Collaborate in interprofessional health care teams to create a therapeutic and safe environment that results in high quality patient outcomes.
- Employ effective oral, written, and electronic communication to facilitate information sharing, care giving, and interprofessional collaboration.
- Demonstrate leadership skills in the management and coordination of nursing care across the lifespan to promote health, provide healing, and prevent injury and disease for individuals, families, and populations.
- Employ core values of nursing practice and ethical principles to maintain the highest standards of professionalism in the provision of culturally appropriate care.
- Analyze the impact of health policy, finance, and regulations on patients and professional nursing practice in health care systems.
- Demonstrate accountability for personal and professional behaviors when providing, managing, and coordinating nursing care and evaluating one’s own practice.

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 track 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 three 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 three semester credit hours in American government and three semester credit hours in Texas government, and six semester credit hours of American history. Three hours of Texas history may be substituted for one-half the history requirement. To meet the requirements, all prerequisite courses must have been completed with a grade of C or higher.

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 School of Nursing must successfully complete the Texas Core Curriculum requirements prior to admission.

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 online are considered residence courses and meet criteria for residency. For any course taken outside UTMB, 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 BSN student may graduate with an incomplete (I) or failing (F) grade. Each student must have an overall GPA of 2.0 or above at the time of graduation.

Degrees are awarded at the end of the spring, summer, and fall semesters. No degree is conferred except on the official dates announced publicly. The formal Commencement ceremony for the entire academic year is held in the spring.

**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 take 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 and the Dean of the School submits an affidavit of graduation which verifies that all requirements for graduation have been met. Application details are available at http://www.bon.texas.gov/licensure_examination.asp.
**TRADITIONAL BSN DEGREE PLAN**

The traditional BSN degree plan is specifically designed for students seeking initial licensure in nursing. Students proceed through the track in four consecutive semesters. All curriculum courses are subject to change as needed to meet program outcomes.

**Required Courses for Traditional BSN Degree Plan**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 3290</td>
<td>Nursing: Introduction to Professional Nursing</td>
<td>2</td>
</tr>
<tr>
<td>NURS 3340</td>
<td>Nursing: Health Assessment and Clinical Reasoning</td>
<td>3</td>
</tr>
<tr>
<td>NURS 3631</td>
<td>Nursing: Essentials of Care - Adult I</td>
<td>6</td>
</tr>
<tr>
<td>NURS 3345</td>
<td>Nursing: Concepts of Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>14</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 3632</td>
<td>Nursing: Adult II</td>
<td>6</td>
</tr>
<tr>
<td>NURS 3511</td>
<td>Nursing: Psychosocial Dimensions of Care</td>
<td>5</td>
</tr>
<tr>
<td>NURS 3314</td>
<td>Nursing: Pharmacological Principles &amp; Clinical Therapeutics</td>
<td>3</td>
</tr>
<tr>
<td>NURS 3229</td>
<td>Nursing: Nursing Informatics and Technology</td>
<td>2</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester 3</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 4502</td>
<td>Nursing: Population Health</td>
<td>5</td>
</tr>
<tr>
<td>NURS 4531</td>
<td>Nursing: The Mother and Family</td>
<td>5</td>
</tr>
<tr>
<td>NURS 4532</td>
<td>Nursing: Child and the Family</td>
<td>5</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester 4</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 4503</td>
<td>Nursing: Adult Nursing III</td>
<td>5</td>
</tr>
<tr>
<td>NURS 4206</td>
<td>Nursing: Evidence Based Practice</td>
<td>2</td>
</tr>
<tr>
<td>NURS 4101</td>
<td>Nursing: Integration of Core Nursing Concepts</td>
<td>1</td>
</tr>
<tr>
<td>NURS 4312</td>
<td>Nursing: Leadership &amp; Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 4430</td>
<td>Nursing: Professional Role: Clinical Capstone</td>
<td>4</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

**Total Credit Hours** ...........................................................................................................60
The RN-BSN degree plan is designed for the registered nurse who is seeking a baccalaureate degree in nursing that offers an alternative to traditional educational approaches. Registered nurses from diploma programs and those with associate degrees 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 format, and requires two semesters to complete with one two day on-campus school Orientation requirement. The degree plan allows for the awarding of 30 advanced placement credit hours for previous learning if completed with a grade of C or higher. Clinical experiences are arranged in the student’s home community. All curriculum courses are subject to change as needed to meet program outcomes.

### Required courses for the RN-BSN Degree Plan

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 3211</td>
<td>Foundations for Evidence-Based Practice</td>
<td>2</td>
</tr>
<tr>
<td>NURS 3214</td>
<td>Career Pathway I: Assessment and Development</td>
<td>2</td>
</tr>
<tr>
<td>NURS 3308</td>
<td>Contemporary Professional Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 3363</td>
<td>Legal and Ethical Issues in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 4238</td>
<td>Evidence-Based Practice and Research</td>
<td>2</td>
</tr>
<tr>
<td>NURS 4352</td>
<td>Meeting Challenges in the Health Care Environment</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

| Semester 2    |                                                        |              |
| NURS 3341     | Clinical Reasoning in Health Assessment                | 3            |
| NURS 4202     | Career Pathway II: Expanding Horizons                  | 2            |
| NURS 4517     | The Community and Population Based Care                | 5            |
| NURS 4510*    | Leading and Managing in Nursing                        | 5            |
| TOTAL         |                                                        | 15           |

Total Credit Hours ............................................................................................................ 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 credit-hour course in which students are expected to spend approximately three hours per week on theory, three in lab, and six in clinical practice.

Traditional BSN Track

NURS 3229 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.

Prerequisites/Corequisites: Basic computer skills

NURS 3290 2 (2:0:0)
NURSING: INTRODUCTION TO PROFESSIONAL NURSING

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.

Prerequisites: Admission to the BSN program
Corequisites: NURS 3340, 3345, 3631

NURS 3314 3 (3:0:0)
NURSING: PHARMACOLOGY

The focus of this course is the study of the basic pharmacologic concepts of the major drug groups used in therapy.

Prerequisites: NURS 3290, 3340, 3345, 3631
Corequisites: NURS 3229, 3340, 3511, 3632
NURS 3340 3 (2:1:0)

NURSING: 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.

Prerequisites: Admission to BSN program
Corequisites: NURS 3290, 3345, 3631.

NURS 3345 3 (3:0:0)

NURSING: CONCEPTS OF PATHOPHYSIOLOGY

This course emphasizes integration and application of pathophysiological concepts and principles as a basis for professional clinical nursing practice. Students are guided in their application of pathophysiological principles to understand clinical signs and symptoms, and disease management for selected disease processes. This course is designed to develop clinical reasoning skills and promote clinical decision making for safe and effective care.

Prerequisites: Admission to the BSN program
Corequisites: NURS 3290, 3340, 3631

NURS 3511 5 (3:0:2)

NURSING: PSYCHOSOCIAL DIMENSIONS OF CARE

In this course, students apply holistic nursing care to patients with emotional crises 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.

Prerequisites: NURS 3290, 3340, 3345, 3631
Corequisites: NURS 3229, 3314, 3632

NURS 3631 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 and effective communication in a holistic, patient-centered nursing care within a safe environment. Students will acquire competence in fundamentals of nursing practice to promote health, provide healing and prevent injury in
patients/families across the life span. This class is conducted face-to-face, with face-to-face clinical and online learning modules.

Prerequisites: Admission to the BSN program
Corequisites: NURS 3290, 3340, 3345

NURS 3632 6 (2.5:1:2.5)

NURSING: ADULT HEALTH 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, assessment and evaluation of 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: NURS 3290, 3340, 3345, 3631
Corequisites: NURS 3229, 3314, 3511

NURS 4101 1 (1:0:0)

NURSING: INTEGRATION OF CORE 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 previous semester courses
Corequisites: NURS 4206, 4312, 4430, 4503

NURS 4206 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. This class is conducted as a hybrid course; meaning it contains face to face lectures and on-line components. It is an expectation that students read the required material prior to class in order to be prepared to participate in classroom activities.

Prerequisites: All previous semester courses
Corequisites: NURS 4101, 4312, 4430, 4503
NURS 4312 3 (3:0:0)
NURSING: LEADERSHIP & 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 previous semester courses
Corequisites: NURS 4101, 4206, 4430, 4503

NURS 4430 4 (0.5:0.5:3)
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. This class is conducted fully face-to-face with a lab and precepted clinical.
Prerequisites: All previous semester courses and NURS 4503
Corequisites: NURS 4101, 4206, 4312

NURS 4502 5 (3:0:2)
NURSING: POPULATION HEALTH
In this course, students and faculty collaborate with community partners to facilitate healthy outcomes through health promotion and disease prevention. The accent is on public health nursing knowledge and clinical application with populations and communities. The emphasis is targeted toward assessment of communities, vulnerable populations, determinants of health and the exclusion of health disparities. Students implement population/community interventions, which foster healthier lives, communities and populations. The class is conducted face-to-face, with on-site clinical and volunteer community service opportunities.
Prerequisites: All junior level courses
Corequisites: NURS 4531, 4532
NURSING: ADULT HEALTH 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 pathophysiology 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. This class is conducted face-to-face with faculty on site clinical.

Prerequisites: All previous semester courses
Corequisites: NURS 4101, 4206, 4312

NURSING: THE MOTHER AND FAMILY

In this course, the student applies clinical concepts to the holistic nursing care of childbearing families in health and illness. Students provide increasingly complex nursing care from a multicultural perspective in a variety of settings. Emphasis is on the nurse’s collaborative role in promoting wellness of families throughout the childbearing experience. Growth and development principles are incorporated as students collaborate with childbearing families and other health care providers to bring about positive health outcomes through health promotion and prevention of further disease/disability. The student provides maternal-child nursing care which reflects ethical, legal, and political principles.

Prerequisites: All junior level courses
Corequisites: NURS 4502, 4532

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 to facilitate positive health outcomes through health promotion and disease prevention.

Prerequisites: All junior level courses
Corequisites: NURS 4502, 4531
RN-BSN Track (All online)

NURS 3211  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  2 (2:0:0)
CAREER PATHWAY I: ASSESSMENT AND DEVELOPMENT

The career pathway courses are designed to assist the RN-BSN student in his/her 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  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  3 (3:0:0)
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  3 (3:0:0)
LEGAL AND ETHICAL ISSUES IN NURSING

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  2 (2:0:0)
CAREER PATHWAY II: EXPANDING HORIZONS

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

Prerequisites: Completion of all first semester courses

NURS 4238  2 (2:0:0)
EVIDENCE-BASED PRACTICE AND RESEARCH

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.

Prerequisite: NURS 3211

NURS 4352  3 (3:0:0)
NURSING: MEETING CHALLENGES IN THE HEALTH CARE ENVIRONMENT

This course will involve the student in exploring the intricacies, risks and quality issues in the health care 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, health care quality and patient care.

Prerequisites: Completion of all first semester courses
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.

Prerequisites: Completion of all first semester courses

THE 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.

Prerequisites: Completion of all first semester courses
Master’s Program

The master’s nursing program is designed for nurses who hold a baccalaureate degree in nursing and wish to obtain advanced nursing preparation. The 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 graduates with the foundation for doctoral study.

At the master’s level, the 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 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; and 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 decision 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 participate in political, economic and social change to promote the health of clients; 6) the 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.

Program Tracks Available

The Adult/Gerontology Acute Care Nurse Practitioner Track (AGACNP) is a master’s degree track that prepares the graduate for practice in an acute care setting providing care for patients from young adults through geriatrics. All courses are offered online and require minimal visits to the Galveston campus. The track includes more than 700 clinical hours, and requires 49 semester credit hours (including the core courses). Graduates are prepared to sit for
national certification by the American Nurses Credentialing Center (ANCC) or the American Associate of Critical Care Nurses (AACN) Certification Corporation. A minimum of one year of recent experience as a registered nurse in an Acute Care, ED, or ICU environment is required.

The Adult/Gerontology Primary Care Nurse Practitioner Track (AGPCNP) is a master’s degree track that prepares the graduate for practice in a primary care setting providing care for patients from adolescence through geriatrics. All courses are offered online and require minimal visits to the Galveston campus. The track includes more than 700 clinical hours, and requires 49 semester credit hours (including the core courses). Graduates are prepared to sit for national certification by the American Academy of Nurse Practitioners Certification Board (AANPCB) or the American Nurses Credentialing Center (ANCC). A minimum of one year of nursing experience is preferred for applicants applying to the AGPCNP Track.

The Family Nurse Practitioner Track (FNP) prepares the graduate to deliver comprehensive health care to individuals ranging from infancy through adulthood within Primary Care settings. All courses are offered online and require minimal visits to the Galveston campus. The track requires 49 semester credit hours and over 700 clinical hours. Graduates are prepared to sit for national certification by the American Academy of Nurse Practitioners Certification Board (AANPCB) or the American Nurses Credentialing Center (ANCC). A minimum of one year experience, preferably within the ER or ICU setting, is preferred for applicants applying to the Family Nurse Practitioner track.

The Neonatal Nurse Practitioner Track (NNP) is a 46-credit hour track that prepares graduates to provide advanced nursing care to critically ill and recovering neonates and their families. All courses are offered online and require minimal visits to the Galveston campus. The track requires 780 clinical hours, and clinical experiences may be completed in the student’s geographic area if a clinical site is available. Graduates are eligible to sit for national certification offered by the National Certification Corporation (NCC). A minimum of two years of recent experience as a registered nurse in a Level III nursery is required.

The Clinical Nurse Leader Track (CNL) offers bachelors 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 CNL position is designed to address common challenges in today’s economic environment, including the fragmentation of care, retention of nurses in the profession, opportunities for advancement, and utilization of nurses to the full scope of their practice in acute care settings. The CNL track is 43 credit hours (including core courses) with more than 500 clinical hours, which prepares graduates to sit for the CNL certification exam offered by the Commission on Nurse Certification. A minimum of one year of recent experience as a registered nurse is required.
The **Executive Nurse Leader Track (ENL)** prepares 21st century nurse leaders to influence and advance health locally, nationally and globally. The Executive Nurse Leader track is online to allow nurse leaders to complete their graduate studies while balancing professional and workplace commitments. The track totals 39 credit hours and can be completed in two years of part-time study. A minimum of one year of recent management/leadership experience as a registered nurse is preferred.

