



TEXAS TECH UNIVERSITY  
HEALTH SCIENCES CENTER™

School of Nursing

2023-2024  
Academic Catalog

# Message from the Dean

**Michael L. Evans, PhD, RN, NEA-BC, FACHE, FAAN**

**Dean and Grover E. Murray Professor, UMC Endowed Chair for Excellence in Nursing**



Welcome to the Texas Tech University Health Sciences Center (TTUHSC) School of Nursing. You have chosen to join a school whose faculty and staff are dedicated to your success. Our goal is to produce well-prepared nurses who make a positive difference in the health care arena.

From here, there are endless possibilities for your professional nursing career. Whether your goal is to complete a bachelor's, master's, or doctoral degree, our rich, diverse learning experiences and expert faculty will prepare you for the challenges ahead. Your educational journey will give you opportunities to contribute through practice, education, scholarship, and service.

We welcome you to the Texas Tech University Health Sciences Center School of Nursing and look forward to sharing this enriching experience with you.

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The School of Nursing *Catalog*, an official publication of Texas Tech University Health Sciences Center (TTUHSC), contains policies, regulations, procedures, programs, courses, schedules and fees in effect when the *Catalog* is posted on the website. A student is expected to complete the degree requirements set forth in the School of Nursing *Catalog* in effect at the time the student enters the program. Students readmitted to the TTUHSC School of Nursing are expected to complete the degree requirements set forth in the *Catalog* that is current at the time of readmission. Only with the specified approval of the appropriate Associate Dean/Department Chair may a different *Catalog* be selected. In no case, may a student complete the requirements set forth in a catalog more than seven years old. The *Catalog* is published at least annually and the provisions are applicable during the stated school year. Additional conditions of the curriculum and graduation are outlined in detail in the School of Nursing *Student Handbook*.

The provisions of the *Catalog* do not constitute a contract, expressed or implied, between any applicant or student and faculty member in the TTUHSC School of Nursing. The TTUHSC School of Nursing reserves the right to withdraw courses at any time, change fees, calendars, curricula, graduation procedures, and any other requirement affecting students. Changes become effective when the proper authorities determine the application to both prospective students and to the students already enrolled.

TTUHSC is open to all persons, regardless of race, color, religion, disability, gender identity, national origin, or sexual orientation, who are eligible for admission as students. TTUHSC is an Equal Opportunity Institution and no applicant or student will be discriminated against because of race, creed, religion, disability, gender, national origin, or sexual orientation during the course of education at this institution.

# School of Nursing Administration

## Office of the Dean

Michael L. Evans, PhD, RN, NEA-BC, FACHE, FAAN

Dean and Grover E. Murray Professor, UMC Endowed Chair for Excellence in Nursing

Karla J. King Chapman, PhD

Executive Associate Dean, Admissions, Enrollment Management and Student Affairs

Lori Franco, MBA

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## Traditional BSN Undergraduate Department

Amanda Veasart, PhD, RN, CNE

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Erin Gibson, PhD, RN, CCRN-K

Associate Professor, Director of Clinical and Simulation, Traditional BSN Program

Heather Guest, PhD, RN, CNE, CHSE

Assistant Professor, Director of Curriculum, Traditional BSN Program

Terry Hill, DNP, RN, CNE

Assistant Professor, Director of Curriculum, Traditional BSN Program

Brandy Pitts, DNP, RN, CCRN-K

Assistant Professor, Director of Admissions and Retention

## Non-Traditional BSN Undergraduate Department

Laura Opton, DHSc, RN, CNE

Professor, Associate Dean/Department Chair, Non-Traditional Undergraduate Programs

Richard Pullen, EdD, MSN, RN, CNE, CNE-cl, ANEF, FAAN

Professor, RN to BSN Program Director

Irene Salinas, DNP, RN, CNE-cl

Assistant Professor, Accelerated BSN Program Director

Debbie Sikes, DNP, RN, CNE

Professor, Director of Veteran Education Initiatives for Non-Traditional Undergraduate Programs

## Graduate Department

Patricia Allen, EdD, RN, CNE, ANEF, FAAN

Professor and Associate Dean/Department Chair, Leadership Studies

Cindy Acton, DNP, RN, NEA-BC	Associate Professor and Program Director, MSN Nursing Administration Track
Steph Hoelscher, DNP, RN-BC, CPHIMS, CHISP, FHIMSS	Associate Professor and Program Director, MSN Nursing Informatics Track
Ronda Mintz-Binder, DNP, RN, CNE	Associate Professor and Program Director, MSN Nursing Education Track
Laura Thomas, PhD, RN, CNE	Professor and Program Director, Post-Master's DNP Program
LaMicha Hogan, PhD, APRN, FNP-BC	Assistant Professor, Associate Dean/Department Chair, Advanced Practice Registered Nurse (APRN) Program
Kellie Bruce, PhD, APRN, FNP-BC	Professor and Program Director, Family Nurse Practitioner Track
Tara Hilliard, PhD, APRN, ACNP-BC	Associate Professor and Program Director, MSN Adult-Gerontology Acute Care NP Track
Elizabeth Hutson, PhD, APRN-CNP, PMHNP-BC	Associate Professor and Program Director, MSN Psychiatric Mental Health NP Track
Inola Mello, DNP, APRN, FNP-C	Professor and Program Director, BSN to DNP Program
Julia Kuzin, DNP, APRN, CPNP-PC/AC	Assistant Professor and Program Director, MSN Pediatric Nurse Practitioner (Primary and Acute Care) Tracks
Erin Sing, DNP, APRN, CNM, FACNM	Associate Professor and Program Director, MSN Nurse-Midwifery Track

## Regional Administration

Sharon Cannon, EdD, RN, ANEF	Professor and Regional Dean, Odessa, Medical Center Hospital Endowed Chair and Co-Director for the TTUHSC Center of Excellence in Evidence-Based Practice, University Distinguished Professor
Valerie Kiper, DNP, RN, NEA-BC	Associate Professor and Regional Dean, Amarillo
Pearl Merritt, EdD, MSN, RN, MS, FAAN	Professor and Regional Dean, Abilene, University Distinguished Professor, and Regional Director for the Laura Bush Institute
Tiffani Wise, DNP, RN, CNE	Associate Professor and Regional Dean, Dallas, AACN Elevating Leaders in Academic Nursing Fellow

## Academic Services

Alyce Ashcraft, PhD, RN, CNE, ANEF, FGSA, FAAN	Professor and Associate Dean for Research and Scholarship
Joe Ferrer, MEd	Assistant Dean, Education Technology

Patricia Francis-Johnson, DNP, RN, CDP

Assistant Professor and Assistant Dean of Culture and Climate

Hollis Franco, PhD, RN, MEDSURG-BC

Associate Professor and Assistant Dean of Wellness

Kyle Johnson, PhD, RN, CHSE, ANEF

Associate Professor, Associate Dean of Simulation

Yondell Masten, PhD, WHNP-BC, RNC-OB

Professor and Associate Dean for Outcomes Management and Evaluation

Amy Moore, DNP, APRN, FNP-C

Professor and Assistant Dean of Global Health

Lauren Sullivan, EdD, CDP

Assistant Dean of Advising, Admissions, and Recruitment

## Clinical Services and Community Outreach

Linda McMurry, DNP, RN, NEA-BC

Professor and Associate Dean for Clinical Services and Community Engagement

# About TTUHSC

## Mission

As a comprehensive health sciences center, our mission is to enrich the lives of others by educating students to become collaborative healthcare professionals, providing excellent patient care, and advancing knowledge through innovative research.

## Vision

Transform health care through innovation and collaboration.

## Values

Through our values-based culture, TTUHSC is committed to cultivating an exceptional workplace community with a positive culture that puts people first. Five core values—One Team, Kindhearted, Integrity, Visionary, and Beyond Service—are integral to our purpose, and we aim to align with those values on a daily basis.

## TTUHSC Presidents

Grover Elmer Murray (1966-1976)

Maurice Cecil Mackey (1976-1979)

Lauro Fred Cavazos (1980-1988)

Robert Lawless (1988-1996)

David Smith (1996-2002)

M. Roy Wilson (2003-2006)

Bernhard T. Mitemeyer -Interim (2006-2007)

John C. Baldwin, President (2007- 2009)

Tedd Mitchell, President (2010-2019)

Lori Rice-Spearman, President (2019-present)

## Brief History

The Texas Tech University School of Medicine was created by the 61st Texas Legislature in May, 1969 as a multi-campus institution with Lubbock as the administrative center, and with regional campuses at Amarillo, El Paso, and Permian Basin (Odessa). In 1979, the charter was expanded to become the Texas Tech University Health Sciences Center (TTUHSC), leading the way for establishment of the School of Nursing, School of Health Professions, and the Graduate School of Biomedical Sciences. In 1993, the legislature authorized the establishment of a School of Pharmacy to be located in Amarillo. In addition, Health Professions programs were expanded to Amarillo and the Permian Basin. In 2003, the legislature authorized the establishment of a four-year medical school in El Paso, and in 2011, the Gayle Greve Hunt School of Nursing was established, also located in El Paso. On May 18, 2013, after 40 years of operating as a regional campus of TTUHSC's School of Medicine, Governor Rick Perry signed Senate Bill 120, which established TTUHSC at El Paso as its own independent institution.

TTUHSC's schools are committed to regionalized, multi-campus educational experiences, and to the related biomedical research, graduate studies, patient care and community service required of a health sciences center. A primary effort is made to achieve a balanced group of students with qualified minority students, diverse age groups, and heterogeneous backgrounds in educational and life experiences.



TTUHSC has as its major objectives the provision of quality education and development of academic, research, patient care, and community service programs to meet the health care needs of West Texas, which in total is comprised of 108 counties and represents 50% of Texas' land mass and 11% of its total population. This 131,000 square mile service area and population of 2.7 million has been, and remains highly underserved by health professionals and accessible health care facilities, despite the substantial and meaningful contribution made by our institution. Demographic shifts in West Texas populations, as well as socioeconomic and epidemiologic characteristics of its sub-groups, create major and specific demands for service. While education of students and residents remains the primary focus of the institution, there has been an important impact on the health status of West Texas. The lack of a single locus of population density has resulted in the regionalization of medical and health care education and patient care on multiple geographically separated campuses. In providing an excellent quality undergraduate, graduate, and continuing health professional education at each site, the health needs of the larger community have been better met and relevant indices of health status demonstrate significant improvement. To continue to provide excellent health care for the people of West Texas, a special effort is made to recruit applicants from West Texas and from rural and border communities. Students from these areas are more likely to service their home regions upon graduation, which ensures the long-term perpetuation of quality health care in West Texas and that the objectives of TTUHSC are continually met.

## TTUHSC Accreditation

Texas Tech University Health Sciences Center is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate, masters, doctoral, and professional degrees. Texas Tech University Health Sciences Center also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Texas Tech University Health Sciences Center may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website ([www.sacscoc.org](http://www.sacscoc.org)).

A member of the Texas Tech University System, TTUHSC has been accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) as a separate institution from Texas Tech University since 2004. TTUHSC received its last reaffirmation of accreditation from SACSCOC in 2019. TTUHSC will submit a Fifth-Year Interim Report in the spring of 2025.

# About TTUHSC School of Nursing

## Mission

The School of Nursing's mission is to educate students for practice in evolving healthcare systems and to advance knowledge and practice through research, service, and community engagement.

## Vision

The School of Nursing's vision is to shape healthcare of the future by advancing the profession, improving the health of others, and inspiring exceptional care.

## School of Nursing Deans

Teddy Jones, RN, CS, PhD, FNP (1981-1991)

Patricia Yoder-Wise, RN, EdD, NEA-BC, ANEF, FAAN (1991-1993, Interim Dean; 1993-2000, Dean)

Alexia Green, RN, PhD, FAAN (2000-2010)

Chandice Covington, PhD, PHP(BC), RN, FAAN (Interim Dean 2010)

Yondell Masten, PhD, WHNP-BC, RNC-OB (Interim Dean 2010-2011)

Michael L. Evans, PhD, RN, NEA-BC, FACHE, FAAN (2012-present)

## Brief History

The TTUHSC School of Nursing is the only nursing school on the South Plains that provides baccalaureate, masters, and doctoral education. Since its inception in 1979, the school has offered innovative educational programs to meet the needs of Texas residents. With an expanded selection of program options offered throughout Texas and beyond, the School of Nursing continues to help bolster the state's nursing workforce by educating more than 1,400 students each year.

The first students were admitted to the Traditional Bachelor of Science in Nursing four-year degree on the Lubbock campus in August 1981. Four years later, RN to BSN students were admitted in the Permian Basin. The first students were admitted to the Master of Science in Nursing track in 1988. The Accelerated BSN Program, Second Degree Track was launched in Austin and in Lubbock in 2005, and is now also offered in Abilene, Amarillo, the Dallas-Ft. Worth area, and the Permian Basin. In 2008, the inaugural cohort of doctoral students was admitted into the Doctor of Nursing Practice degree program. In 2009 the Traditional BSN program was expanded to include Abilene and the Permian Basin, followed by Mansfield in 2021 and Amarillo in 2022. The Accelerated Veteran to BSN Program admitted its inaugural cohort in 2016 in Dallas, San Antonio and Amarillo and is now also offered in Abilene, Austin, Lubbock and the Permian Basin. The BSN to DNP program admitted its inaugural cohort for family nurse practitioners and psychiatric mental health nurse practitioners in 2018.

The TTUHSC School of Nursing is known for innovation in nursing education, excellent student retention and graduation rates, above national average National Council Licensure Examination (NCLEX) scores, and producing well-prepared nurses for West Texas and beyond.

## School of Nursing Accreditation

In November 1982, the undergraduate program received full approval from the Board of Nursing for the State of Texas and in December 1983, the National League for Nursing (NLN) granted initial accreditation, which was retroactive prior to the first graduation in June, 1983. The graduate program received initial accreditation in March 1992. Graduate and undergraduate degrees were accredited by NLN Accrediting Commission until 2005. From 2005, forward, the Traditional BSN, RN to BSN, Accelerated Second Degree BSN, and Master's in Nursing (MSN) degrees were accredited by the Commission for Collegiate Nursing Education (CCNE). The Doctor of Nursing Practice (DNP) degree was accredited by CCNE in 2010. Traditional BSN, RN to BSN, Second Degree Accelerated BSN, Master's in Nursing, and Doctor of Nursing Practice degrees are accredited by CCNE, 655 K Street, NW, Suite 750, Washington, DC, 20001; (202) 887-6791; [www.ccneaccreditation.org](http://www.ccneaccreditation.org).

The Texas Tech University Health Sciences Center School of Nursing, Nurse Midwifery program, for master's degree and post master certificate is accredited by the Accreditation Commission for Midwifery Education (ACME). For inquiries about accreditation, please contact ACME at 8403 Colesville Road Suite 1550 Silver Spring, MD 20910-6374, [www.midwife.org/acme](http://www.midwife.org/acme), email, [acme@acnm.org](mailto:acme@acnm.org).

In July 1980, the TTUHSC School of Nursing Continuing Education Program was first accredited by the Western Regional Accrediting Committee of the American Nurses' Association as a provider of continuing education in nursing. The accreditation, now offered through the American Nurses Credentialing Center, remained in effect through 2012 when the department closed.

## Academic Services

### Clinical Services and Community Engagement

Because faculty within the School of Nursing may choose development of a clinical studies program, the School of Nursing maintains an active Clinical Studies Program. Faculty can participate in the delivery of care to residents of West Texas in many institutions and health care facilities.

The School of Nursing operates sites for direct access to services by community clients at the Larry Combest Community Health & Wellness Center in Lubbock. The Larry Combest Community Health & Wellness Center staff and faculty serve medically-underserved populations by providing primary care services to clients over the life span. The Larry Combest Community Health & Wellness Center,

a Federally Qualified Health Care nurse managed center provides essential health care access points for residents of the community unable to obtain the needed services for health promotion and disease prevention. The Larry Combest Community Health & Wellness Center is supported by funding from the School of Nursing, federal grants, and reimbursements from third party payers.

## Research

Faculty within the School of Nursing also have the choice of developing a research program. The School of Nursing has designed the research program to provide assistance and support for faculty in promoting research interests and developing proposals for funding and implementation of research projects. Current research initiatives focus on improvement of the health of diverse populations through collaborating efforts and providing opportunities for all nursing students to be actively involved in faculty research projects.