The **Nurse Educator Track (NE)** prepares the graduate with the educational leadership knowledge and skills necessary to create a student centered learning environment. The 40 credit hour track builds on adult learning principles, nursing and learning theories, curriculum design, and program evaluation in order to develop a learning environment. Additionally, a teaching practicum takes place during the final semester. The educator course sequence may be taken as part of an MSN Degree, post baccalaureate or post masters certificate. A minimum of one year recent nursing experience is required, acute care experience is preferred.

**APPLICATION DUE DATES**

Master’s students are admitted in the fall of each year. Access the School of Nursing website ([http://nursing.utmb.edu/](http://nursing.utmb.edu/)) for application deadlines.

**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-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 submitted with their NCAS application. Acceptable accreditation evaluators are listed on the SON website, [http://nursing.utmb.edu/](http://nursing.utmb.edu/).

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 nursing courses.

4. Experience Requirements by Track:
   - **AGACNP** – A minimum of one year of recent experience as a registered nurse in an Acute Care, ED, or ICU environment is required.
   - **AGPCNP** – A minimum of one year of recent experience as a registered nurse is
preferred

- **FNP** – A minimum of one year of recent experience as a registered nurse is preferred
- **NNP** – A minimum of two years of recent experience as a registered nurse in a Level III nursery is required
- **Clinical Nurse Leader** – A minimum of one year of recent experience as a registered nurse is required.
- **Executive Nurse Leader** – A minimum of one year of recent management/leadership experience as a registered nurse is required
- **Nurse Educator** – A minimum of one year of recent experience as a registered nurse is required; acute care experience preferred

5. A personal interview with faculty *may be* required.
6. A professional reference, ideally one's current nursing supervisor, is required.
7. Minimum acceptable score on the Test of English as a Foreign Language (TOEFL) for applicants whose native language is not English:
   a. TOEFL: Computer Score - 83
   b. International English Language Testing System (IELTS): 6.5

### 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. 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 Assistant Dean for Admissions and Student Affairs approves the form and sends to the Academic Advisor for processing.

**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 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, the Program Director of the track 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 Program Director of the track to which an applicant seeks admission may waive a prerequisite based on professional experience and submission of a portfolio.

Semester credit hours granted by the three 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.

**PRIOR LEARNING EXPERIENCE AS A SUBSTITUTE FOR PROFESSIONAL COURSES (UPPER DIVISION)**

If none of the methods above 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 Assistant Dean for Admissions and Student Affairs 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 Program Director may require additional study for students granted credit for demonstrated skills.

**Master’s Application Process**

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 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. Current
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
   • Rationale and personal goals for degree choice and specialty track
   • Work experience
   • Health-related experience
   • Personal experiences affecting grades
   • Strengths and weaknesses
   • Interruptions in education and work
   • Leadership experience/activities
   • Volunteer activities as they relate to leadership, education or health
4. Applicants must submit the appropriate application fees to NCAS and UTMB Enrollment Services.
5. Applicants must submit official transcripts from each college-level institution in which the applicant ever enrolled to NCAS.
6. If previously enrolled in another nursing program, documentation of continued eligibility for that program must be provided.
7. One professional reference, ideally one’s current supervisor, is required.
8. Personal interviews may be required.
9. Applicants from foreign institutions must use one of the credentialing services approved by UTMB 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

   Spantran Services
   2400 August Drive, Suite 451
   Houston, TX 77057
   P) 713-266-8805
   F) 713-789-6022
If their native language is not English, applicants must achieve a satisfactory score on the Test of English as a Foreign Language (TOEFL). Minimum satisfactory scores are:

- TOEFL: Computer Score - 83
- International English Language Testing System (IELTS): 6.5

Since MSN courses are online, the UTMB MSN programs do not meet the requirements for students who have VISAs for educational purposes and are required to enroll in courses offered on campus.

Specific to Transfer Applicants

Prospective transfer students must follow the application process and meet the admission requirements previously stated. 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 completed at a nationally accredited baccalaureate nursing program within the last year. A grade of C or better must have been earned in all nursing courses. The Master’s Program Director will review nursing course descriptions and content outlines before making the final decision regarding transfer credit.

Selection Factors

The Master’s Program Admissions and Progressions 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
- Work experience and responsibilities held
- Volunteer experiences as they relate to leadership, education or health
Admission Status

The Graduate Program Admissions and Progressions Committee reviews each application as it is submitted. Generally, students are notified of their admission status by the Assistant Dean for Admissions and Student Affairs. Admission status will be one of the following:

- **Conditional Admission**: The applicant may have an outstanding prerequisite requirement or another condition to be met prior to attaining full degree-seeking status. The applicant must pass background and urine drug checks, and other pre-enrollment requirements listed in the New Student Guide sent to each applicant upon admission. A non-refundable deposit of $200 is required for enrollment. This deposit is applied to the first semester tuition.
- **Post-Master’s Status**: Applicant is accepted as a non-degree-seeking, post-master’s student for the purpose of completing a certificate in the Nurse Educator track.
- **Denial**: The applicant is notified that he or she has not been accepted.

Requirement Regarding Unencumbered Licensure for Admission

Students admitted to the graduate program must have an unencumbered RN license. If a student experiences an encumbrance (such as RN license with stipulations or restrictions) during their master’s program studies, he/she must notify the Associate Dean for Graduate Programs immediately upon receipt of the encumbrance. The student must 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, but will not be permitted to take clinical courses. The student will notify the appropriate Associate Dean of their Program 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 timely notify the Associate Dean for Graduate Programs of an encumbered license will be considered academic misconduct and be treated as such.

**MASTER’S ENROLLMENT REQUIREMENTS**

A newly admitted master’s student must meet the following requirements to enroll in the School of Nursing:

1. Complete Basic Life Support Health Care Provider Courses covering adult, infant, child, and two-man CPR. Certification must be obtained or renewed from the American Heart Association (online courses will not be accepted). Evidence of CPR certification must be provided at Orientation and at the beginning of clinical placements.
2. Complete all student immunization and TB screening requirements. Evidence of immunizations required by UTMB must be submitted to CastleBranch (https://castlebranch.com) for verification and processing, including documentation for a completed three dose series of Hepatitis B vaccines with a positive Hepatitis B antibody
titer, influenza, and bacterial meningitis vaccines as per Student Health 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.

Immunization requirements and updates can be found online at [http://www.utmb.edu/studenthealth/](http://www.utmb.edu/studenthealth/).

3. Submit verification of RN license, immunization records, and CPR certification to CastleBranch ([https://castlebranch.com](https://castlebranch.com)).

4. Gain background and drug screen clearance through CastleBranch ([https://castlebranch.com](https://castlebranch.com)). Students must register at CastleBranch during the timeframe specified in the New Student Guide. Results from any other company will not be accepted.

5. All students are required to acknowledge that they have read and understood the UTMB ADA policies when they submit their acceptance to the program.

6. Students will be required to acknowledge that they have read and understood the essential functions of their degree program, which may be found online at [https://www.utmb.edu/enrollmentservices/essential-functions](https://www.utmb.edu/enrollmentservices/essential-functions), and they must acknowledge that they can perform these functions with or without reasonable accommodations.

7. Complete and file a confirmation of health insurance as part of their initial registration process and each subsequent semester. Failure to do so may nullify or preclude registration. Students are automatically enrolled in the UTMB plan and must opt out each semester if necessary.

Students must have and maintain health insurance coverage on a continuing basis during their tenure as a student at UTMB. Failure to do so may result in cancellation of registration. Additional information regarding this policy is available at the Institutional Handbook of Operating Procedures: [http://www.utmb.edu/policies_and_procedures/16865146](http://www.utmb.edu/policies_and_procedures/16865146).

### Policy for Criminal Background Checks - All Students

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 prior to enrollment. Therefore all UTMB students will be required to undergo a background check prior to enrollment at UTMB.

### Policy for Drug Testing – All Students

It is the policy of UTMB to provide a safe workplace for all employees and students. Accordingly, the UTMB 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 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, methaqualone, 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 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’s ethical responsibility, of the applicant’s positive test as verified by the UTMB Medical Review Officer in regards to illegal or unauthorized substances.

Information regarding the IHOP Policy 7.1.26, Student Drug Testing, can be found at http://www.utmb.edu/policies_and_procedures/18331089.

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.

Students may request a total of 12 semester credit hours of graduate courses be transferred. A maximum of six semester credit hours relevant to a specific track (AGACNP, AGPCNP, FNP, NNP, CNL, ENL or NE) may be considered for transfer credit. Approval from the master’s nursing Program Director 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 School of Nursing.
2. The enrolled student must submit:
   a. A copy of the course syllabus that includes the 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 course grade. 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 track of study approved by master’s nursing advisor.
**ESSENTIAL FUNCTIONS OF THE GRADUATE NURSING PROGRAM**

**Core Functions for All Tracks**

Students accepted for admission at UTMB must be able to demonstrate the skills and abilities that will enable them to complete their specific curriculum. These skills and abilities include but are not limited to observation, communication, psychomotor skills, intellectual and cognitive abilities, behavioral and social skills and professional attributes, and the application of legal and ethical standards that enable them to practice their profession. Therefore, all applicants and matriculated students must be able to fulfill certain essential functions required to complete their respective curriculum with or without accommodations.

As part of the acceptance process at UTMB, all students will be required to acknowledge that they have read and understand the essential functions of their degree program, which may be found online at [https://www.utmb.edu/enrollmentservices/essential-functions](https://www.utmb.edu/enrollmentservices/essential-functions), and they must acknowledge that they can perform these functions with or without reasonable accommodations.

**Essential function statements** which apply to students in the graduate program are:

1) The *essential functions* considered generic and applicable to all academic programs at UTMB which are delineated in the Academic Policy titled “Students with Disabilities”;

2) The *essential functions*, considered generic and applicable to all Master’s level students regardless of track; and

3) Any additional *essential functions* required for the advanced nursing practice specialty track 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 tracks leading to a Master’s degree in nursing are congruent with the generic and specialty specific standards required for the tracks.

**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.

- *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 (All NP tracks).
• Education Standards and Curriculum Guidelines for Neonatal Nurse Practitioner Programs set forth by The National Association of Neonatal Nurses. (Neonatal Nurse Practitioner Track).
• 2017 Nurse Practitioner Core Competencies set forth by the National Organization of Nurse Practitioner Faculties (NONPF) (All NP Tracks)
• Population-Focused Nurse Practitioner Competencies (Adult-Gerontology Primary Care, Adult-Gerontology Acute Care, Family/Across the Lifespan, Neonatal) set forth by a multi-organizational task force facilitated by NONPF.
• Competencies and Curricular Expectations for Clinical Nurse Leader Education and Practice set forth by the American Association of Colleges of Nursing (Clinical Nurse Leader Track)
• Nurse Executive Competencies set forth by the American Organization of Nurse Executives (Executive Nurse leader Track)
• Core Competencies of Nurse Educators set forth by the National League for Nursing (Nurse Educator Track)

The essential functions of the graduate program are the cognitive, psychomotor, and affective activities that a student must be able to complete within the program. All students enrolled in the UTMB 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 track. A student in the master’s program 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.
The *essential functions* required for candidates to successfully complete the requirements of the full curriculum of the master’s 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.). Candidates must possess functional use of the senses that permit such observation. See Institutional Handbook of Operating Procedures (IHOP) Policy 7.1.1 Students with Disabilities: [http://www.utmb.edu/policies_and_procedures/15705920](http://www.utmb.edu/policies_and_procedures/15705920).

<table>
<thead>
<tr>
<th>School of Nursing Essential Functions</th>
<th>Examples:</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Tactile ability sufficient to: Perform physical assessments and examinations. Visual acuity sufficient to: Assess the condition of the patient’s ears and eyes using the otoscope and ophthalmoscope. 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. Identify allergic responses such as skin rashes. 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.</td>
</tr>
</tbody>
</table>
Essential Function: Communication

Candidates must be able to communicate effectively and efficiently. Candidates must be able to process and comprehend written material. See Institutional Handbook of Operating Procedures (IHOP) Policy 7.1.1 Students with Disabilities: [http://www.utmb.edu/policies_and_procedures/15705920](http://www.utmb.edu/policies_and_procedures/15705920).

<table>
<thead>
<tr>
<th>School of Nursing Essential Functions</th>
<th>Examples:</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.” 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) to elicit information from patients and others involved in the patient’s care.</td>
<td>Read and comprehend printed materials and documents. Read current literature to support clinical practice experiences. Document diagnoses and client care in the 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</td>
</tr>
</tbody>
</table>
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 track. Candidates must be able to display motor functioning sufficient to fulfill the professional roles toward which each track educates. See Institutional Handbook of Operating Procedures (IHOP) Policy 7.1.1 Students with Disabilities: [http://www.utmb.edu/policies_and_procedures/15705920](http://www.utmb.edu/policies_and_procedures/15705920).

<table>
<thead>
<tr>
<th>School of Nursing Essential Functions</th>
<th>Examples:</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 candidates 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. Candidates must be independently mobile</td>
<td>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 tests such as common laboratory tests.</td>
</tr>
</tbody>
</table>
to multiple classroom and clinical learning sites on and off campus.

**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 Institutional Handbook of Operating Procedures (IHOP) Policy 7.1.1 Students with Disabilities: [http://www.utmb.edu/policies_and_procedures/15705920](http://www.utmb.edu/policies_and_procedures/15705920).

<table>
<thead>
<tr>
<th>School of Nursing Essential Functions</th>
<th>Examples:</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 of 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, 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...</td>
<td></td>
</tr>
<tr>
<td>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: Reading and understanding numerical data/information. Tell time. Record numerical data in medical records. Add, subtract, multiply, and divide. Use measurement tools recognized as central to the care of patients/clients. Analyze assessment data in determining nursing and medical diagnoses. Use professional judgment. Accurately diagnose complex health problems. Seek advice appropriately.</td>
<td></td>
</tr>
</tbody>
</table>
Essential Functions: Professional and Social Attributes

Candidates must exercise good judgment and promptly complete all responsibilities required of their respective track. 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 tracks. See Institutional Handbook of Operating Procedures (IHOP) Policy 7.1.1 Students with Disabilities: (http://www.utmb.edu/policies_and_procedures/15705920).