## Outcomes Management and Evaluation

The School of Nursing bases the outcomes management and evaluation focus on the concept of continuous quality improvement, supported by the Texas Tech University System. Data are collected each semester, semi-annually and/or annually for decision-making and documentation of the School of Nursing achievement of the goals of the Strategic Plan. Students participate in decision-making and documentation of Strategic Plan goal achievement by providing valuable data via completion of assessment tools and by serving as representatives on School of Nursing councils and task forces.

# Departments

## Undergraduate Departments

The Undergraduate Departments consist of the Traditional BSN Undergraduate Department offering the BSN degree through the Traditional BSN Program, and the Non-Traditional BSN Undergraduate Department offering the BSN degree through the RN to BSN Program and Accelerated BSN Program.

## Purpose

The purpose of the Undergraduate Departments is to provide educational and experiential learning opportunities in liberal arts, natural and behavioral sciences, humanities, and nursing arts and sciences, for students desiring to practice professional nursing.

## Student Learning Outcomes

Upon degree program completion, graduates will be able to:

- Provide person-centered care for individuals, families, and communities.
- Work as an effective member of interprofessional teams to ensure continuous and safe patient care.
- Employ evidence-based practice (EBP) by integrating current research with clinical expertise and patient values to provide optimal patient care.
- Apply quality improvement measures to continually improve health outcomes consistent with current professional knowledge.
- Utilize informatics to enhance patient safety, manage knowledge and information, make decisions, and communicate more effectively.
- Provide safe care to individuals, families, and communities through individual performance and system effectiveness.

## Graduate Department

The School of Nursing Graduate Department offers the Master of Science in Nursing (MSN) Program and the Doctor of Nursing Practice (DNP) Program. The MSN program has the following tracks: Nursing Administration, Nursing Education, Nursing Informatics, Family Nurse Practitioner, Pediatric Primary Care Nurse Practitioner, Acute Care Pediatric Nurse Practitioner, Adult-Gerontology Acute Care Nurse Practitioner, Psychiatric-Mental Health Nurse Practitioner and Nurse Midwifery. The DNP Program

offers the following tracks: Post-Master's DNP for Advanced Practice Nursing, BSN to DNP (Family Nurse Practitioner) and BSN to DNP (Psychiatric Mental Health Nursing).

The School of Nursing also offers a Post-Graduate certificate in the following role and population-based focus tracks: Family Nurse Practitioner, Adult-Gerontology Acute Care Nurse Practitioner, Psychiatric-Mental Health Nurse Practitioner, Nurse Midwifery, Nursing Education and Nursing Informatics.

### **Student Learning Outcomes - MSN and Post-Graduate Certificate**

Upon degree program completion, graduates will be able to:

- Provide person-centered care for individuals, families, and communities.
- Work as an effective member of interprofessional teams to ensure continuous and safe patient care.
- Employ evidence-based practice (EBP) by integrating current research with clinical expertise and patient values to provide optimal patient care.
- Apply quality improvement measures to continually improve health outcomes consistent with current professional knowledge.
- Utilize informatics to enhance patient safety, manage knowledge and information, make decisions, and communicate more effectively.
- Provide safe care to individuals, families, and communities through individual performance and system effectiveness.

### **Student Learning Outcomes - DNP**

Upon degree program completion, the graduate will be prepared to:

- Integrate nursing science with knowledge from ethics, biophysical, psychosocial, analytical, and organizational sciences to foster a culture of health and transform clinical practice and health care delivery systems.
- Develop and operationalize effective, culturally relevant, and evidence-based clinical practice approaches that meet current and future needs of patient populations.
- Design and implement evidence-based strategies to analyze and improve outcomes of care at the practice, system, or population levels.
- Apply, use, and evaluate health care information systems, information literacy and patient care technology to advance quality, patient safety, and organizational effectiveness.
- Facilitate interprofessional team building and collaborative leadership skills to create positive change and improve outcomes in complex health care systems.
- Exercise leadership skills to analyze, develop, influence, and implement health policies that advocate social justice, equity, and ethics within all health care arenas.
- Analyze epidemiological, biostatistical, environmental, and other appropriate scientific data to develop culturally relevant and scientifically based health promotion and disease prevention initiatives.
- Employ advanced leadership skills, systems thinking, and accountability to design, deliver and evaluate evidence-based management practices to improve patient, population and health system outcomes (Executive Leadership track).
- Employ advanced practice levels of clinical judgment, systems thinking, and accountability to design, deliver, and evaluate evidence-based care to improve patient and population outcomes (Advanced Practice Nursing Track).

### **Student Learning Outcomes - BSN to DNP**

Upon program completion, the graduate will be prepared to:

- Demonstrate proficiency in assessment, diagnostic reasoning and person-centered care in individuals, populations, and systems in urban and rural communities.
- Implement theory, science-driven knowledge and evaluation of person-centered care to support excellence in clinical practice.
- Appraise, evaluate, and apply data analytics and health care technologies to manage, support, and improve the delivery of safe, high quality, and efficient health care.
- Lead quality improvement initiatives that enhance person-centered care and population health through cost effective, efficient, equitable, and culturally relevant evidence-based strategies.
- Develop leadership skills to analyze and influence health policy affecting the public's health and care decisions, while advocating for social justice, inclusivity, equity, and ethics in healthcare.
- Engage personal and professional growth through self-reflection, cultivation of resilience and holistic well-being through life-long learning.
- Engage in personal, professional, and leadership development through scholarship, collaboration, organizational involvement

and interprofessional partnerships.

# Student Support

## Admissions, Enrollment Management, Student Affairs, and Education Technology

*Karla J. King Chapman, PhD*  
Executive Associate Dean  
Phone: (325) 696-0429  
karla.chapman@ttuhsc.edu

### Advising, Admissions, and Recruitment

3601 4th Street, STOP 8212  
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### Undergraduate Programs

#### Advising, Evaluation, and Application Coaching

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### Undergraduate Nursing Admissions

*Priscilla Caro*  
Second Degree BSN and Veteran to BSN Admissions  
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*Melinda Kilcrease*  
RN to BSN Admissions  
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Traditional BSN Admissions  
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## Graduate Programs

### Advising, Application Coaching, and Admissions

*Heather Griffin, MEd*

MSN and Post-Graduate Admissions and Advising:

APRN Tracks

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*Cade Korchenko*

DNP Programs Admissions and Advising, and MSN

and Post-Graduate Admissions and Advising:

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## Transcript Management

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## Student Recruitment & Outreach

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Director

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Unit Manager

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## Student Affairs

### Enrollment Management

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*Tiffany Hager*

BSN Enrolled Student Management -

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BSN Enrolled Student Management -

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*Kayla New*

MSN and Post-Graduate Enrolled

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Management

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## Student Matriculation

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Post-Licensure Matriculation Management - RN to BSN and Graduate Programs  
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## Graduate Clinical Placement, Affiliation Agreements and Preceptor Management

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*Sindy Henderson*

Preceptor & Clinical Learning Partnerships  
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## Student Affairs Regional Staff

### Abilene Campus

*Theresa Rountree*

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Abilene, Texas 79601  
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### Mansfield Satellite Campus

*Amanda Jenson*

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Mansfield, Texas 76063  
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### Amarillo Campus

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### Permian Basin Campus

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## Internal/External Relations and Commencement

*Kayla Talbott, MEd*

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# Career Services

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## Education Technology

*Joe Ferrer, MEd*  
Assistant Dean  
Phone: (806) 743-9215  
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## Retention

### Abilene Campus

Accelerated BSN Program  
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### Amarillo Campus

Accelerated BSN Program  
*Sharon Brewer, MSN, RN, CNE*  
Phone: (806) 414-9937  
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### Austin Site

Accelerated BSN Program  
*Christina Hernandez, DNP, RN*  
christina.m.hernandez@ttuhsc.edu

### Dallas Campus

Accelerated BSN Program  
*Karen Schmidt, BSN, RN*  
karen.schmidt@ttuhsc.edu

### Lubbock Campus

Accelerated BSN Program  
*Bibha Gautam, PhD, RN, CNE*  
Phone: (806) 831-3515  
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### Permian Basin Campus

Accelerated BSN Program  
*Lea Keesee, DNP, RN, CHSE*  
Phone: (432) 703-5270  
lea.keesee@ttuhsc.edu

## **San Antonio Site**

Accelerated BSN Program  
*Diana Goodwin, MSN, RN*  
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## **Academic Retention and Success Coach**

RN to BSN Academic Advisor  
*Roxanne Schroeder, MSN, RN*  
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# Eligibility Requirements

## Core Curriculum

Given the rapid evolution of necessary knowledge and skills and the need to take into account global, national, state, and local cultures, the core curriculum for institutions of higher education in the State of Texas must ensure students develop the essential knowledge and skills needed for success in college, career, and individual communities, and in life. The Texas Higher Education Coordinating Board has approved a 42 semester credit hour core curriculum for all undergraduate students in Texas. The TTUHSC School of Nursing will ensure the students transferring into the baccalaureate nursing programs have completely met the core competencies of the 42 semester credit hour curriculum. Objectives for the core curriculum competencies include the following:

- **Critical Thinking Skills** – includes creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
- **Communication Skills** – includes effective written, oral, and visual communication.
- **Empirical and Quantitative Skills** – includes the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.
- **Teamwork** – includes the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
- **Personal Responsibility** – includes the ability to connect choices, actions, and consequences to ethical decision-making.
- **Social Responsibility** – includes intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

## Core Curriculum Requirements

Students who will be earning a baccalaureate degree from Texas Tech University Health Sciences Center (TTUHSC) MUST satisfy the coursework requirements of the Texas Core Curriculum. The curriculum complies with the 1997 Texas legislation that required each state-supported institution to establish a core curriculum that encompasses components of natural and applied sciences, social sciences, mathematics, humanities, visual and performing arts and tools of language and thoughts.

These courses or their equivalents for a total of 42 semester credit hours may be taken at any regionally accredited college or university and should be completed with a grade of “C” or higher BEFORE enrolling at TTUHSC. IF a student successfully completes a core curriculum of 42 or more semester credit hours at another accredited public institution of higher education in Texas, and the core curriculum meets the following specified “component area” requirements, the block of courses may be transferred to TTUHSC and substituted for the core curriculum shown below. The student will not be required to take any additional core curriculum courses. The State of Texas has specified the following component area requirements as found in the following table.

CORE CURRICULUM REQUIREMENTS	
Communication (English Rhetoric/Composition) (010)	6 credit hours
Mathematics (020)	3 credit hours
Life and Physical Sciences (030)	6 credit hours
Language, Philosophy, and Culture (040)	3 credit hours
Creative Arts (050)	3 credit hours
American History (060)	6 credit hours
Government/Political Science (070)	6 credit hours
Social and Behavioral Sciences (080)	3 credit hours

Component Area Option	6 credit hours
<b>Total Core Curriculum Hours</b>	<b>42 credit hours</b>

## Criminal Background Check (CBC)

A Criminal Background Check (CBC) must be completed prior to enrollment at TTUHSC School of Nursing in compliance with **TTUHSC OP 10.20** and **SON OP 60.081**. Each student is responsible for the cost of his/her CBC and any additional fees.

All applicants, once offered provisional admission, must complete a criminal background check before being allowed to matriculate. Those who do not complete a criminal background check are ineligible for progress in the nursing program. A history of criminal conduct or convictions may result in withdrawal of the admission offer. The TTUHSC SON utilizes the Texas Board of Nursing (BON) criminal background check process for all pre-licensure students. For RN-BSN, MSN and DNP students, the students will be required to use the institutionally approved vendor to process these background checks. Only those individuals with a BON Blue Card, a BON Declaratory Order with No Stipulations and approval from the Associate Dean of Student Affairs will be allowed to matriculate into the program.

In accordance with **TTUHSC OP 10.20**, students in the School of Nursing shall self-disclose relevant criminal history record information no later than five (5) business days following the charge of a crime. Failure to self-disclose may result in dismissal or withdrawal of acceptance from the university.

Additional background checks are required after a break in enrollment in accordance with **TTUHSC OP 10.20**.

If an applicant believes the record is in error and gives written notification to the School of the intent to challenge the report, matriculation will be put on hold pending the outcome of the challenge. Should the applicant fail to notify the School of the intent to challenge or the record is determined to be accurate at the conclusion of a vendor challenge by an applicant; the admission offer will be withdrawn.

## Drug Screening

Drug screenings may be required if requested by the clinical institution site. If a student is requested to complete a required drug screening, this request must be completed within three days of receipt of notification. All results are confidential and are managed by the Office of Student Affairs. The cost of all drug screens are the responsibility of the student, including any additional screenings.

## General Education Competencies

At Texas Tech University Health Sciences Center, we expect students to enter the institution with a foundation in certain basic intellectual competencies. These include critical thinking skills, communication skills, empirical/quantitative skills, teamwork, personal responsibility, and social responsibility. Through our undergraduate programs, we seek to build upon the existing foundation in order to enhance these basic competencies. TTUHSC uses a variety of methods to measure student progress in developing the desired competencies, including the ETS-Proficiency Profile. We will use the results from this instrument to identify the strengths and weaknesses of different student subgroups. The results will be used to make ongoing improvements to our undergraduate degree programs.

## Government-Issued Identification

Government-issued identification (e.g., driver's license, identification card, pass port) is required for admission and matriculation through completion of the School of Nursing degree program. There is no additional charge for review and verification of student government-issued identification. See **SON OP 60.078**.

# Immunization Requirements

Students are expected to maintain a general state of good health. Failure to maintain documentation of immunization requirements in the appropriate departmental office can result in exclusion from clinical practice and a hold being placed on school records. The below information must be on file for a complete immunization record while enrolled in the School of Nursing.

Students should contact the Immunization Coordinator in the Office of Institutional Health/TTUHSC Infection Control for the most up-to-date information on obtaining immunizations by calling (806) 743-2264.

IMMUNIZATION REQUIREMENTS	
Vaccine	When Required
Hepatitis B series (Hep B)	At the beginning of the initial semester of enrollment to be completed within 6 months, or a titer showing immunity is required.
Measles, Mumps, Rubella vaccine/titer (MMR)	At the beginning of the initial semester of enrollment, with doses of vaccine or titers showing immunity are required. (Note: Women who need MMR must make an appointment with a health professional to verify pregnancy status before receiving MMR.)
Meningococcal (MCV)	At the beginning of the initial semester of enrollment. Adults 22 years of age or younger within the last five years.
Tuberculosis (TB)	At the beginning of the initial semester of enrollment and annually thereafter. If you have not had a TB test within the last 12 months you must have a 2 step skin test with a minimum of 7 days between the 2 readings.
PPD/Tuberculin test/X-ray	Upon admission and annually
Tetanus/Diphtheria (Td)	At the beginning of the initial semester of enrollment. (Booster required every 10 years.)
Tetanus, Diphtheria and Acellular Pertussis (Tdap)	At the beginning of the initial semester of enrollment. (Adult - one time dose.)
Influenza (Flu)	Required during flu season annually.
Varicella (Chicken Pox)	At the beginning of the initial semester of enrollment – two (2) doses of vaccine or titer showing immunity are required. (TTUHSC does not accept history of the disease.)

\*COVID-19 vaccination may be mandatory at some clinical sites. At this time, TTUHSC does not require you to disclose whether or not you have received the COVID-19 vaccine. However, for those who do not receive the vaccine or obtain an approved COVID-19 vaccine waiver, if applicable, your ability to obtain required clinical hours necessary for program completion may be impacted. For those who wish to not disclose, it will be considered that you have not received the vaccine for the purposes of adhering to clinical site requirements.

Keep personal immunization records in a safe place; immunization records are required for all healthcare workers employed in the healthcare industry. All copies of Personal Immunization Records provided to the School of Nursing become the property of the School of Nursing. Never supply the School of Nursing with original documents. There may be a fee charged to receive a copy of the immunization records from School of Nursing files. Other specialty-related immunizations or testing may be recommended to a student or may be required by a clinical agency. All students are expected to personally maintain immunization requirements; this maintenance should be documented in the appropriate departmental office for every semester the student is enrolled at TTUHSC – NO notification will be sent.

# International Applicants

International applicants should refer to the School of Nursing's website for current requirements for admission  
<https://www.ttuhsu.edu/nursing/student-affairs/international-applicants.aspx>.