<table>
<thead>
<tr>
<th>School of Nursing Essential Functions</th>
<th>Examples:</th>
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</thead>
<tbody>
<tr>
<td>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 populations; 7) caring and healing as central constructs in nursing practice; 8) function in the advanced practice role in stressful and ambiguous</td>
<td>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 individuals and families. Recognize own limits and abilities.</td>
</tr>
</tbody>
</table>
situations; and 9) care that reflects a set of professional values that provide the fundamental framework for advanced nursing practice.

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 tracks require personal integrity and the adherence to standards that reflect the values and functions of the profession. All tracks also require the honoring of codes of ethics. See Institutional Handbook of Operating Procedures (IHOP) Policy 7.1.1 Students with Disabilities: (http://www.utmb.edu/policies_and_procedures/15705920).

<table>
<thead>
<tr>
<th>School of Nursing Essential Functions</th>
<th>Examples:</th>
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</thead>
<tbody>
<tr>
<td>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 Texas Board of Nursing; 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.</td>
<td>Participate in ethics committee activities relative to patients/clients receiving nursing care. Participate in peer review. Testify before legislative/regulatory bodies such as the Texas Board of Nursing. 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.</td>
</tr>
</tbody>
</table>
MASTER’S PROGRAM OBJECTIVES

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

- Integrate specialized knowledge* into the advanced practice of nursing.
- Synthesize and apply evidence, research, and theory to improve the advanced practice of nursing.
- Develop and sustain collaborative relationships with colleagues from nursing and other disciplines to promote the health of individuals, families, and communities.
- Use evidence-based teaching and counseling strategies for promotion of health, prevention of illness, and management of human responses to illness.
- Provide leadership in contemporary roles associated with the advanced practice of nursing.
- Analyze the historical, legal, cultural, and ethical dimensions of advanced nursing roles.
- Actively 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 incorporating cultural sensitivity, compassion, integrity, and respect.
- Assume legal and ethical accountability in practice with individuals, society, and the profession.

*including, but not limited to knowledge from bio-psycho-social disciplines, nursing specialty areas, informatics, health policy, and financing of nursing [practice].

DEGREE REQUIREMENTS FOR THE MASTER OF SCIENCE IN NURSING (MSN)

General Requirements for all Master’s Degrees

For the Master of Science in Nursing degree (MSN), a minimum of 39 semester credit hours of master’s level coursework is required. Specific tracks may require additional credit hours. At least 18 semester credit hours must be in the track (e.g., clinical track, 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). Each student must have an overall program GPA of 3.0 or above at the time of graduation.

Degrees are awarded at the end of the summer, fall, and spring terms. No degree is conferred except on the official dates announced publicly. The formal Commencement ceremony for the entire academic year is held in the spring.
Master’s Core

All MSN students must complete the following master’s core courses in addition to required courses in their area of specialization. All curriculum required courses are subject to change as needed to meet program outcomes.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GNRS 5373</td>
<td>Theoretical &amp; Evidence-Based Foundations for Advanced Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>GNRS 5346</td>
<td>Public Policy and Nursing</td>
<td>3</td>
</tr>
<tr>
<td>GNRS 53371</td>
<td>Public Health Principles in Advanced Practice Nursing</td>
<td>3</td>
</tr>
<tr>
<td>GNRS 5349</td>
<td>Informatics and Quality Improvement</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GNRS 5307</td>
<td>Advanced Health Assessment</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td></td>
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</tr>
<tr>
<td>GNRS 5303</td>
<td>Advanced Health Assessment—Neonatal</td>
<td>3</td>
</tr>
<tr>
<td>GNRS 5355</td>
<td>Advanced Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>GNRS 5301</td>
<td>Pharmacological Principles of Clinical Therapeutics</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td></td>
<td><strong>9</strong></td>
</tr>
</tbody>
</table>

Adult-Gerontology Acute Care Nurse Practitioner Curriculum

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GNRS 5298</td>
<td>Geriatric Syndromes</td>
<td>2</td>
</tr>
<tr>
<td>GNRS 5217</td>
<td>NP Diagnostic Reasoning and Procedures</td>
<td>2</td>
</tr>
<tr>
<td>GNRS 5623</td>
<td>ACNP Concepts &amp; Practicum I: Adult-Gerontology</td>
<td>6</td>
</tr>
<tr>
<td>GNRS 5624</td>
<td>ACNP Concepts &amp; Practicum II: Adult-Gerontology</td>
<td>6</td>
</tr>
<tr>
<td>GNRS 5625</td>
<td>ACNP Concepts &amp; Practicum III: Adult-Gerontology</td>
<td>6</td>
</tr>
<tr>
<td>GNRS 5350</td>
<td>Nurse Practitioner: Professional Role and Business Principles</td>
<td>3</td>
</tr>
<tr>
<td>GNRS 5027</td>
<td>ACNP Practicum IV: Adult-Gerontology</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td></td>
<td><strong>28</strong></td>
</tr>
</tbody>
</table>
### Adult-Gerontology Primary Care Nurse Practitioner Curriculum

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GNRS 5298</td>
<td>Geriatric Syndromes</td>
<td>2</td>
</tr>
<tr>
<td>GNRS 5634</td>
<td>AGNP I: Healthy Adults</td>
<td>6</td>
</tr>
<tr>
<td>GNRS 5635</td>
<td>AGNP II: Acute Health Problems of Adults</td>
<td>6</td>
</tr>
<tr>
<td>GNRS 5613</td>
<td>AGNP III: Chronic &amp; Complex Health Problems of Adults</td>
<td>6</td>
</tr>
<tr>
<td>GNRS 5554</td>
<td>AGNP Concepts IV: Clinical Role Practicum</td>
<td>3</td>
</tr>
<tr>
<td>GNRS 5217</td>
<td>NP Diagnostic Reasoning and Procedures</td>
<td>2</td>
</tr>
<tr>
<td>GNRS 5350</td>
<td>Nurse Practitioner: Professional Role and Business Principles</td>
<td>3</td>
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</tbody>
</table>

**Total Credit Hours**: 28

### Family Nurse Practitioner Curriculum

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GNRS 5669</td>
<td>FNP Introduction to Primary Care of Adults</td>
<td>6</td>
</tr>
<tr>
<td>GNRS 5670</td>
<td>FNP Primary Care of Children</td>
<td>6</td>
</tr>
<tr>
<td>GNRS 5668</td>
<td>FNP Older Adult/Chronic Illness</td>
<td>6</td>
</tr>
<tr>
<td>GNRS 5266</td>
<td>Families and Health Promotion</td>
<td>2</td>
</tr>
<tr>
<td>GNRS 5350</td>
<td>Nurse Practitioner: Professional Role and Business Principles</td>
<td>3</td>
</tr>
<tr>
<td>GNRS 5302</td>
<td>FNP Clinical Role Practicum</td>
<td>3</td>
</tr>
<tr>
<td>GNRS 5217</td>
<td>NP Diagnostic Reasoning and Procedures</td>
<td>2</td>
</tr>
</tbody>
</table>

**Total Credit Hours**: 28

### Neonatal Nurse Practitioner Curriculum

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GNRS 5631</td>
<td>NNP I</td>
<td>6</td>
</tr>
<tr>
<td>GNRS 5632</td>
<td>NNP II</td>
<td>6</td>
</tr>
<tr>
<td>GNRS 5350</td>
<td>Nurse Practitioner: Professional Role and Business Principles</td>
<td>3</td>
</tr>
<tr>
<td>GNRS 5633</td>
<td>NNP Concepts and Practicum III</td>
<td>6</td>
</tr>
<tr>
<td>GNRS 5434</td>
<td>NNP Concepts and Practicum IV</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total Credit Hours**: 25

### Clinical Nurse Leader Curriculum

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GNRS 5305</td>
<td>Introduction to the Role of the Clinical Nurse Leader (CNL)</td>
<td>3</td>
</tr>
<tr>
<td>GNRS 5121</td>
<td>Clinical Nurse Leader Practicum I</td>
<td>1</td>
</tr>
<tr>
<td>GNRS 5368</td>
<td>CNL Quality and Safety</td>
<td>3</td>
</tr>
</tbody>
</table>
GNRS 5250  CNL Role Synthesis and Integration .................................................. 2
GNRS 5122  Clinical Nurse Leader Practicum II .................................................. 1
GNRS 5557  Clinical Nurse Leader: Clinical Practice .......................................... 5
GNRS 5123  Clinical Nurse Leader Practicum III ............................................... 1
GNRS 5395  CNL Health Care Finance and Economics ........................................ 3
GNRS 5321  CNL Immersion I & Project ............................................................... 3
GNRS 5357  CNL Immersion II & Project ............................................................. 3

Total Credit Hours: ........................................................................................................... 25

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

Executive Nurse Leader Curriculum

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GNRS 5327</td>
<td>Leadership I: Transformational Leadership</td>
<td>3</td>
</tr>
<tr>
<td>GNRS 5328</td>
<td>Health Care Economics</td>
<td>3</td>
</tr>
<tr>
<td>GNRS 5329</td>
<td>Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>GNRS 5330</td>
<td>Leadership of Health Care Knowledge Workers</td>
<td>3</td>
</tr>
<tr>
<td>GNRS 5388</td>
<td>Research and EBM in Health Care</td>
<td>3</td>
</tr>
<tr>
<td>GNRS 5331</td>
<td>Quality, Safety, Law, and Ethics in Health Care</td>
<td>3</td>
</tr>
<tr>
<td>GNRS 5332</td>
<td>Transformational Leadership II</td>
<td>3</td>
</tr>
<tr>
<td>GNRS 5347</td>
<td>Leader as Communicator</td>
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<tr>
<td>GNRS 5131</td>
<td>Leadership Practicum I</td>
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<td>GNRS 5132</td>
<td>Leadership Practicum II</td>
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<tr>
<td>GNRS 5133</td>
<td>Leadership Practicum III</td>
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Total Credit Hours ........................................................................................................... 27

Nurse Educator Curriculum

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>GNRS 5309</td>
<td>Educator: The Foundation of Adult Learning</td>
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<td>GNRS 5310</td>
<td>Nurse Educator: Advanced Clinical</td>
<td>3</td>
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<tr>
<td>GNRS 5311</td>
<td>Educator: Program Evaluation</td>
<td>3</td>
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<tr>
<td>GNRS 5312</td>
<td>Educator: Learning Environment</td>
<td>3</td>
</tr>
<tr>
<td>GNRS 5322</td>
<td>Educator: Curriculum Design</td>
<td>3</td>
</tr>
<tr>
<td>GNRS 5320</td>
<td>Educator: Teaching Practicum</td>
<td>3</td>
</tr>
<tr>
<td>GNRS 5108</td>
<td>Educator: Professional Role Development</td>
<td>1</td>
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</table>

Total Credit Hours ........................................................................................................... 19
Online Courses

All graduate level courses are available online and require minimal travel to the main campus. Students with an F-1 Visa may not enroll in more than one online course per semester.

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 Administrator of the track from which the student is requesting transfer. Transfers from the Executive Nurse Leader, Clinical Nurse Leader and Nursing Educator tracks into the Family Nurse Practitioner (FNP) or Adult/Gerontology Primary Care Nurse Practitioner (AGPCNP) track must be approved by the Administrator for the FNP or AGPCNP track and the MSN Program Director. Generally, transfers are not permitted to the FNP or AGNP track from these three tracks.

2. The student must notify the Chairperson of the 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 tracks. The written statement must include the track from which the student will transfer, the track to which the student desires to transfer, and an explanation of the reason for the request.

3. The Chairperson of the Admissions & Progressions Committee will notify the applicant that their request has been received and is being reviewed.

4. The Chairperson of the Admissions & Progressions Committee and proposed new Track Administrator will evaluate enrollment 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 track, and reviewed as part of the next cohort of applicants for that track. The Administrator of the desired track 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. An interview with the Administrator of the track the student wishes to transfer into may be required. 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 the Track Administrator, Master’s Program Director, and Office of Admissions & Student Affairs. If the transfer is denied, the student has the option to: a) remain in the current track or b) withdraw from the MSN Program.
8. The Academic Advisor for graduate programs will process the Program Change Form, ensure the Faculty Advisor is reassigned if needed for the new track, and notify the student, new advisor, Office of Admissions & Student Affairs, and Enrollment Services.

9. The new advisor will develop and submit a new track plan to the student and Academic Advisor.
COURSE DESCRIPTIONS

GNRS 5027

ACNP Practicum IV: Adult Gerontology 3 (0:0:3)

This course is designed to provide clinical experience in the application of the AGACNP role in the diagnosis and collaborative management of complex acute and chronic health problems in the late adolescent through the frail older adult in the acute and critical care setting. Integration of theory and evidence-based patient management will be emphasized in the identification and treatment of diseases of select body systems including stabilization of condition, prevention of complications, restoration of maximum health and/or palliative and end of life care.

Prerequisite: GNRS 5625

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. Professional Role Development begins the transition from a BSN to an MSN Nurse Educator. The course provides a framework to complete a self-assessment and then to begin your professional/educational journey. After you complete your self-assessment you will develop your professional plan. That professional plan will evolve into an electronic document that will expand the entire time you are enrolled in the Master’s Program. It is hoped that the electronic document will serve you well as you enter the academic or clinical setting as a Master’s prepared Nurse Educator. This course is conducted fully online.

GNRS 5121 1 (0:0:1)

CLINICAL NURSE LEADER PRACTICUM I

This course is designed to provide a precepted clinical experience for the CNL Registered Nurse Student. The course provides an opportunity to practice under the guidance and supervision of an experienced nurse preceptor. This clinical course focuses on the role of the CNL as care provider, communicator, teacher, and leader as well as a consumer of evidenced based practice that is applicable to the patient and the clinical agency where the student is performing their clinical practice. Students will be engaged in developing an appropriate clinical project with their preceptor demonstrating application of learned CNL principles of nursing care, organizational development, and patient quality and safety improvement principles. In addition with faculty guidance, the student will develop a practicum plan based on course objectives to include specific objectives, learning activities, and evaluation methods.