## NCLEX-RN Examination Eligibility

The Texas Board of Nursing (BON) has identified certain circumstances that may render a potential candidate ineligible for licensure as a registered nurse in the State of Texas. A Petition for Declaratory Order (DO) is a formal disclosure to the Board of an eligibility issue that may prevent an applicant from taking the NCLEX and receiving initial licensure. The DO permits the Board to make a decision regarding a petitioner's eligibility for licensure prior to entering or completing a nursing program. An individual who has reason to believe that they may be ineligible for initial licensure due to issues discussed in **Rule §213.30** may petition the Board for a declaratory order as to their eligibility such as:

- if the potential ineligibility is due to the petitioner's criminal history, all court documents, including, but not limited to: indictments, agreements for pre-trial diversion or deferred prosecution, orders of deferred adjudication, judgments, probation records, and evidence of completion of probation, as applicable;
- if the potential ineligibility is due to the petitioner's mental health condition or diminished capacity, verifiable and reliable evidence of controlled behavior and consistent compliance with recommended treatment, including compliance with a prescribed medication regime, for a reasonable amount of time, as applicable;
- if the potential ineligibility is due to the petitioner's substance use disorder and/or the abuse/misuse of alcohol or drugs, verifiable and reliable evidence of sobriety and abstinence from drugs and alcohol, which may include evidence of the completion of inpatient, outpatient, or aftercare treatment, random drug screens, individual or group therapy, and/or support group attendance;

The DO should be submitted electronically via the Nurse Portal at this link: <https://www.bon.texas.gov/texasnurseportal/>. Students who have obtained a Declaratory Order Petition must notify the Associate Dean/Department Chair and inform them of the outcome of the petition.

\*Pursuant to the Occupations Code **§301.207**, information, including diagnosis and treatment, regarding an individual's physical or mental condition, intemperate use of drugs or alcohol, or chemical dependency and information regarding any other information in the petition for declaratory order of eligibility is confidential to the same extent that information collected as part of an investigation is confidential under the Occupations Code **§301.466**.

**NOTE: Expunged and Sealed Offenses:** While expunged or sealed offenses, arrests, tickets, or citations need not be disclosed, the student has the responsibility to ensure the offense, arrest, ticket, or citation has, in fact, been expunged or sealed. The recommendation is submission of a copy of the court order expunging or sealing the record in question to the Texas Board of Nursing with your application. Failure to reveal an offense, arrest, ticket, or citation that is not in fact expunged or sealed, will at a minimum, subject your license to a disciplinary fine. Non-disclosure of relevant offenses raises questions related to truthfulness and character.

**NOTE: Orders of Non-Disclosure:** Pursuant to Texas Government Code **§ 552.142(b)**, a person who is the subject of information that is excepted from the requirements of Section **552.021** under this section may deny the occurrence of the criminal proceeding to which the information relates and the exception of the information under this section, unless the information is being used against the person in a subsequent criminal proceeding. Pursuant to other sections of the Texas Government Code **Chapter 411**, the Texas Board of Nursing is entitled to access criminal history record information that is the subject of an order of non-disclosure, even if you properly did not reveal that matter, the Board may require you to provide information about any conduct that raises issues of character.

Statutes and Rules governing the Petition for Declaratory Order may be found in the Texas Occupations Code **§§ 301.257, 301.452, 304.454** (Nursing Practice Act), and in the Board Rules and Regulations relating to Nurse Education, Licensure and Practice, 22 Texas Administrative Code (TAC) **§§ 213.27-30** and Texas Administrative Code (TAC) **§§ 217.11-12**.

**The Nurse Practice Act** was amended during the 2005 Texas legislative session, adding Texas Occupations Code § **301.4535**, to authorize the Board of Nursing to deny or revoke licensure to an individual for certain criminal offenses. Under the provision, the BON shall refuse or shall withdraw a license if the person has been convicted of an identified offense or has noted on his or her criminal record a plea of guilty or nolo contendere. The Texas Board of Nursing may consider eligibility for licensure of an applicant, who otherwise would be ineligible for licensure, after the fifth anniversary of the successful completion of and dismissal from probation or parole. The criminal offenses barring licensure, as defined by Texas Penal Code, include the following: murder, capital murder or manslaughter; kidnapping or unlawful restraint and the offense was punished as a felony; sexual assault; aggravated sexual assault; continuous sexual abuse of young child or children, or indecency with a child; aggravated assault; intentionally, knowingly, or recklessly injuring a child, elderly individual, or disabled individual; intentionally, knowingly, or recklessly abandoning or endangering a child; aiding suicide and the offense was punished as a state jail felony; an offense involving a violation of certain court orders or conditions of bond punished as a felony; an agreement to abduct a child from custody; the sale or purchase of a child; robbery; aggravated robbery; an offense for which a defendant is required to register as a sex offender; or an offense under the law of another state, federal law, or the Uniform Code of Military Justice for similar crimes.

## Technical Standards for the School of Nursing

Physical, cognitive, psychomotor, affective and social abilities are required in unique combinations to provide safe and effective nursing care. In order to be admitted and to progress in the nursing program, one must possess a functional level of ability to perform the duties required of a nurse. The applicant/student must be able to meet the essential functions with or without reasonable accommodation's throughout the program of learning. Admission, progression and graduation are contingent upon one's ability to demonstrate the essential functions as identified by the school or additional essential functions as may be identified by affiliated clinical agencies. The TTUHSC School of Nursing reserves the right to amend the essential functions as deemed necessary.

Each student/applicant should use the following standards for participation in the School of Nursing to assist in determining the necessity of accommodation or modifications.

<p><b>MOTOR SKILLS</b></p> <p>The student should have sufficient motor functions such that they are able to execute movements required to provide general care and treatment to patients in all health care settings.</p>	<p>Specific Requirements:</p> <p>Students should have sufficient motor function to elicit information from patients by palpitation, auscultation, percussion, and other assessment techniques. Such actions require coordination of both gross and fine muscular movements, equilibrium and functional uses of the senses of touch, vision and hearing. The student must be able to perform basic life support (including CPR), transfer and position patients, and position and re-position self around patients. The student must also be able to operate equipment typically found in the health care environment (IV pumps, cardiac monitor, and electric and manual blood pressure equipment, safe patient handling equipment, etc.).</p>
<p><b>SENSORY/OBSERVATION:</b></p> <p>The student must be able to acquire information presented through demonstration and experience in the basic and nursing sciences.</p>	<p>Specific Requirements:</p> <p>The student must be able to observe the patient accurately, at a distance and close at hand, and observe non-verbal communications when performing nursing assessments and interventions or administering medications. The student must be capable of perceiving the signs of disease and infection as manifested through physical examination. Such information may be derived from visual inspection and images of the body surfaces, palpable changes in various organs and tissues, and auditory information (patient voice, heart tones, bowel and lung sounds, etc.)</p>
<p><b>COMMUNICATION:</b></p> <p>The student must have the ability to communicate effectively and sensitively</p>	<p>Specific Requirements:</p> <p>The student must be able to express his or her ideas and feelings clearly and demonstrate a willingness and ability to give and receive feedback. The student must be able to convey or exchange information at a proficiency level to obtain a health history, identify problems presented,</p>

<p>with other students, faculty, staff, patients, family and other professionals.</p>	<p>explain alternative solutions, and give directions during treatment and post-treatment. The student must be able to effectively communicate in English through verbal, written and electronic formats with the ability to retrieve information from various sources of literature and computerized data bases. The student must be able to communicate verbally in English in classroom presentations, seminars, simulation, practicum sites, practicum conferences, and on-line formats. The student must be able to process and communicate information on the patient's status with accuracy in a timely manner to members of the health care team. The appropriate communication may also rely on the student's ability to make a correct judgment seeking supervision and consultation in a timely manner.</p>
<p>COGNITIVE:</p> <p>The student must be able to measure, calculate, reason, prioritize, analyze, integrate, synthesize information and act with integrity and judgment (ability to manage impulsivity).</p> <p>The student must have the ability to sustain attention and memory to maintain patient safety.</p>	<p>Specific Requirements:</p> <p>The student must be able to read and comprehend extensive written materials. The student must also be able to evaluate and apply information and engage in critical thinking in the classroom, lab and clinical setting within the time constraints unique to each setting.</p>
<p>BEHAVIORAL/EMOTIONAL:</p> <p>The student must possess the emotional health required for the utilization of their intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the nursing care of patients and families.</p>	<p>Specific Requirements:</p> <p>The student must be able to maintain mature, sensitive, and effective relationships with patients, students, faculty, staff and other professionals under all circumstances, including highly stressful situations. They must have the emotional stability to function effectively under stress and to adapt to an environment that may change rapidly without warning and/or in unpredictable ways. The student must be able to experience empathy for the situations and circumstances of others and effectively communicate that empathy. They must know how their own values, attitudes, beliefs, emotions, and experiences affect their perceptions and relationships with others. The student must be able and willing to examine their behavior when it interferes with productive individual or team relationships. The student must possess skills and experience necessary for effective and harmonious relationships in diverse academic and work environments. The student must be able to meet TTUHSC School of Nursing attendance requirements. The student must be able to satisfy all requirements set forth by the School of Nursing and Health care agency's affiliation agreements as well as any additional requirements of any clinical setting. The student must uphold professional nursing standards related to the student's scope of practice.</p>