Corequisite: GNRS 5305
CLINICAL NURSE LEADER PRACTICUM II

This course provides students with the opportunity to critically examine the role of the clinical nurse leader (CNL). Health care 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 for and collaboration with other health professionals. Students in this practicum experience focus on the synthesis of previously gained knowledge and skills in the provision of advanced leadership modalities with staff, managers and administrators. Emphasis is placed on management of staff, patients, and families within a specific clinical focus area.

CLINICAL NURSE LEADER PRACTICUM III

This is the third practicum course in the Clinical Nurse Leader track. Students refine the skills in advocacy and leadership for reforming a health care delivery system while putting best practices into action. Periodic assignments and Skype/Lync conferences 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. This course is conducted fully online with on-site clinical hours.

LEADERSHIP PRACTICUM I

The Nursing Leadership Practicum provides experiential learning, through mentorship with an established leader. The Practicum supplements theoretical coursework and provides opportunities to synthesize prior learning while observing, testing, and evaluating leadership and management theories and practices. Students select one or more approved masters or doctoral-prepared leader(s) as preceptor(s). The student develops a Practicum Plan outlining a proposed change project, and related learning activities, objectives, and work products; faculty, preceptor, student and SON Dean must approve the Plan. Plan must meet the objectives of the Practicum course.

Prerequisites/Corequisites: GNRS 5327, 5328, 5329, 5330, permission of instructor.

LEADERSHIP PRACTICUM II

The Nursing Leadership Practicum provides the student with experiential learning, coaching and guidance of an established leader. The three practicum courses supplement the theory coursework and include opportunities to synthesize prior learning while observing, testing and evaluating theories and practices of leadership and management. The practicum courses require the selection of one or more approved master’s or doctoral-prepared leaders as preceptor(s) that will work with the student throughout all three
practicum courses. In Practicum I, the student develops a practicum plan outlining proposed learning activities, objectives, and products; the plan must be approved by the faculty, preceptor, and student, and must meet the objectives of the practicum course. In Practicum II, the student moves forward with implementation of the plan.

Prerequisites/Corequisites: GNRS 5327, 5328, 5329, 5330, 5332 or permission of instructor.

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

During this third and final semester of the Practicum, you will complete your formal experiential learning with your mentor – an established leader or leaders in a healthcare or healthcare-related organization. The practicum experience was designed to supplement the theory coursework. It has included opportunities to synthesize prior learning while observing, testing, and evaluating theories and practices of leadership and management.

During the three semesters of the practicum experience, you have had an opportunity to analyze a leadership issue, propose a change project and work with a nursing leader as your mentor. You now will complete this project and prepare a formal paper summarizing your work, lessons learned and areas for continued personal and professional leadership development. The practicum experience should continue to provide you with opportunities to gain experiences that will help you progress in your leadership journey.

Prerequisites: Approved practicum plan and completion of Practicum 1 and 2 or permission of instructor.

GNRS 5217 2 (1:0:1)
NP DIAGNOSTIC REASONING AND PROCEDURES

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.

Prerequisites/Corequisites: Completion of or concurrent with GNRS 5307.

GNRS 5250 2 (2:0:0)
CNL ROLE SYNTHESIS AND INTEGRATION

The course focuses on the analysis and synthesis of the role of the clinical nurse leader on various target populations. Provides opportunities for continued development of competencies in the three curriculum elements of the CNL role -- nursing leadership, care environment management and clinical outcomes management -- through directed module activities.

Students participate face to face and through telephone conference calls with clinically-based preceptors to implement the project or practice intervention design in the Immersion I
course in a prior semester.

Prerequisites/Corequisites: All CNL track courses. This is the last course in the track.

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: GNRS 5307 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 of these transitions on health is considered within the context of theoretical views of aging and adult development.

Prerequisites/Corequisites: GNRS 5355 or permission of the instructor.

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 and geriatric nursing practice. Analysis of selected health problems is integrated with the development of scientifically based clinical pharmacological management of these problems.

Prerequisites/Corequisites: Undergraduate pharmacology course.

GNRS 5302 3 (0:0:3)
FNP CLINICAL ROLE 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 maximize health care outcomes.

Prerequisites/Corequisites: GNRS 5668, 5669, 5670, and consent of instructor.

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 modules and readings, BB participation (online), simulation (on-campus), and clinical experiences (60 hours in a newborn nursery) focus on assessment, presentation of findings and clinical decision-making.

GNRS 5305  3 (3:0:0)
INTRODUCTION TO THE ROLE OF THE CLINICAL NURSE LEADER (CNL)

This course provides students with the opportunity to critically examine the role of the clinical nurse leader (CNL). Health care 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 course will examine theories and principles regarding management of organizational systems within diverse healthcare 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 administration.

Prerequisites/Corequisites: Concurrent with GNRS 5121

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 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 facilitates 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)
EDUCATOR: THE FOUNDATION OF ADULT LEARNING

This course focuses on the introduction of the teaching-learning process; learning styles, development of objectives, planning, implementation, and the assessment of learning. Emphasis is placed on the evolving role of the Nurse Educator in an increasingly diverse student population with many learning styles. This course also stress the significance of assessment of a variety of instructional methods/strategies adjusted to meet the needs of all learners. It also highlights the interpretation and application of learning style assessment results.

GNRS 5310  3 (1:0:2)
NURSE EDUCATOR: 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.

Prerequisites: GNRS 5355, 5301, 5307

GNRS 5311  3 (3:0:0)
EDUCATOR: PROGRAM EVALUATION

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

Prerequisites: GNRS 5309

GNRS 5312  3 (3:0:0)
EDUCATOR: 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 environments. As a facilitator of learning, innovative educational strategies that promote learning and the use of emerging technologies will be explored in multiple educational environments. Appropriate assessment techniques will validate the completion of the learning outcomes.

Prerequisites/Corequisites: Graduate standing and consent of instructor.
EDUCATOR: TEACHING 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 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 track.

Prerequisites: Graduate standing and consent of instructor, GNRS 5108, 5309, 5310, 5311, 5312, and 5322

CGNS 5321 3 (0:0:3)

CNL IMMERSION I & PROJECT

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 interprofessional 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.

Prerequisites: GNRS 5121, 5122, 5123, 5301, 5305, 5307, 5337, 5355, 5368, 5373, and 5349

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. The impact of accrediting entities will be included as these are related to curriculum development and evaluation. Opportunities to practice the elements of curriculum building will be provided within the distance learning community.

Prerequisite: Graduate standing and consent of instructor

GNRS 5327 3 (3:0:0)

LEADERSHIP I: TRANSFORMATIONAL LEADERSHIP

This course is designed to enhance the practitioner’s knowledge related to the theories, principles, research, and concepts of transformational leadership, including organizational
change. The course integrates the professional and leadership experience in the exploration of key health care issues. This integration is achieved through the application of theories and research related to leadership topics.

GNRS 5328  
HEALTH CARE ECONOMICS

At this time of historic change in the health care system, it is essential that nurse leaders have a firm understanding of the health care system. Health care costs continue to be a significant and increasing percentage of the gross national product (GNP). The organization and financing of healthcare is an essential foundation for health care services, impacting access, cost and quality. The students will study the principal ways that United States health care is structured and financed at the national, state and local levels, and how policy affects the 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. The implications for the practice of health care leaders will be explored.

GNRS 5329  
FINANCIAL MANAGEMENT

Financial Management is central to the practice of nurse administrative leaders, and the development and management of budgets is a fundamental competency for effective financial performance, especially in these times of historic change. 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  
LEADERSHIP OF HEALTH CARE KNOWLEDGE WORKERS

The stable hierarchical, industrial-era institutions of the 20th century are unraveling, being replaced by more fluid, knowledge-intense organizations. Healthcare knowledge workers increasingly work in interdisciplinary teams, whether co-located or virtual, and require environments that challenge and support them differently than in the past. The focus of this course is 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.
QUALITY, SAFETY, LAW AND ETHICS IN HEALTH CARE

Assuring high quality, ethical, safe patient care is one of the most important responsibilities of the healthcare leader. Recent reports from the Institute of Medicine and others have documented that patient safety and patient privacy within American healthcare are high priority concerns. This course 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.

Prerequisites/Corequisites: GNRS 5327 and 5330

TRANSFORMATIONAL 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.

Prerequisites/Corequisites: GNRS 5327, 5328, 5329, and 5330.

PUBLIC POLICY AND NURSING

This course provides an opportunity for nurses to participate in the development of public health care policy and 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. Participants will be introduced to skills in policy analysis and strategic planning for improving health care policy. The overall goal is to stimulate awareness and participation in advancing the profession of nursing.

LEADER AS COMMUNICATOR

Skillful communication is a core competency of successful leaders. To be effective, leaders must be able to persuade and convince others (individuals or groups) to support a point of view, position, recommendation, or course of action. 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. This course is designed to help the student develop and improve effective communication skills.
GNRS 5349  
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 health care, improve patient outcomes, provide cost-effective health care, and maintain quality and safety in nursing practice.

GNRS 5350  
NURSE PRACTITIONER: PROFESSIONAL ROLE AND BUSINESS PRINCIPLES

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 employment setting or private practice. 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 practice.

Prerequisites/Corequisites: Graduate standing, consent of instructor, and concurrent enrollment in a specialty clinical course.

GNRS 5355  
ADVANCED PATHOPHYSIOLOGY

The focus of this course is on pathological conditions encountered in clinical practice across the life span of clients. Emphasis is placed on regulatory and compensatory mechanisms as they relate to commonly occurring diseases. This course has been designed with a primary care emphasis to meet the needs of advanced practice nursing students.

GNRS 5357  
CNL IMMERSION II & PROJECT

This final clinical immersion course in the CNL track 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.

Prerequisites/Corequisites: GNRS 5305, 5121, 5122, 5123, 5307, 5373, 5301, 5337, 5368, 5355, 5349, 5557, and 5321.
GNRS 5368  3 (3:0:0)

CNL QUALITY & SAFETY

This course focuses on the analysis, synthesis and application of science to address current and emerging problems related to patient care quality and safety within a healthcare system. Organizational theories and culture, and the dynamic forces at microsystem, mesosystem and macro system levels are explored. The unique role of advanced nursing in quality improvement and conceptualization and redesign of effective care delivery models that address gaps in science and delivery of patient care services will be explored.

Prerequisites/Corequisites:  GNRS 5305 and 5121

GNRS 5373  3 (3:0:0)

THEORETICAL & EVIDENCE-BASED FOUNDATIONS FOR ADVANCED NURSING PRACTICE

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 the skills to evaluate the credibility of reported research and determine its usefulness in guiding evidence-based 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.

GNRS 5388  3 (3:0:0)

CONCEPTS OF RESEARCH AND EBM IN HEALTH CARE

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. In this course, students will learn to apply aspects of the research process in administrative practice. They will investigate the evidence-based management literature and review health care 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 also forecast the impact of loss of revenue and deficits in organizational knowledge on the strategic plan of the organization, and the resultant impact on departments and divisions.

Prerequisites/Corequisites:  GNRS 5328 and 5329

GNRS 5395  3 (3:0:0)

CNL HEALTH CARE FINANCE AND ECONOMICS
Health care costs continue to be a significant and increasing percentage (16.2% - DHHS, 2011) of the gross domestic product (GDP). The infrastructure and financing of healthcare services impact access, cost and quality. The CNL student will explore five conceptual frameworks with disciplined inquiry through teamwork and dialogue about the health care systems: 1. Environment 2. Resources 3. Processes 4. Outcomes 5. Outlook (future). 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 case discussions, reading and synthesis, and participative experiences.

GNRS 5434  4 (0:0:4)
NNP CONCEPTS AND PRACTICUM IV

This practicum 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 5554  3 (0:0:3)
AGPCNP CONCEPTS IV - CLINICAL ROLE 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.

Prerequisites/Corequisites:  GNRS 5613

GNRS 5557  5 (5:0:0)
CLINICAL NURSE LEADER:  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 health care settings for diverse populations across the lifespan.

Prerequisites:  GNRS 5121, 5122, 5305 and 5368
Corequisites:  GNRS 5123

GNRS 5613  6 (3:0:3)
AGPCNP III:  CHRONIC & COMPLEX HEALTH PROBLEMS OF ADULTS

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.

Prerequisites/Corequisites: GNRS 5635 or permission of the instructor

GNRS 5623
ACNP Concepts and Practicum I: Adult Gerontology 6 (3:0:3)

The course explores, at an advanced level, the assessment, diagnosis and collaborative management of episodic and chronic health problems in the late adolescent through the frail older adult in the ambulatory care setting. Integration of theory and evidence-based practice is emphasized in the treatment of disorders of selected body systems.

Prerequisites: GNRS 5355, 5307, 5301, 5373, 5217 and 5298

GNRS 5624
ACNP Concepts and Practicum II: Adult Gerontology 6 (3:0:3)

The course explores, at an advanced level, the assessment, diagnosis and collaborative management of acute and chronic health problems in the late adolescent through the frail older adult in the acute care setting. Integration of theory and evidence-based patient management is emphasized in the identification and treatment of diseases of selected body systems.

Prerequisite: GNRS 5623

GNRS 5625
ACNP Concepts and Practicum III: Adult Gerontology 6 (3:0:3)

The course explores, at an advanced level, the assessment, diagnosis and collaborative management of select complex and critical health problems of the late adolescent through the frail older adult in the acute care setting. Emphasis will be placed on theory and evidence-based patient management for identification and treatment of diseases of select body systems.

Prerequisite: GNRS 5624

GNRS 5631 6 (3:0:3)
NNP 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.

Prerequisites/Corequisites: GNRS 5301, 5303, 5355 and 5373

GNRS 5632 6 (3:0:3)

NNP 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.

Prerequisites/Corequisites: GNRS 5631

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.

AGPCNP I: HEALTHY ADULTS

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.

Prerequisites/Corequisites: GNRS 5301, 5355, and 5307

AGPCNP II: ACUTE HEALTH PROBLEMS OF ADULTS

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. Student progress will be evaluated through examinations, papers, class participation, student directed conferences/seminars, and clinical practice.
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 developing a collaborative relationship with the members of the interdisciplinary health care team.

Prerequisites/Corequisites: GNRS 5634 or permission of instructor

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

The primary care of 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.

Prerequisites/Corequisites: GNRS 5307, 5669, 5670, 5301 or 5355 and consent of instructor.

GNRS 5669 6 (3:0:3)
FNP INTRODUCTION TO PRIMARY CARE OF ADULTS

The Family Nurse Practitioner course focuses on primary care of adults including prenatal management. The course presents the theoretical and clinical basis for advanced practice nursing, with a focus on adults who are essentially well or who have common 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 evidence 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.

This course is a hybrid course with online lectures, face-to-face clinicals and a required Problem Oriented Clinical Exam (POCE) on the UTMB campus.

Prerequisites/Corequisites: Graduate standing, completion of GNRS 5307, 5301, or 5355, and consent of instructor.

GNRS 5670 6 (3:0:3)
FNP PRIMARY CARE OF CHILDREN

The course in primary care of children emphasizes the role of the family nurse practitioner in the management of common health problems in pediatrics. 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.

This class is a hybrid course with online lectures, face-to-face clinicals and a required Problem Oriented Clinical Exam (POCE) on the UTMB campus.

Prerequisites/Corequisites: GNRS 5669 and concurrent with GNRS 5350.

GNRS 53371 3 (3:0:0)
PUBLIC HEALTH PRINCIPLES IN ADVANCED PRACTICE NURSING
This course examines the use of public health principles and approaches in advanced practice nursing care of target populations. An ecological perspective provides the foundation upon which social determinants of health are identified. A population’s identified health needs are addressed through assessment, planning, and implementation of evidence-based health promotion and/or disease prevention interventions, and evaluated for intervention effectiveness.

Post BSN/MSN Certificates in Nurse Educator

The challenges of the 21st century encourage nurse educators to explore alternate possibilities to create learning opportunities for consumers of education. Currently, it is necessary that our educational nurse leaders have advanced knowledge, as well as, a creative spirit to prepare and support nurses in a dynamic health care environment. The certification program offers participants the opportunity to be involved in a learning community. The certificate program will build on adult learning principles. Additionally curriculum design, program evaluation, and the learning environment will expand the knowledge and further develop the program participants so they can assume the role as an educational leader.

The requirements for admission to the post BSN/MSN certificate program in Nurse Educator are listed below:

- A minimum of a BSN (post BSN Certification) or MSN (post MSN certificate) 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 body. Applicants who have a BSN (post BSN Certification) or MSN (post MSN Certification) degree in nursing from a non-accredited program will be considered individually. The applicant should submit additional data about the program and its accreditation status.
- Current, unencumbered, valid 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.
• Submit an Application Request in writing to the Office of Admissions and Student Affairs (son.studentaffairs@utmb.edu) and pay associated fees. Official transcripts must be sent to Enrollment Services.
• 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 a computer score of 83 or 6.5 for the IELTS.

Nurse Educator Certificate Curriculum

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GNRS 5311</td>
<td>Educator: Program Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>GNRS 5312</td>
<td>Educator: Learning Environment</td>
<td>3</td>
</tr>
<tr>
<td>GNRS 5322</td>
<td>Educator: Curriculum Design</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 9

Additional courses offered to non-degree certificate seeking students are:
• GNRS 5108 – Professional Development
• GNRS 5309 – Foundation in Adult Learning
Doctor of Nursing Practice Program

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.

APPLICATION DUE DATES

Doctoral students are admitted in the fall of each year. Access the School of Nursing website (http://nursing.utmb.edu/) for application deadlines.

DOCTOR OF NURSING PRACTICE PROGRAM ADMISSION REQUIREMENTS

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

1. 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.

2. National certification and recognition or licensure as a Nurse Practitioner in the state in which the applicant practices.

3. 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.

4. 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.

5. 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.


7. 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.

8. A personal interview in person or by telephone with a faculty member is required.

9. Minimum acceptable score on the Test of English as a Foreign Language (TOEFL) for applicants whose native language is not English:
   a. TOEFL: Computer Score - 83
b. International English Language Testing System (IELTS): 6.5
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.

Credit for Prior Learning Experiences

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

- Experience equivalent to courses or portions of courses and measurable by portfolios, and/or
- Experience measurable by demonstrated skills.

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 Professional Courses

The following guidelines govern the granting of academic credit based on experience and prior learning:

- The student must submit the petition and portfolio at least one semester in advance of the offering of the course for which credit is being sought based on prior experience and learning.
- Both the Course Instructor/Coordinator and the 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 credit is sought.
- Curriculum standards and/or standards for accreditation, certification, or licensure may limit the amount of credit by portfolio, as determined by the Program Director.

Semester credit hours granted by the aforementioned method 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.

Doctor of Nursing Practice Program Application Process

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 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. Current deadlines are posted on the School of Nursing website (http://nursing.utmb.edu/).
3. Applicants must submit the appropriate application fees to NCAS and UTMB Enrollment Services.
4. Applicants must submit official transcripts from each college-level institution in which the applicant ever enrolled to NCAS.

5. If previously enrolled in another nursing program, documentation of continued eligibility for that program must be provided.

6. 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.

7. One letter of professional reference.

8. 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.

9. A personal interview in person or by telephone with a faculty member is required.

10. Applicants from foreign institutions must use one of the credentialing services approved by UTMB 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

    Spantran Services
    2400 August Drive, Suite 451
    Houston, TX 77057
    P) 713-266-8805
    F) 713-789-6022

    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 must achieve a satisfactory score on the Test of English as a Foreign Language (TOEFL). Minimum satisfactory scores are:

- TOEFL: Computer Score - 83
- International English Language Testing System (IELTS): 6.5
Since the DNP courses are online, the UTMB DNP program does not meet the requirements for students who have VISAs for educational purposes and are required to enroll in courses offered on campus.

Specific to Transfer Applicants

Prospective transfer students must follow the application process and meet the admission requirements previously stated. 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 completed at a nationally accredited doctoral nursing program within the last three years. A grade of B or better must have been earned in all nursing courses for which transfer credit is sought. The Doctor of Nursing Practice Program Director will review nursing course descriptions and content outlines in conjunction with Course Coordinators before making the final decision regarding transfer credit for individual courses.

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
- Work experience
- Additional community and volunteer experiences

Admission Status

The Graduate Admissions and Progressions Committee reviews each application as it is submitted. Generally, students are notified of their admission status by the Assistant Dean for Admissions and Student Affairs. Admission status will be one of the following:

- **Conditional Admission**: The applicant may have a condition to be met prior to attaining full degree-seeking status. The applicant must pass background and urine drug checks, and other pre-enrollment requirements listed in the New Student Guide sent to each applicant upon admission.
  
  A non-refundable deposit of $200 is required for enrollment. This deposit is applied to the first semester tuition.
• **Denial**: The applicant is notified that he or she has not been accepted.

**Requirement Regarding Unencumbered Licensure for Admission**

Students admitted to the doctoral program must have an unencumbered RN license. If a student experiences an encumbrance (such as RN license with stipulations or restrictions) during their doctoral studies, he/she must notify the Associate Dean for Graduate Programs immediately upon receipt of the encumbrance. The student must 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, but will not be permitted to take clinical courses. The student will notify the Associate Dean for Graduate Programs 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 timely notify the Associate Dean for Graduate Programs of an encumbered license will be considered academic misconduct and be treated as such.

**DOCTOR OF NURSING PRACTICE PROGRAM ENROLLMENT REQUIREMENTS**

A newly admitted Doctor of Nursing Practice student must meet the following requirements to enroll in the School of Nursing:

1. Complete Basic Life Support Health Care Provider Courses covering adult, infant, child, and two-man CPR. Certification must be obtained or renewed from the American Heart Association (online courses will not be accepted). Evidence of CPR certification must be provided at Orientation and at the beginning of clinical placements.

2. Complete all student immunization and TB screening requirements.
   
   Evidence of immunizations required by UTMB must be submitted to CastleBranch ([https://castlebranch.com](https://castlebranch.com)) for verification and processing, including documentation for a completed three dose series of Hepatitis B vaccines with a positive Hepatitis B antibody titer, influenza, and bacterial meningitis vaccines as per Student Health 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.

   Immunization requirements and updates can be found online at [https://www.utmb.edu/studenthealth/](https://www.utmb.edu/studenthealth/).

3. Submit verification of RN license, immunization records, and CPR certification to CastleBranch ([https://castlebranch.com](https://castlebranch.com)).

4. Gain background and drug screen clearance through CastleBranch ([https://castlebranch.com](https://castlebranch.com)). Students must register at CastleBranch during the timeframe specified in the New Student Guide. Results from any other company will not be accepted.
5. All students are required to acknowledge that they have read and understood the UTMB ADA policies when they submit their acceptance to the program.

6. Students will be required to acknowledge that they have read and understood the essential functions of their degree program, which may be found online at https://www.utmb.edu/enrollmentservices/essential-functions, and they must acknowledge that they can perform these functions with or without reasonable accommodations.

7. Complete and file a confirmation of health insurance as part of their initial registration process and each subsequent semester. Failure to do so may nullify or preclude registration. Students are automatically enrolled in the UTMB plan and must opt out each semester if necessary.

   Students must have and maintain health insurance coverage on a continuing basis during their tenure as a student at UTMB. Failure to do so may result in cancellation of registration. Additional information regarding this policy is available at the Institutional Handbook of Operating Procedures: http://www.utmb.edu/policies_and_procedures/16865146.

Policy for Criminal Background Checks - All Students

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 prior to enrollment. Therefore all UTMB students will be required to undergo a background check prior to enrollment at UTMB.

Policy for Drug Testing – All Students

It is the policy of UTMB to provide a safe workplace for all employees and students. Accordingly, the UTMB 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 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, methaqualone, 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 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’s ethical responsibility, of the applicant’s positive test as verified by the UTMB Medical Review Officer in regards to illegal or unauthorized substances.

Information regarding the IHOP Policy 7.1.26, Student Drug Testing, can be found at [http://www.utmb.edu/policies_and_procedures/18331089](http://www.utmb.edu/policies_and_procedures/18331089).

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**Process for the Approval of Transfer Credit**

1. The student must be enrolled in the Doctor of Nursing Practice program at UTMB School of Nursing.
2. The enrolled student must submit:
   a. A copy of the course syllabus that includes the 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 course grade. 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 track of study approved by the DNP Program Director.

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**ESSENTIAL FUNCTIONS OF THE DOCTOR OF NURSING PRACTICE (DNP) PROGRAM**

**Core Functions**

Students accepted for admission at UTMB must be able to demonstrate the skills and abilities that will enable them to complete their specific curriculum. These skills and abilities include but are not limited to observation, communication, psychomotor skills, intellectual and cognitive abilities, behavioral and social skills and professional attributes, and the application of legal and ethical standards that enable them to practice their profession. Therefore, all applicants and matriculated students must be able to fulfill certain essential functions required to complete their respective curriculum.

As part of the acceptance process at UTMB, all students will be required acknowledge that they have read and understand the essential functions of their degree program, which may be found online at [https://www.utmb.edu/enrollmentservices/essential-functions](https://www.utmb.edu/enrollmentservices/essential-functions), and they must acknowledge that they can perform these functions with or without reasonable accommodations. All students in the graduate program, including persons with disabilities, must be able to perform the *essential functions* of advanced practice nursing, with or without reasonable accommodations. Students needing accommodation to meet the essential functions must contact the UTMB ADA Officer.
All students in the DNP program, 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 DNP program are:

1) The essential functions considered generic and applicable to all academic programs at UTMB which are delineated in the Academic Policy titled “Students with Disabilities”; 
2) The essential functions, considered generic and applicable to all doctoral students; and 
3) Any additional essential functions required for the advanced nursing practice specialty track 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 curriculum leading to a Doctor of Nursing Practice degree are congruent with the generic and specialty specific standards for advanced practice nursing.

Generic:

- Rule 221, Advanced Practice Nurses from the Texas Board of Nursing (BON).
- Rule 222, Advance Practice Registered Nurses with Prescriptive Authority from the Texas Board of Nursing (BON).
- 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.

Specific:

- 2010 Adult-Gerontological Primary Care Nurse Practitioner Competencies set forth by the
National Organization of Nurse Practitioner Faculties (NONPF).

- **2012 Adult-Gerontological Primary Care Nurse Practitioner Competencies** set forth by the National Organization of Nurse Practitioner Faculties (NONPF).
- **2012 Nurse Practitioner Core Competencies** set forth by the National Organization of Nurse Practitioner Faculties (NONPF).
- **2013 Population-Focused Nurse Practitioner Competencies (Family/Across the Lifespan, Neonatal, Pediatric Acute Care, Pediatric Primary Care, Psychiatric-Mental Health, Women’s Health/Gender-Related)** set forth by the National Organization of Nurse Practitioner Faculties (NONPF).
- **2014 Competencies and Orientation Toolkit for Neonatal Nurse Practitioners** set forth by the National Association of Neonatal Nurse Practitioners.

The essential functions of the DNP program are the cognitive, psychomotor, and affective activities that a student must be able to complete within the program. All students enrolled in the UTMB SON doctoral 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 doctoral level. A student in the doctoral program 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.

The essential functions required for candidates to successfully complete the requirements of the full curriculum of the Doctor of Nursing 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.). Candidates must possess functional use of the senses that permit such observation. See Institutional Handbook of Operating Procedures (IHOP) Policy 7.1.1 Students with Disabilities: [http://www.utmb.edu/policies_and_procedures/15705920](http://www.utmb.edu/policies_and_procedures/15705920).

<table>
<thead>
<tr>
<th>School of Nursing Essential Functions</th>
<th>Examples:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidates must be able to perform advanced comprehensive health</td>
<td>Tactile ability sufficient to: Perform physical assessments and</td>
</tr>
</tbody>
</table>
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.

Essential Function: Communication

Candidates must be able to communicate effectively and efficiently. Candidates must be able to process and comprehend written material. See Institutional Handbook of Operating Procedures (IHOP) Policy 7.1.1 Students with Disabilities: (http://www.utmb.edu/policies_and_procedures/15705920).