**TTUHSC OP 51.04** and **TTUHSC OP 77.14** complies with the American with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, and state and local requirements regarding students with disabilities. Under these laws, no otherwise qualified and competitive individual with a disability shall be denied access to or participation in services, programs and activities of TTUHSC solely on the basis of the disability. ADA guidelines apply to all qualified persons. A qualified person is a person with a disability who, with or without reasonable modifications to rules, policies, or practices, the removal of architectural, communication, or transportation barriers, or the provision of auxiliary aids and services, meets the essential eligibility requirements for the receipt of services, or the participation in programs or activities provided by a public entity and who can perform the "essential functions" of the position. For further information, contact the Office of Student Disability Services or visit their website located at





# Student Information

## Computer Requirements

Students spend a considerable amount of time utilizing resources online and must own a personal laptop computer with broadband (high speed) internet to succeed in the chosen area of study. Daily computer access is expected of all students. *(All SON programs require a personal laptop for on-campus testing, exams, and classroom activities.)*

### Technical Skills

Students are expected to possess basic skills in both the use of a computer and to function independently in the use of Microsoft Office. To do a self-assessment of your skill level go to "Is Online Learning for You?" at <http://nursing.ttuhs.edu/skills/>. If a student cannot function independently, the applicable Associate Dean/Department Chair reserves the right to place the student on an academic leave of absence until the student can demonstrate competence to learn, draft, and submit work independently. See <https://www.ttuhs.edu/nursing/help/system-requirements.aspx> for specific minimum computer system requirements.

### NOTE:

- **The Traditional BSN Undergraduate Program** requires students to own a laptop and a mobile device (iOS or Android). Students are required to bring their laptop to participate in classroom learning activities and testing. A mobile device capable of using specific nursing apps is required.
- **The Accelerated BSN Program** requires students to own a computer (preferably a laptop) and a mobile device (iOS or Android). A compatible mobile device capable of using specific nursing apps is required. Students are also required to have a webcam and microphone.
- **The RN to BSN Program** requires students to have a laptop and webcam capabilities for making videos of presentations, clinical activities, and for online proctoring of exams and quizzes.
- **The Master's, Post-Graduate, and Doctoral Programs** require students to bring a laptop to participate in classroom learning activities.

Tablet devices can be used to access some course content but will not substitute the need for a computer. Go to <https://www.ttuhs.edu/nursing/help/system-requirements.aspx> for specific minimum computer system requirements.

## Counseling Services

As in all professional health fields, if stress is not dealt with effectively, it can interfere with optimal academic performance. For a student experiencing excessive stress, the SON highly recommends self-referral for counseling. The following are the counseling options available for all School of Nursing students.

Program of Assistance for Students (PAS) is a professional, confidential, no cost counseling service for students and family members living in their households. Five sessions (per household) per academic year are available from licensed counselors who can provide assistance for a variety of problems related to daily living, including: family and relationship problems, depression, alcohol and drug abuse, anxiety, excessive stress, and other problems. No information is released to anyone in the SON and use of the program does not become part of a student's record. For additional information visit <https://www.ttuhs.edu/centers-institutes/counseling/pas.aspx>.

- **Contact information** for counseling services available at the regional campuses/sites and for distance/online students is found here: <https://www.ttuhs.edu/centers-institutes/counseling/contact.aspx>.
- **Telehealth** counseling is available through The Counseling Center at TTUHSC. To be eligible for telehealth, you must be an active TTUHSC student located in Texas. To schedule telehealth counseling call 806-743-1327 or 1-800-327-0328.
- **All students** have access to TAO Connect (Therapy Assistance Online). <https://www.ttuhs.edu/centers-institutes/counseling/tao.aspx>

- A 24-hour crisis/help line is available to all students and members of their household through the Program of Assistance for Students at 1-800-327-0328.

## Professional Societies

- **Iota Mu Chapter of Sigma Theta Tau, the International Nursing Honor Society**  
Membership is by invitation and is based on outstanding scholarly activities.
- **Phi Kappa Phi**  
Membership is by invitation to top performing juniors, seniors, and graduate students.
- **Golden Key**  
Membership is by invitation to the top 15% of juniors, seniors, and graduate students.
- **Student Government Association (SGA)**  
The Student Government Association is recognized as the governing student body at Texas Tech University Health Sciences Center with representatives from the School of Health Professions, Graduate School of Biomedical Sciences, School of Medicine, School of Nursing and School of Pharmacy. SGA Representatives assist in the promotion of student affairs and activities affecting all students throughout TTUHSC and encourage communication between the schools. Representatives are elected from the undergraduate and graduate programs. For more information regarding the Student Government Association, visit the Student Government Association's Webpage at <http://student.ttuhschool.edu/sga/>.
- **Texas Nursing Students' Association**  
The Texas Nursing Students' Association grants membership to any student in an Associate Degree, Diploma, Baccalaureate, generic Masters, generic Doctoral program preparing students for RN licensure, as well as RNs in a BSN completion program. This award winning group is highly active at school, state, and national levels. For more information, please visit <http://www.tnsa.org/>.
- **SALUTE: Veterans National Honor Society**  
SALUTE is the first national honor society established for student veterans and military in 2-year and 4-year institutions of higher education. One unique element of our honor society includes the 4 tier system which is designed to encourage student veterans to strive to improve their GPAs and advance to higher tier levels in the honor society during their academic careers.

## Resources and General Information

### Activities, Athletics, Entertainment, and Recreation

As a member of the National Collegiate Athletic Association and the Big 12 Conference, Texas Tech provides intercollegiate programs for men and women. As part of the Texas Tech University (TTU) System, TTUHSC students participate in football, volleyball, basketball, baseball/softball, soccer, track and field, golf and tennis with other members of the conference.

The Lubbock campus of Texas Tech University Health Sciences Center includes the F. Marie Hall Synergistic Center providing students easy access to recreational and entertainment facilities. The TTUHSC Lubbock campus is located in close proximity to the TTU campus. The Robert H. Ewalt Student Recreational Center and Student Union Building, located on the TTU's Lubbock campus are two of the most popular buildings on campus for out-of-class student activities.

For information about student organizations, fraternities, or sororities you may contact the TTUHSC Student Affairs office at (806) 743- 2300 or online at <https://www.ttuhschool.edu/student-affairs/organizations/default.aspx>.

For information about the TTU recreational center contact the TTU Department of Recreational Sports online at <http://www.depts.ttu.edu/recsports/>.

### Awards

The School of Nursing participates in and offers awards including:

- Excellence In Nursing – Undergraduate and Graduate students are eligible
- SON Dean's Leadership Award

## Employment

The decision to work while enrolled as a student in the School of Nursing rests with the individual student; the school assumes no responsibility for student employment. Students should check with their enrolled program to determine if employment is discouraged. A student employed in a healthcare agency has the responsibility, personally and professionally, to accept and engage in only activities falling within the position description for which the student is qualified and do not conflict with legal and accreditation expectations.

## Housing

Although students of the School of Nursing have access to TTU on-campus housing, it is not mandatory. For more information on housing, contact the TTU Student Housing Office at (806) 742-2661 or visit <http://www.depts.ttu.edu/housing/>.

## Interprofessional Practice and Education (IPE) Core Curriculum

All TTUHSC students, regardless of school affiliation, are required to complete the IPE core curriculum prior to graduation. The IPE core curriculum is composed of two components including successful completion of a non-credit online course (>70% accuracy on the knowledge post-test) and successful participation in at least one registered IPE learning activity. Failure to complete the IPE core curriculum will result in delayed graduation. Students should consult their academic/program advisor and/or school catalog for additional information.