<table>
<thead>
<tr>
<th>School of Nursing Essential Functions</th>
<th>Examples:</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.” Candidates must demonstrate sufficient</td>
<td>Read and comprehend printed materials and documents.</td>
</tr>
<tr>
<td></td>
<td>Read current literature to support clinical practice experiences.</td>
</tr>
<tr>
<td></td>
<td>Document diagnoses and client care in the medical record.</td>
</tr>
<tr>
<td></td>
<td>Transmit information through written documents that use good grammar,</td>
</tr>
</tbody>
</table>
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) to elicit information from patients and others involved in the patient’s care.

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 Function: Psychomotor Skills

Candidates must have sufficient motor capacities and mobility to execute the various tasks and physical maneuvers that are required within their respective track. Candidates must be able to display motor functioning sufficient to fulfill the professional roles toward which each track educates. See Institutional Handbook of Operating Procedures (IHOP) Policy 7.1.1 Students with Disabilities: [http://www.utmb.edu/policies_and_procedures/15705920](http://www.utmb.edu/policies_and_procedures/15705920).

<table>
<thead>
<tr>
<th>School of Nursing Essential Functions</th>
<th>Examples:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The ability to use both gross and fine psychomotor skills is essential to</td>
<td>Write with pen and pencil. Calibrate equipment.</td>
</tr>
</tbody>
</table>
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 candidates 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. Candidates must be independently mobile to multiple classroom and clinical learning sites on and off campus. 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 tests 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 Institutional Handbook of Operating Procedures (IHOP) Policy 7.1.1 Students with Disabilities: (http://www.utmb.edu/policies_and_procedures/15705920).
<table>
<thead>
<tr>
<th>School of Nursing Essential Functions</th>
<th>Examples:</th>
</tr>
</thead>
</table>
| 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 of 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, 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:  
Reading and understanding numerical data/information.  
Tell time.  
Record numerical data in medical records.  
Add, subtract, multiply, and divide.  
Use measurement tools recognized as central to the care of patients/clients.  
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**

Candidates must exercise good judgment and promptly complete all responsibilities required of their respective track. 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 tracks. See Institutional Handbook of Operating Procedures (IHOP) Policy 7.1.1 Students with Disabilities: ([http://www.utmb.edu/policies_and_procedures/15705920](http://www.utmb.edu/policies_and_procedures/15705920)).
<table>
<thead>
<tr>
<th>School of Nursing Essential Functions</th>
<th>Examples:</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 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.</td>
<td>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 individuals and families. Recognize own limits and abilities.</td>
</tr>
</tbody>
</table>

**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 tracks require personal integrity and the adherence to standards that reflect the values and functions of the profession. All tracks also require the honoring of codes of ethics. See Institutional Handbook of Operating Procedures (IHOP) Policy 7.1.1 Students with Disabilities: [http://www.utmb.edu/policies_and_procedures/15705920](http://www.utmb.edu/policies_and_procedures/15705920).
<table>
<thead>
<tr>
<th>School of Nursing Essential Functions</th>
<th>Examples:</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 Texas Board of Nursing; 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.</td>
<td>Participate in ethics committee activities relative to patients/clients receiving nursing care. Participate in peer review. Testify before legislative/regulatory bodies such as the Texas Board of Nursing. 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.</td>
</tr>
</tbody>
</table>

**DOCTOR OF NURSING PRACTICE 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, bio statistical, 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 (DNP)
1. For the Doctor of Nursing Practice degree, students must complete their course of study
within four years of beginning the program. All curriculum required courses are subject
to change as needed to meet program outcomes.
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. Degrees are awarded at the end of the summer, fall, and spring terms. No degree is
conferred except on the official dates announced publicly. The formal Commencement
ceremony for the entire academic year is held in the spring.

DNP CURRICULUM

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>GDNP 6120</td>
<td>DNP Seminar</td>
<td>1</td>
</tr>
<tr>
<td>GDNP 6210</td>
<td>Foundations of DNP Practice</td>
<td>2</td>
</tr>
<tr>
<td>GDNP 6211</td>
<td>Scholarly Practice Project I: Assessment &amp; Planning</td>
<td>2</td>
</tr>
<tr>
<td>GDNP 6212</td>
<td>Scholarly Practice Project II: Implementation</td>
<td>2</td>
</tr>
<tr>
<td>GDNP 6213</td>
<td>Scholarly Practice Project III: Evaluation</td>
<td>2</td>
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<tr>
<td>GDNP 6301</td>
<td>Clinical Practicum I</td>
<td>3</td>
</tr>
<tr>
<td>GDNP 6302</td>
<td>Population Health Strategies for Improving the Nation’s Health..</td>
<td>3</td>
</tr>
<tr>
<td>GDNP 6303</td>
<td>Applied Statistical Methods for Practice Inquiry</td>
<td>3</td>
</tr>
<tr>
<td>GDNP 6304</td>
<td>Leadership in Ethical &amp; Legal Issues</td>
<td>3</td>
</tr>
<tr>
<td>GDNP 6305</td>
<td>Clinical Practicum II</td>
<td>3</td>
</tr>
<tr>
<td>GDNP 6325</td>
<td>Health Care Policy</td>
<td>3</td>
</tr>
<tr>
<td>GDNP 6327</td>
<td>Advanced Nursing Leadership &amp; Management</td>
<td>3</td>
</tr>
<tr>
<td>GDNP 6335</td>
<td>Translational Methods for Practice Inquiry</td>
<td>3</td>
</tr>
<tr>
<td>GDNP 6337</td>
<td>Informatics in the Transformation of Health care</td>
<td>3</td>
</tr>
<tr>
<td>GDNP 6359</td>
<td>The Economics &amp; Business of Health Care</td>
<td>3</td>
</tr>
<tr>
<td>GDNP 6362</td>
<td>Quality Improvement for Clinical Practice</td>
<td>3</td>
</tr>
</tbody>
</table>

TOTAL CREDIT HOURS ....................................................................................................... 42
COURSE DESCRIPTIONS

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.

Prerequisites/Corequisites: GDNP 6212 or consent of instructor.

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.

Prerequisites/Co-requisites: Admission to DNP program.

GDNP 6211
SCHOLARLY PRACTICE PROJECT I: ASSESSMENT & PLANNING

This course builds on DNP competencies and knowledge of translating data and research into practice. DNP students in Scholarly Practice Project 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.

Prerequisites/Corequisites: GDNP 6303, 6335, 6337 and 6362 or consent of instructor.

GDNP 6212
SCHOLARLY PRACTICE PROJECT II: IMPLEMENTATION

This is a continuation of the scholarly practice project from GDNP 6211. Content includes examination of methods and measurement appropriate for the scholarly practice project (SPP) data collection: budgeting; process and content outcomes; and stakeholder management. Process and content goals and objectives are refined. Agreements and/or Memorandums of
Understanding with participating agencies are finalized and refined. SPP Faculty Chairs and agency mentors will review and evaluate the progress of the SPP to assure goals and timelines. Dissemination plans for the project outcomes will begin, including identification of appropriate professional forums for presentation and publication.

Prerequisites/Corequisites: GDNP 6211

GDNP 6213
SCHOLARLY PRACTICE PROJECT III: EVALUATION

This is a continuation of the scholarly practice project initiated in GDNP 6211 and continued in GDNP 6212. Content includes data analysis; implementation of the evaluation plan to assess comprehensive project outcomes, efficacy, sustainability; future implications for practice; and dissemination of findings in appropriate professional forums.

Prerequisites/Corequisites: GDNP 6212

GDNP 6301
CLINICAL PRACTICUM I

Clinical Practicum I provides an in-depth clinical and leadership experience for students. This clinical experience provides students the opportunity to gain advanced clinical skills, engage in clinical scholarship, and address multifactorial issues that impact health outcomes for individuals, their families and health care systems. Faculty and student will collaborate to create an individualized clinical learning plan designed to meet the goals and objectives of the clinical practicum and demonstrate beginning doctoral level practice in a nurse practitioner specialty.

Prerequisites/Corequisites: Consent of instructor.

GDNP 6302
POPULATION HEALTH STRATEGIES FOR IMPROVING THE NATION’S HEALTH

This course integrates principles from nursing, public health, biostatistics, epidemiology, and sociocultural and physical environmental factors that influence population. The focus of the course is the synthesis and application of nursing and public health principles and skills to maintain and improve population health through the use of evidence-based health promotion and disease and injury prevention interventions.

Prerequisites/Corequisites: Enrollment in the DNP program or consent of instructor.

GDNP 6303
APPLIED STATISTICAL METHODS FOR PRACTICE INQUIRY

The 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 6304
LEADERSHIP IN ETHICAL & LEGAL ISSUES

This course is designed to promote the analysis of ethical and legal dilemmas facing healthcare professionals in the real-world today and the implications in the legal arena. Contemporary topics and real-world examples will be analyzed via case studies to promote effective transition from the classroom to the reality of a clinical environment. The case studies and real-life examples will be utilized to demonstrate how prima facie ethical principles can be expanded and translated to individualized approaches to the resolution of conflicts in specific situations. A guide to morality in the health professions will be introduced while promoting advocacy for the principles that lie at the core of moral reasoning in health care. Through analysis of principles of biomedical ethics, students will consider what constitutes moral character and address problems of moral status.

Prerequisites/Co-requisites: Consent of instructor.

GDNP 6305
CLINICAL PRACTICUM II

DNP Clinical Practicum II builds on the knowledge and skills gained in Clinical Practicum I. This clinical course is the culminating clinical experience for DNP students and provides the opportunity to synthesize the competencies of the DNP Essentials in a clinically related setting. Students will be expected to apply their leadership, inquiry, and analysis skills to engage in clinical scholarship and to improve the clinical outcomes for vulnerable patients or populations.

Prerequisites/Corequisites: GDNP 6301

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.

Prerequisites/Co-requisites: Admission to DNP program or consent of instructor.

GDNP 6327
ADVANCED NURSING LEADERSHIP & 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.

Prerequisites/Co-requisites: Admission to DNP program or consent of instructor.

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.

Prerequisites/Corequisites: Admission to DNP program or consent of instructor.

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 health care settings. Information technology as a mode to transform health care delivery will be stressed.

Prerequisites/Co-requisites: Admission to DNP program or consent of instructor.

GDNP 6359
THE ECONOMICS AND BUSINESS OF HEALTH CARE
The course emphasizes the importance of economics to clinical practice from both the macro- and micro-economic perspectives. Students will analyze critical concepts of health care delivery and health disparities at the levels of global and national policy, systems and institutional practices, and direct and indirect clinical practice. The impact of competitive markets, reimbursement, insurance, and other facets of government’s role in health care will be critically examined. Students will analyze and apply the components of a business plan to clinical practice.
GDNP 6362
QUALITY IMPROVEMENT FOR CLINICAL PRACTICE

The course focuses on quality improvement in clinical practice with an emphasis on providing leadership for systems change and improved patient outcomes. Multiple strategies for improving practice quality will be examined and applied to clinical situations. The goal of the course is to provide the student with the evidence-based tools necessary for leadership in quality-based practice with a focus on vulnerable populations.

Prerequisites/Corequisites: Admission to DNP program or consent of instructor.
Nursing PhD Program

PHD 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 well-being.

PHD ADMISSION REQUIREMENTS

Information regarding the admission requirements for the nursing PhD program can be found on the School of Nursing website (http://nursing.utmb.edu/) or in the Graduate School of Biomedical Sciences Bulletin (https://www.utmb.edu/enrollmentservices/).

PHD ENROLLMENT REQUIREMENTS

Information regarding the enrollment requirements for the nursing PhD program can be found on the School of Nursing website (http://nursing.utmb.edu/) or in the Graduate School of Biomedical Sciences Bulletin (https://www.utmb.edu/enrollmentservices/).

PHD 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 within the context of biobehavioral research, vulnerable populations and contemporary pedagogies.
- 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 local, national, and international health care environments.
**DEGREE REQUIREMENTS FOR THE DOCTOR OF PHILOSOPHY IN NURSING (PHD)**

Information regarding the degree requirements for the Nursing PhD program is available in the Graduate School of Biomedical Sciences Bulletin ([https://www.utmb.edu/enrollmentservices/](https://www.utmb.edu/enrollmentservices/)).

**PHD CURRICULUM**

**MSN to PhD Degree Plan**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>YEAR 1</strong></td>
<td></td>
</tr>
<tr>
<td>Concepts and Theories in Nursing</td>
<td>4</td>
</tr>
<tr>
<td>History and Philosophy of Science in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>Nursing Science I</td>
<td>3</td>
</tr>
<tr>
<td>Advanced Statistics</td>
<td>4</td>
</tr>
<tr>
<td>Quantitative Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>Nursing Science II</td>
<td>3</td>
</tr>
<tr>
<td>Ethics in Health Care and Research</td>
<td>3</td>
</tr>
<tr>
<td>Quantitative Data Management</td>
<td>3</td>
</tr>
<tr>
<td>Clinical Investigations in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>Ethics of Science</td>
<td>1</td>
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<tr>
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<td>30</td>
</tr>
<tr>
<td><strong>YEAR 2</strong></td>
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</tr>
<tr>
<td>Survey of Instrumentation Methods</td>
<td>3</td>
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<tr>
<td>Qualitative Research Methods</td>
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<td>Qualitative Data Management</td>
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<td>Research Practicum (times 3)</td>
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<tr>
<td>Elective</td>
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<tr>
<td>TOTAL</td>
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<tr>
<td><strong>YEAR 3</strong></td>
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<tr>
<td>Doctoral Research Seminar</td>
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<tr>
<td>Dissertation</td>
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<tr>
<td><strong>Total Credit Hours</strong></td>
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### BSN to PhD Degree Plan

<table>
<thead>
<tr>
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<th>Credit Hours</th>
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<tbody>
<tr>
<td><strong>YEAR 1</strong></td>
<td></td>
</tr>
<tr>
<td>Concepts and Theories in Nursing</td>
<td>4</td>
</tr>
<tr>
<td>Educator: Foundations of Adult Learning</td>
<td>3</td>
</tr>
<tr>
<td>Nursing Science I</td>
<td>3</td>
</tr>
<tr>
<td>Advanced Statistics</td>
<td>4</td>
</tr>
<tr>
<td>Nursing Science II</td>
<td>3</td>
</tr>
<tr>
<td>Health care Curriculum Design</td>
<td>3</td>
</tr>
<tr>
<td>Educator: Program Evaluation</td>
<td>3</td>
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<tr>
<td>Educator: Learning Environment</td>
<td>3</td>
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<tr>
<td>Quantitative Data Management</td>
<td>3</td>
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<td><strong>TOTAL</strong></td>
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<tr>
<td><strong>YEAR 2</strong></td>
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<tr>
<td>History and Philosophy of Science in Nursing</td>
<td>3</td>
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<tr>
<td>Qualitative Research Methods</td>
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<tr>
<td>Quantitative Research Methods</td>
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<tr>
<td>Advanced Clinical</td>
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<td>Clinical Investigations in Nursing</td>
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<tr>
<td>Qualitative Data Management</td>
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<tr>
<td>Ethics in Health care and Research</td>
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<td>Research Practicum</td>
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<td>Teaching Practicum</td>
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<td>Survey of Instrumentation Methods</td>
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<tr>
<td>Research Practicum (times 2)</td>
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<tr>
<td>Health care Policy</td>
<td>3</td>
</tr>
<tr>
<td>Informatics in Transformation of Health care</td>
<td>3</td>
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<td>Doctoral Research Seminar</td>
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<td><strong>TOTAL</strong></td>
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<tr>
<td><strong>YEAR 4</strong></td>
<td></td>
</tr>
<tr>
<td>Dissertation</td>
<td>9</td>
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<tr>
<td><strong>TOTAL</strong></td>
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<td><strong>Total Credit Hours</strong></td>
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</tr>
</tbody>
</table>
Required Courses

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

ACADEMIC INTEGRITY

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

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 the SON Assistant Dean for Admissions and Student Affairs. See Institutional Handbook of Operating Procedures (IHOP) Policy 7.1.3 Student Conduct and Discipline (http://www.utmb.edu/policies_and_procedures/18613954)

As part of UTMB’s Academic Integrity requirements, each student is asked to follow the UTMB Honor Pledge:

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

Disciplinary Actions for Violations of Academic Integrity

Within the School of Nursing, alleged violations of academic integrity will be reviewed by the School of Nursing Assistant Dean for Admissions and Student Affairs per the IHOP Policy 7.1.3 Student Conduct and Discipline (http://www.utmb.edu/policies_and_procedures/18613954)

ACADEMIC PROGRESS AND SANCTIONS

Good Standing

*Baccalaureate Program*

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 nursing courses taken at UTMB. No student with a cumulative average below 2.0 for all course work may graduate from the baccalaureate program. No grade below C is acceptable in a nursing course; the course must be taken with a C or higher grade. If a student receives an unsatisfactory grade (D or F) in a second course, he or she will be dismissed from the program. 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
A student who fails a clinical rotation may be subject to academic probation or program dismissal.

**Master’s Program**

To be in good standing in the Master’s Program, students must maintain a minimum GPA of 3.0 on a 4.0 scale in each semester for all required courses. Students whose GPA falls below a 3.0 may be subject to academic probation or program dismissal. Students must earn a minimum grade of B in all courses with a clinical component. In courses without a clinical component, students must earn a minimum grade of C for satisfactory completion of the course. Students who earn a grade of C in any two required courses will be dismissed from the program.

Courses with a clinical component:

- Students may repeat only one required course with a clinical component and must enroll to repeat the course at the next regularly scheduled offering. Students who earn an unsatisfactory grade (C, F) in a second clinical course will be dismissed from the program.
- Students who pass the didactic portion of a clinical course and fail the clinical portion of the course will earn a grade of C for that course. Students who fail the didactic and the clinical portions of a course will earn a grade of F. Students who earn a grade of C or F in a clinical course will be required to retake the course if it is their first failure in a clinical course. If it is their second failure in a clinical course they 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 be enrolled in at least one course and maintain the minimum acceptable GPA during any one semester in which he or she is enrolled, unless on an approved Leave of Absence. Students who fail to make satisfactory progress will be placed on academic probation and must successfully complete at least one course during the next term of enrollment. Failure to do so may result in dismissal 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 three 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 complete a minimum of three semester credit hours during the next term of enrollment according to the policy above. Failure to do so will result in the inability to receive federal financial aid.

**Scholastic Probation**

**Baccalaureate Program**

A baccalaureate student will be placed on scholastic probation when his/her SON GPA falls below 2.0 for the current term and/or the cumulative GPA falls below 2.0 at the completion of any semester. The student will be notified in writing of the probationary status. Students need to check with the Financial Aid Office to understand the potential impact on their financial aid.

To be removed from probation and to continue in the nursing program, the student must raise his/her GPA in all courses, as well as the cumulative GPA, to a minimum of 2.0 by the end of the next semester.

Any student that has been dismissed and then readmitted based on an appeal, will be re-entered on scholastic probation status.

**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 and Appeal Process**

**Baccalaureate Program**

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 unless withdrawals are required due to an approved medical leave of absence, or
- They withdraw from two courses and fail an additional course.

**Master’s Program**

Master’s students are subject to academic dismissal if they:

- Earn two C’s or below in required courses; or
- Fail to meet the conditions under which they were admitted to the program; or
- Fail to maintain a GPA of at least 3.0 for two consecutive terms; or
- Withdraw from three courses while enrolled in the School of Nursing unless withdrawals are required due to an approved medical leave of absence, or
- 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 three courses while enrolled in the School of Nursing unless withdrawals are required due to an approved medical leave of absence; or
- They withdraw from two courses and fail an additional course.

Students in all programs who are academically dismissed have the right to an appeals process. (See Institutional Handbook of Operating Procedures (IHOP) Policy 7.1.23 SON Academic Dismissal Appeal Procedures: [http://www.utmb.edu/policies_and_procedures/13989901].) If the dismissal is reversed after appeal, students may be readmitted with stipulations and placed on academic probation for one semester.

**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.

In certain circumstances, a permanent Incomplete (Inc) may be allowed. This requires approval from the Program Director, Associate Dean, Assistant Dean of Admissions & Student Affairs, and the UTMB Registrar.

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, Dropping or Withdrawing from a Course

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

<table>
<thead>
<tr>
<th>Fall and Spring Terms</th>
<th>Summer Term</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Length of Term</strong></td>
<td><strong>Census Date</strong></td>
</tr>
<tr>
<td>(weeks)</td>
<td>(class day)</td>
</tr>
<tr>
<td>2 or less</td>
<td>1st class day</td>
</tr>
<tr>
<td>3</td>
<td>2nd</td>
</tr>
<tr>
<td>4</td>
<td>3rd</td>
</tr>
<tr>
<td>5-6</td>
<td>4th</td>
</tr>
<tr>
<td>7</td>
<td>5th</td>
</tr>
<tr>
<td>8</td>
<td>6th</td>
</tr>
<tr>
<td>9 – 10</td>
<td>7th</td>
</tr>
<tr>
<td>11</td>
<td>8th</td>
</tr>
<tr>
<td>12</td>
<td>9th</td>
</tr>
<tr>
<td>13 – 14</td>
<td>10th</td>
</tr>
<tr>
<td>15</td>
<td>11th</td>
</tr>
<tr>
<td>16</td>
<td>12th</td>
</tr>
</tbody>
</table>
**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. Students may withdraw from courses at any time after the course begins until ten business days prior to the end of a full term course.

The following symbol will be assigned:

- W (Withdrawal) assigned when the student withdraws within ten business days prior to the end of the course. The ‘W’ is not included in GPA calculation.

**Process for withdrawing from a course**

1. Student notifies the Course Coordinator and Faculty Advisor
2. Student obtains form for withdrawal from the School of Nursing website ([http://nursing.utmb.edu/](http://nursing.utmb.edu/)) and completes student information fields on the form
4. Student turns in signed form to the appropriate Undergraduate/Graduate Academic Advisor

**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 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 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 financial 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 Financial Aid, 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 Financial Aid, 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.

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.

Testing

Students should consult the current Student Handbook (http://nursing.utmb.edu/) for complete details of the classroom and online testing policies.

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, and other course materials, 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 days from the Course Instructors. The Baccalaureate or Master’s Program Director must approve requests for more than three days in accordance with the Leave of Absence policy. 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 terminated and are ineligible to register at UTMB without the approval of the Program Director and Associate Dean.

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 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 Practice Program Director. Students must be in good academic standing at the time of their request for a leave of absence. All periods of absence, with the exception of absence due to an approved medical leave of absence, after the date of first enrollment will be counted toward the three-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 three semesters unless the LOA is due to an approved medical leave of absence. 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 unless the LOA is due to an approved medical leave of absence.

*The student must notify the appropriate Undergraduate/Graduate Academic Advisor of the expected date they plan to return prior to leaving on an LOA. The student must complete a Re-Enrollment Form the semester before returning from their LOA and submit the form to the appropriate Undergraduate/Graduate Academic Advisor.*
If proper communication is not conveyed and a student does not return from LOA, the student will be discontinued from the program. 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 appropriate Undergraduate/Graduate Academic Advisor in writing.

The completion date of a program may be delayed as a result of the LOA; the student needs to schedule the completion of degree requirements with their Faculty Advisor.

Students must also confirm the required courses will be offered the semester they return from the LOA. The semester hours available in the returning semester may affect financial aid.

Students may not complete coursework while on LOA.

Students requesting a medical LOA must provide justification from a health care provider and an estimate when the student may return to studies (not to exceed three semesters). An assessment of whether the student is cleared to return and can meet the Essential Functions is also required.

For additional information regarding all attendance policies, see the Student Handbook at http://nursing.utmb.edu/.

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

Grades and Quality Points

**Baccalaureate Program**

<table>
<thead>
<tr>
<th>Numerical Grade</th>
<th>Quality Points</th>
<th>Description</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 – 100</td>
<td>Excellent</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>80 - 89</td>
<td>Good</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>75 – 79</td>
<td>Satisfactory</td>
<td>2</td>
</tr>
<tr>
<td>D</td>
<td>70 – 74</td>
<td>Not Passing</td>
<td>1</td>
</tr>
<tr>
<td>F</td>
<td>0 – 69</td>
<td>Not Passing</td>
<td>0</td>
</tr>
</tbody>
</table>

**Master’s Program**

<table>
<thead>
<tr>
<th>Numerical Grade</th>
<th>Quality Points</th>
<th>Description</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 – 100</td>
<td>Excellent</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>80 - 89</td>
<td>Good</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>70 – 79</td>
<td>Satisfactory</td>
<td>2</td>
</tr>
<tr>
<td>F</td>
<td>0 – 69</td>
<td>Not Passing</td>
<td>0</td>
</tr>
</tbody>
</table>

**Doctor of Nursing Practice Program**

<table>
<thead>
<tr>
<th>Numerical Grade</th>
<th>Quality Points</th>
<th>Description</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 – 100</td>
<td>Excellent</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>80 - 89</td>
<td>Good</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>75 – 79</td>
<td>Satisfactory</td>
<td>2</td>
</tr>
<tr>
<td>F</td>
<td>0 – 69</td>
<td>Not Passing</td>
<td>0</td>
</tr>
</tbody>
</table>
### Other Grades and Symbols Appearing on the Academic Record

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>W</strong></td>
<td>Withdrawal</td>
<td>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.</td>
</tr>
<tr>
<td><strong>I</strong></td>
<td>Incomplete</td>
<td>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.</td>
</tr>
<tr>
<td><strong>INC</strong></td>
<td>Permanent</td>
<td>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.</td>
</tr>
<tr>
<td><strong>CR</strong></td>
<td>Credit</td>
<td>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.</td>
</tr>
<tr>
<td><strong>NR</strong></td>
<td>Not Recorded</td>
<td>Assigned 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.</td>
</tr>
<tr>
<td><strong>S</strong></td>
<td>Satisfactory</td>
<td>Denotes an acceptable level of performance for a course offered on a pass/fail basis.</td>
</tr>
<tr>
<td><strong>U</strong></td>
<td>Unsatisfactory</td>
<td>Not considered passing and treated the same as an F grade.</td>
</tr>
</tbody>
</table>

### 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

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, 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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>QPs per Credit</th>
<th>Credit Hours</th>
<th>Course QPs</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4</td>
<td>6</td>
<td>24</td>
</tr>
<tr>
<td>B</td>
<td>3</td>
<td>6</td>
<td>18</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>D</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>I</td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>W</td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td></td>
<td><strong>14</strong></td>
<td><strong>50</strong></td>
</tr>
</tbody>
</table>