## Simulation

The TTUHSC simulation centers located at the various campuses provide unique learning environments. These realistic environments support experiential learning activities promoting the development and maintenance of intra-professional and interprofessional competencies. Faculty and students from the School of Nursing, School of Medicine, School of Health Professions, School of Pharmacy, Graduate School of Biomedical Sciences, and Julia Jones Matthews School of Population and Public Health are engaged in simulation-based activities supported by these centers.

## Student Service on Advisory Councils and Councils/Forums for Undergraduate and Graduate Programs

For purposes of promoting the TTUHSC School of Nursing, advisory bodies exist to maintain open communication between students and administration/faculty/staff:

- Undergraduate Department Advisory Council (UDAC)
- Non-Traditional Electronic Advisory Forums
- Graduate Department Student Advisory Council (GDAC)
- Post-Master's DNP Student Advisory Council
- BSN to DNP Student Advisory Council.

Students also have opportunities to serve as Student Representatives on School of Nursing Councils. Through service on the Student Advisory Councils and the School of Nursing Councils, student representatives provide feedback to the faculty and administration on ways to improve the educational experience while enrolled in the School of Nursing. Student representatives may volunteer or are selected by the appropriate Associate Dean/Department Chair to serve on the Student Advisory Councils and School of Nursing Councils. Students are expected to represent fellow students by bringing forth issues of importance to be addressed. Associate Deans/Department Chairs reserve the right to invite faculty or staff as appropriate to address student concerns.

## TTUHSC Libraries of the Health Sciences

The TTUHSC Libraries of the Health Sciences provide facilities and learning/information resources with physical sites in Lubbock, Amarillo, and Odessa. The TTUHSC Library system collections presently contains roughly 27,000 bound volumes and over 107,854 electronic books. The number of bound volumes will continually decrease however, as the Library makes room for more student study space. The system has 178 print journal subscriptions and approximately 43,929 electronic journals available at all TTUHSC sites. The libraries feature quiet and group study carrels and rooms, wi-fi display in most group study rooms, printers (paper),

anatomy models, 3D printers, poster printers on all 3 campuses, virtual reality equipment (Lubbock), computer labs, scanners, interlibrary loan, and reference/research/scoping review services. All libraries have wireless Internet access. PaperCut (paper-based) accounts are automatically created with an initial free \$100.00 balance to all TTUHSC students. The online Ask A Librarian service (<http://ttuhsc.libanswers.com/ask>) allows students to email, text, or chat with a reference librarian for article and searching assistance. Step-by-step online guides to library services and resources are available at <http://ttuhsc.libguides.com/new>.

The TTUHSC Libraries provide on and off-campus electronic access to more than 1,295 databases. The databases related to the School of Nursing include, but are not limited to: UpToDate, MEDLINE, PubMed, CINAHL Complete with FullText, Nursing Reference Center Plus, Primal Pictures, Access Medicine, SportDiscus, EXAM MASTER online (NCLEXRN), Scopus, Cochrane Databases, ClinicalKey, as well as general and academic TexShare databases. Bibliographic tools such as RefWorks and Endnote, full-text electronic journals, and a full array of electronic books are also accessible through the Libraries' homepage:

<http://www.ttuhsc.edu/libraries/>.

- Preston Smith Library of the Health Sciences in Lubbock features 23 group study rooms, 1 tranquility room, and 18 computers and fourteen 3D printers in the Methodology Lab. An additional 7 public computers are located on the second along with seating for 102 individuals.
- Harrington Library of the Health Sciences in Amarillo has 10 public use computers, seating for 95 individuals, 4 individual study rooms and one conference room.
- Library of the Health Sciences in Odessa, has seating for 105 individuals, 3 study rooms and 1 computer classroom with 18 desktop stations and 1 laptop station. There are two 3D printers also available.

## Textbooks

Courses use information from various mediums, including textbooks. Students may have to purchase or rent specific textbooks. Each semester, the required and optional texts are listed for each course on the following website

<http://nursing.ttuhsc.edu/textbooks/>.

## Sexual Harassment

Sexual Harassment is prohibited under Title VII of the Civil Rights Act of 1964, as amended, and Title IX of the Educational Amendments of 1972. SEXUAL HARASSMENT WILL NOT BE TOLERATED.

The School of Nursing considers sexual harassment in all forms to be a serious offense subject to a range of actions up to and including suspension or dismissal. Sexual harassment is a violation of **TTUHSC OP 51.02** and **OP 51.03**. Refer to the **TTUHSC Student Handbook** and the Title IX website located at <https://www.ttuhsc.edu/title-ix/default.aspx>. Sexual harassment education is required for all students and is completed at the time of orientation. Contact the appropriate departmental office for further educational information and opportunities.

## Student Health Information and Resources

### Health Services

Medical services for TTUHSC students are available at the Abilene, Amarillo, Dallas, Lubbock, and Permian Basin, campuses. Refer to the TTUHSC Student Handbook online at <https://www.ttuhsc.edu/student-affairs/handbook.aspx> or the TTUHSC Student Affairs website at <https://www.ttuhsc.edu/student-affairs/health.aspx>.

### Health Insurance

Students are required by TTUHSC to pay a Medical Service Fee each semester. With this fee, access to healthcare is available at no charge for minimal or limited minor problems. Access to healthcare is through a TTUHSC clinic or a regional contracted provider (when available) for distance students. This fee is only waived for distance students.

TTUHSC and the School of Nursing strongly recommend each student maintain health insurance to cover major medical, emergency

care, specialty care, and pharmacy services. Students should note many of the facilities where students receive clinical training require each student to be covered by health insurance. Hospital or clinic personnel may ask for proof of coverage at any time. Students may be denied access to clinical experience, at the discretion of the facility, if not covered by health insurance.

Students may contact the TTUHSC Office of Student Life at (806)743-2302 for more information on insurance resources or visit <https://www.ttuhs.edu/student-life/health-insurance.aspx>.

## TTUHSC Student Affairs

TTUHSC Office of Student Affairs is an institutional centralized information office providing an array of student support services. It is made up of seven key areas that support students inside and outside of the classroom. These areas include International Student Services, Registrar, Student Disability Services, Student Financial Aid, Student Life, Veterans Resource Center, and Writing Center. TTUHSC Office of Student Affairs collaborates with the school's student affairs offices to offer assistance to aid in the success of TTUHSC students. For more information, visit their website at <https://www.ttuhs.edu/student-affairs/default.aspx>.

### Graduation

Students planning to graduate MUST complete a Graduation Application found [here](#). Students should create a "Diploma" address in WebRaider to ensure the diploma will be mailed to the proper address. The TTUHSC Student Affairs office uses the diploma address to mail the diploma only if the diploma is not picked up at commencement.

Students must be enrolled at Texas Tech University Health Sciences Center and registered in the School of Nursing for a minimum of one (1) credit hour in the term of graduation.

### Veterans and Military Advising

All military affiliated students and their families in need of services are required to self-identify, particularly if using VA or Hazlewood benefits. Contact the TTUHSC Veterans Resource Center at [vrc@ttuhs.edu](mailto:vrc@ttuhs.edu) or (806) 743-7549, or visit the TTUHSC Veterans Resource Center website for information, instructions and forms at <https://www.ttuhs.edu/veterans-resource-center/default.aspx>.

# Policies

## Americans with Disabilities Act (ADA)

(TTUHSC OP 77.14)

Students seeking accommodations on the basis of disability must register with the TTUHSC Student Affairs office at <https://www.ttuhs.edu/student-affairs/default.aspx>. The ADA Compliance Officer for Students will notify the appropriate School of Nursing Department Chair of the student's need for accommodations. Review the TTUHSC ADA policy located on the TTUHSC Student Affairs website at <https://www.ttuhs.edu/disability/default.aspx>.

## Confidentiality/Health Insurance Portability and Accountability Act of 1996 (HIPAA)

(TTUHSC OP 52.09 & SON OP 10.050)

The School of Nursing is dedicated to ensuring each student is current in issues related to nursing practice and research. One such regulation includes the Health Insurance Portability and Accountability Act (HIPAA).