50 QPs divided by 14 semester credit hours = 3.5714 GPA.

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

STUDENT ACADEMIC APPEAL PROCESS

SON Academic Appeal: Grading and Evaluation Policy

The policy for the SON Academic Appeal Grading and Evaluation process, IHOP Policy 7.1.22, is available at [http://www.utmb.edu/policies_and_procedures/13986973](http://www.utmb.edu/policies_and_procedures/13986973).
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 on the SON website (http://nursing.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 each 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
Irene A. Ando Scholarship in Nursing
Marie and Talbert Aulds Scholarship
Karen and Steve Awalt Endowed Scholarship for Nursing Excellence
Charles and Charleen Ballenger Scholarship
Donald Barnett Scholarship
Benavidez Memorial Scholarship
Richard and Mary Alice Black Nursing Scholarship for SON
Dorothy Blume, RN Academic Achievement Award
Bank of America Scholarships and Awards for Fernando A. and Angela Cesani Nursing Scholarship
Edith West Clarkson School of Nursing Special Awards Endowment
The Mary Alice Beaver Collerain ‘38 Scholarship
Elaine Byron Cominsky Nursing Advancement Scholarship
Ruth L. Constant, EdD, RN, MSN, FHHC, Endowed Scholarship in the School of Nursing
Grace R. Decker Nursing Scholarship
Lewis Decker Nursing Scholarship
Mitzi N. Dreher Scholarship in Nursing
Agnes MacDonald Edwards Nursing Scholarship Endowment
Olga L. Falkenburg Scholarship
Robert E. and Marjorie L. 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  
Sue M. Harris and Titus H. Harris Nursing 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  
Matti Moore & Martha Inglet Scholarship  
The Crawford & Hattie Jackson Foundation Nursing Scholarship  
Hedwig Elisabeth Schroeder Kaufmann Nursing Scholarship  
Dr. and Mrs. Morton H. Leonard, Jr Endowed Scholarship  
Rudolph Mansi and Family Memorial Scholarship  
The Barbara Grace Lockidge Mason Nursing Scholarship  
Odelia B. McCarley Nursing Scholarship  
Regina R. & Alfonso J. Mercatante Memorial Scholarship  
Dr. Stanley H. and Eileen A. Miller Scholarship  
Linda A. Mount Memorial Nursing Scholarship  
Wayne G. Mulloy, MD & Monica Mulloy, RN Endowed Scholarship in Nursing  
Mary Kolaya Nicholas Scholarship Fund  
Elaine L. Nicholson, RN Endowed Fund for Graduate Nursing Education  
Lois E. Nickerson, RN Endowed Scholarship  
Nursing UTMB Health System Scholarship  
The Katherine Shuberg Oppermann Scholarship Fund  
Ruby Becker Paddock Scholarship for the School of Nursing  
Patricia Ann Nelson Paden Scholarship for the School of Nursing  
Geraldine Dye Parker Nursing Scholarship  
UTMB Health Hospital Auxiliary 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  
Salute to Nursing Scholarship  
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  
Shirley Decker Scoggin Nursing Scholarship  
School of Nursing Class of 1968 Scholarship  
Karen Hall Sexton Emerging Leader Award  
Sigma Theta Tau International Honor Society, Alpha Delta Chapter Scholarship  
Arthur V. Simmang Scholarship Fund
Mary Kathleen Smith School of Nursing Endowment
Mary Hilda Smith & Ruth Alice LaGrone Nursing Scholarship
SON Alumni Association Fund
SON Doctoral Program Scholarship
SON Honors Program
Helen St. Martin Scholarship in the School of Nursing
Betty Sherman Sterling Nursing Scholarship Fund
Susanne & Gerald Sullivan Scholarship for the School of Nursing
Texas Graduate Nurses Scholarship and Loan Fund
Margaret Rehm Traber Scholarship Fund
UTMB Retirees Association
Brigadier General and Mrs. Donald B. Wagner Academic Achievement Award in the
School of Nursing
John E. Walker Endowed Scholarship
Jack & Jeanette Kristynik Ward Nursing Scholarship
Morace Ward Memorial Scholarship
Vera C. Warrington Scholarship
School of Nursing Degree: Class of 1961 Wanda Hood Watts Scholarship
The Nancy Snyder Young Nursing Scholarship Fund
Honors and Awards

ALL STUDENTS

- The **Dean’s Award for Scholarship** is presented to graduating Traditional baccalaureate students with a 4.0 GPA.

- The **Euphemia Jane Ritchie, R.N., Excellence in Nursing Award** is given to the most outstanding baccalaureate 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.

- The **Eleanor Brasher Farley and Stephanie Farley Pardue Clinical Excellence Award** is presented to a graduating student in the Traditional 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, master’s and doctoral programs 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.

- The **Mary and William McGanity Award for Maternal and Neonatal Health Award** is given annually to graduating baccalaureate 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 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.

- The **Patricia Ann Nelson Paden Scholar Award** is a special award for a nursing student who demonstrates academic excellence and a keen interest in obstetrical nursing.

- The **Outstanding Graduate Award** is presented to a graduating student in each cohort of the Traditional Baccalaureate program who has been selected by fellow students.

- The **Leadership Award**, established by the SON Advisory Council, acknowledges graduating nursing students in the baccalaureate, masters and doctoral programs who have demonstrated outstanding leadership in the SON, the community, and/or the workplace during their enrollment in the SON.
SPECIFIC TO BACCALAUREATE STUDENTS

Dean’s List

At the end of each semester, 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 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
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 School of Nursing Alumni Association
Texas Nurses Association (TNA)

In addition, nursing students have several opportunities to serve in leadership positions within the SON:

SON Academic Mission and Evaluation Committee (Faculty Assembly Committee)
SON Curriculum Committee (Faculty Assembly Committee)
Student Advisory Committee and Student Ambassadors (Office of Admissions and Student Affairs)

STUDENT SERVICES

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

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

Their professional staff is dedicated to providing students with the very best service. Their common mission is to provide students with services and programs that enhance their academic experience and ultimate success at the university.

OMBUDSMAN

2.110 Jamail Student Center
(409) 747-9055

The Ombudsman service is a supportive mechanism for listening to students 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 or by emailing him directly at Jeblanke@utmb.edu.
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 meet the criteria established by STTI (http://www.nursingsociety.org). 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 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 transcript.

STUDENT SUPPORT SERVICES

Advisement Program and Tutoring Office

School of Nursing
Room 3.812, School of Health Professions and School of 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 Advisors, the Track Administrator and the Program Director. The Academic Counselor also coordinates tutoring services as needed. Students are also expected to meet their Faculty Advisors as early as possible after admission to the SON to ensure their completion of the program in a timely manner. Students are required to meet with their faculty advisors at least once a semester to discuss their progress and any problems they are experiencing.

Office of Admissions and Student Affairs

School of Nursing
Suite 2.208, School of Health Professions and School of 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 job placement. The office interacts with UTMB students, faculty, administration, alumni, and the community.

Some of the services, programs, and activities provided by the Office of Admissions and Student Affairs 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
- Review of policies and processes
- Academic calendar
- Student organization support
- Career Preparation and Career Fair
- New student Orientation /White Coat Ceremony
- Referral resource as necessary
- Student awards programs
- Pinning and Commencement activities
- Career Preparation

The Admissions Office performs three main functions: admissions, progression, and graduation for the Baccalaureate, Master’s and Doctorate Nursing programs. The Admissions Office serves students throughout their education at UTMB. The office facilitates admission to the School of Nursing, transcript evaluations, and address changes.
The Learning Resource Center

Moody Medical Library

School of Nursing
Suite 1.800, School of Health Professions and School of Nursing Building
(409) 772-3025

The LRC serves as a small branch of the Moody Medical Library in the School of Health Professions and School of Nursing Building. It offers two computer laboratories which are available for classes, training, or small group testing, complementing larger facilities in the Library and Research Building 6. The computers provide access to testing software, Microsoft Office products, and the internet. Faculty and staff may reserve the computer labs for testing or classroom use by contacting the Library Services Manager, Testing Center at 409-772-2384.

The LRC also offers three small group study rooms that can accommodate two groups of six and one group of eight, which are available for students on a first-come, first-served basis. Copy machines provide self-service copying and high speed laser printers are available for self-service printing.
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 Graduate School of Biomedical Sciences.

Abraham, Kimberly, Assistant Professor, 2012; DNP, American Sentinel University, 2017
Al-Arabi, Safa'a, Associate Professor, 1999; PhD, The University of Texas Medical Branch, 2003
Alton, Suzanne, Associate Professor, 2010; DNP, The University of Alabama, 2013
Alvarado, Irma, Assistant Professor, 2016; PhD, The University of New Mexico, 2010
Aoughsten, Jacquelyn, Assistant Professor, 2016; DNP, The University of Texas Medical Branch, 2015
Armentrout, Debra, Singleton Professorship in Nursing, Associate Professor, 2009; PhD, The University of Texas Medical Branch, 2005
Barnett, Jennifer, Assistant Professor, 2017; DNP, Loyola University, 2012
*Bishop, Sheryl, Professor, 1992; PhD, The University of Texas at Austin, 1989
Boyd, Ellen, Assistant Professor, 2009; MSN, Hardin-Simmons University, 2002
Brandburg, Gloria, Edgar and Grace Gnitzinger Chair in Geriatric Nursing, Associate Professor, 2012; PhD, Texas Woman’s University, 2009
Bruno, Carol, Assistant Professor, 2016; MSN, Walden University, 2016
Campbell -, Rebeka Watson, Assistant Professor, 2011; PhD, The University of Texas Medical Branch, 2011
Cangelosi, Morgan, Assistant Professor, 2017; MSN, Concordia University, 2015
*Davila, Yolanda, The Odelia McCarley Professorship in Nursing; Professor, 2007; PhD, The University of Texas Health Science Center at San Antonio, 1999
Day, Cheryl, Assistant Professor, 2014; MSN, The University of Texas Medical Branch, 1990
Douzar, Betty, Assistant Professor, 2010; MSN, The University of Texas Medical Branch, 2010
Ebone, Vicky, Assistant Professor, 2012; MSN, The University of Texas Medical Branch, 2006
Edwards, Christopher, Assistant Professor, 2016; PhD, The University of Texas Medical Branch, 2013
Ellis, Rachel, Assistant Professor, 2009; MSN, University of Mobile, 1995
Feng, Juan, Assistant Professor, 2009; MSN, The University of Texas at Austin, 2009
Ford, Meredith, Assistant Professor, 2017; MSN, The University of Texas Medical Branch, 2015
Forest, Sharron, Assistant Professor, 2014; DNP, The University of Texas Health Science Center, 2010
Glaze, Teresa, Assistant Professor, 2015; MSN, Walden University, 2012
Heard, Connie, Assistant Professor, 2013; DNP, University of Alabama, 2017
*Hill, Alice, The John P. McGovern Chair of Nursing, Associate Dean for Graduate Programs and PhD Program Director, Professor, 1984; PhD, The University of Texas at Austin, 1983
Isreal-Brown, LeVelle, Assistant Professor, 2018; MSN, Excelsior College, 2016
Jaquis, Jeri, Assistant Professor, 1983; MSN, The University of Texas Medical Branch, 1985
Johnson, Susan, Assistant Professor, 2017; DNP, The University of Texas Medical Branch, 2015
Jose, Mini, Associate Professor, 2010; PhD, The University of Texas Medical Branch, 2008
Juneau, Cheryl, The Jesse L. and Alicia F. Dunn Professor of Nursing, Associate Professor, 2010; DrPH, The University of Texas School of Public Health, 2010
Kilgore, Rachel, Associate Professor, 2015; PhD, Texas Women's University, 2010
King, Laura, Assistant Professor, 2013; DNP, American Sentinel University, 2017
Lea, Patricia, Senior Level Baccalaureate Program Director, Associate Professor, 2007; DNP, American Sentinel University in Denver, Colorado, 2014
Leonard, Bruce, Professor, 2016; PhD, University of Texas, 2002
Lovric, Ann, Assistant Professor, 2012; MS, Texas Woman’s University, 2006
Luke, Sheba, Clinical Assistant Professor, 2013; DNP, The University of Texas Medical Branch, 2015
Manakatt, Bushra, Professor, 2015; DNP, The University of Texas Medical Branch, 2014
*Martin, Darlene, The Rebecca and Edwin Gale Professorship; Professor, 1990; PhD, The University of Texas School of Public Health at Houston, 1987
Martin, Dora E., Assistant Professor, 2016; DNP, Chatham University, 2015
Mathers, Tina, Assistant Professor, 2015; MSN, University of Mary, 2015
Mendez, Thomas, Associate Professor, 2009; PhD, The University of Texas Medical Branch, 2013
Moore, Linda, Assistant Professor, 2017; EdD, Texas A&M University, 2010
More, Dwayne, Assistant Professor, 2012; DNP, Gardner-Webb University, 2012
Morris, Shannon, Assistant Professor, 2017; MSN, Vanderbilt University, 2013

Murphy, M. Kathleen, The Alice O. Stubblefield, RN, Term Professorship in Nursing, Professor, 2012; DNP, The University of Minnesota, 2009

*O’Keefe, Mary, Constance Brewer Kommey Professorship in Nursing, Professor, 2004; PhD, Texas Woman’s University, 1982

*Phillips, Carolyn, Associate Professor, 1985; PhD, The University of Pittsburgh, 1979

Priest, Sandra, Assistant Professor, 2015; MSN, The University of South Alabama, 2006

Ramos-Leon, Miriam, Assistant Professor, 2013; DNP, Capstone College of Nursing, 2017

*Richard, Patricia, The Florence Thelma Hall Distinguished Professorship in Nursing, Associate Dean for Undergraduate Programs and Education Technology, Associate Professor, 1985; PhD, Texas Woman’s University, 1992

*Rounds, Linda, The Betty Lee Evans Nursing Professorship, Doctor of Nursing Practice Program Director, Professor, 1983; PhD, The University of Texas at Austin, 1984

Rumsey, Kimberly, Assistant Professor, 2016; MSN, The University of Texas Health Science Center at San Antonio, 1987

Savard, Patricia, Assistant Professor, 2012; DNP, Texas Christian University, 2013

Scott, Gwenn, Assistant Professor, 2016; DNP, University of Alabama, 201

Svoboda, Jacquelyn, Assistant Professor, 2013; MSN, The University of Texas Health Science Center, 2003

Tombrella, Josie, Clinical Assistant Professor, 2013; MSN, The University of Texas Medical Branch, 2008

Touw, Margaret, Assistant Professor, 2017; DNP, University of Alabama, 2013

Trahan, Roy, Assistant Professor, 2014; PhD, The University of Texas Medical Branch, 2014

*Verklan, Mary, Professor, 2011; PhD, The University of Pennsylvania, 1994

Webster, Bonnie, Assistant Professor, 2004; MS, Texas Woman’s University, 1988

*Wiggs, Carol, Associate Professor, 2004; PhD, Texas Woman’s University, 2009

Wilder, Maureen, The Joseph B. and Mary Alice Collerain Professorship in Nursing, Master’s Program Director, Associate Professor, 1981; DNP, The University of Alabama at Birmingham, 2012

Wisnewski, Charlotte, Associate Professor, 1996; PhD, Texas Woman’s University, 1996

Woods-Chinn, Kaci, Assistant Professor, 2013; MA, The University of Clear Lake, 2001

Young, Tammy, Assistant Professor, 2009; MSN, Texas A&M - Corpus Christi, 2004
The University of Texas System

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Page | 145