- Each student is required to provide proof of education in HIPAA training.
- The training requirements vary by program; the student receives information regarding HIPAA training as part of new student orientation and is asked to sign a Confidentiality Agreement prior to the beginning of the initial semester of enrollment.
- Proof of training is kept electronically and only accessible to the School of Nursing Student Affairs Office and the TTUHSC Privacy Officer.
- Those who cannot show proof are not allowed to attend clinical.
- Release of confidential information (including verbal communications, written communications or electronic communications with or about patients or involving patient health information to anyone who does not need the information for treatment, payment or health care operation) is a cause for dismissal from the School.
- Certificates of compliance are not transferable from another institution because HIPAA certification is institution specific. Thus, all students must take the TTUHSC HIPAA training and provide evidence of compliance certification.

## Family Educational Rights and Privacy Act (FERPA)

The **Family Educational Rights and Privacy Act** of 1974 ("FERPA") (20 U.S.C.A. §1232g; 34 CFR Part 99) affords certain rights to students concerning their educational records. FERPA grants students the right to inspect and review their educational records (with exceptions), to request their records be amended, to have limited control over the disclosure of information contained in their records, and to file a complaint with the U.S. Department of Education concerning alleged failures of the University to comply with the requirements of FERPA. The TTUHSC Institutional Student Handbook shall serve as the annual notification that must be provided to students under FERPA, 34 C.F.F. 99.7, unless individual TTUHSC schools annually notify their students of FERPA rights otherwise.

See **TTUHSC OP 77.13** for additional information regarding student education records.

## Tobacco Free Environment

In the interest of providing a healthy, tobacco-free environment, smoking, to include electronic cigarettes, is prohibited in all campus facilities, including academic, clinical, and administrative space. TTUHSC prohibits tobacco use or vaping in a TTUHSC facility or anywhere on the grounds of any TTUHSC facility, to include a leased facility/space. Violations will be treated seriously and violators will be subject to disciplinary action as prescribed by existing operating and Board of Regents policies. Refer to the **TTUHSC OP 10.19** and **TTUHSC Student Handbook**, Part I, B Tobacco Free Environment.

## State Privacy Policies (§559.003)

When TTUHSC "collects information about an individual by means of a form the individual completes and files with the governmental body in either a paper format or an electronic format", the paper forms or the Internet site used in connection with the electronic form

must state:

- With few exceptions, the individual is entitled on request to be informed about the information the state governmental body collects about the individual;
- The individual is entitled to receive and review the information;
- The individual is entitled to have the state governmental body correct information about the individual that is incorrect. If TTUHSC collects information about a website user on its Internet site, including the identity and computer network location, TTUHSC must post what types of information collected about the website user on the Internet site. Finally, TTUHSC must establish a reasonable procedure to correct information about an individual.

### **Participation in Assessments - Student Feedback**

The School of Nursing provides several opportunities for student feedback regarding the effectiveness of educational programs and services provided for students. Both formal and informal feedback is solicited. Satisfaction and feedback are solicited through student membership on School of Nursing Councils, focus groups, and completion of satisfaction assessment tools. Individuals or groups of students may provide unsolicited feedback to faculty and administrators at any time in person, via phone, and via email messages.

Completion of the following student satisfaction assessment tools ARE MANDATORY:

- Orientation Satisfaction Assessment tool: Completed during the first semester of enrollment. Students access the assessment via an invitation sent to the TTUHSC email address.
- Course Satisfaction Assessment tool: Completed for each course enrolled every semester. Students access the assessment link via the online learning platform and receive reminders via TTUHSC email.
- Satisfaction at Graduation Assessment tool: Completed during the last semester of enrollment. Students access the assessment via an invitation sent to the TTUHSC email address

See **SON OP 10.015** Mandatory Student Satisfaction Tool Completion Policy for more information.

Students have an additional opportunity to provide feedback six months after graduation by completing the Alumni Assessment. The School of Nursing contacts the student by either emailing the links to the student's non-TTUHSC email address or via text message at the time of graduation. Students should notify the Registrar of changes to permanent address and the non-TTUHSC email information to ensure delivery.



# Financial Information

Immediately upon acceptance of an offer of admission, the student pays a non-refundable placement guarantee/orientation fee. Failure to pay the fee results in forfeiture of the offer of admission.

To enable the student to approximate expenses, the following table provides an estimated average cost per semester. This information is provided by the TTUHSC Student Business Services office. These estimates are based on the AY 2023-2024 (Fall, Spring, Summer) school year.

Please be aware the figures are only estimates. Students may also go online to the Student Business Services website to see updates to tuition at any time at <http://www.fiscal.ttuhs.edu/studentbusserv/tuitionestimates.aspx>.

An installment plan, available for fall and spring terms only, charges an Installment Option Fee each semester to students utilizing the installment payment plan. No installment option is available for the summer semester due to the shortened semester length. Tuition is paid to TTUHSC. Further questions regarding tuition and fees should be directed to the TTUHSC Student Business Services Office at (806)743-7867. Due dates and payment information can be found at <http://www.fiscal.ttuhs.edu/studentbusserv/>.

## Estimated Tuition and Fees Per Semester - AY 2023-2024

	Traditional BSN Program Estimated 15 Semester Credit Hours		RN to BSN Program Estimated 15 Semester Credit Hours		Accelerated BSN Program Estimated 20 Semester Credit Hours	
	Resident	Non Resident	Resident	Non Resident	Resident	Non Resident
Tuition	\$3,225	\$9,345	\$3,225	\$9,525	\$4,300	\$12,700
Fees	\$3,361.70	\$3,361.70	\$1,945.50	\$1,945.50	\$4,390.50	\$4,390.50
<b>TOTAL</b>	\$6,586.70	\$12,706.70	\$5,170.50	\$11,470.50	\$8,690.50	\$17,090.50

	Graduate Program (MSN and Post-Graduate MSN) Estimated 6 Semester Credit Hours		Graduate Program (BSN to DNP) Estimated 9 Semester Credit Hours		Graduate Program (Post- Master's DNP) Estimated 9 Semester Credit Hours	
	Resident	Non Resident	Resident	Non Resident	Resident	Non Resident
Tuition	\$1,590	\$4,110	\$2,385	\$6,165	\$2,385	\$6,165
Fees	\$1,299.50	\$1,299.50	\$1,685.50	\$1,685.50	\$1,685.50	\$1,685.50
<b>TOTAL</b>	\$2,889.50	\$5,409.50	\$4,070.50	\$7,850.50	\$4,070.50	\$7,850.50

## Refund Policies for Tuition and Fees

Information concerning payments and refunds can be obtained from the TTUHSC Student Business Services Office website at <http://www.fiscal.ttuhs.edu/studentbusserv/> or call (806) 743-7867. Fax: (806) 743-7873.

## Tuition for Repeated or Excessive Undergraduate Hours

The Texas Education Code – **Section 54.014** states: “An institution of higher education may charge a resident undergraduate student tuition at a higher rate than the rate charged to other resident undergraduate students (not to exceed the rate charged to nonresident undergraduate students) IF: before the semester or other academic session begins, the student has previously attempted a number of semester credit hours for courses taken at any institution of higher education while classified as a resident student for tuition purposes that exceeds by at least 30 hours the number of semester credit hours required for completion of the degree program in which the student is enrolled. For purposes of this subsection, an undergraduate student who is not enrolled in a degree program is considered to be enrolled in a degree program or programs requiring a minimum of 120 semester credit hours, including minors and double majors, and for completion of any certificate or other special program in which the student is also enrolled, including a program with a study-abroad component. An institution of higher education that charges students tuition at a higher rate under this subsection may adopt a policy under which the institution exempts from the payment of that higher rate a student that is subject to the payment of the higher rate solely as a result of hardship as determined by the institution under the policy.”

Students who were enrolled as an undergraduate student in any institution of higher education prior to Fall 1999 are exempt from this rule. Also, students enrolled as undergraduate students prior to Fall 2006 may not be charged a higher rate of tuition until the number of semester hours previously attempted exceeds the number of hours required for the student’s degree program by 45 hours.

## Financial Aid

Grants and loans are available through the TTUHSC Financial Aid Office. All students interested in receiving SON scholarships, grants and/or loans must complete a Free Application for Federal Student Aid (FAFSA) and include TTUHSC’s school code on the FAFSA (016024). The online FAFSA application is available at <https://studentaid.gov/>.

NOTE: Financial aid offers from other colleges and universities, including TTU, are not transferable to TTUHSC.

Student must be admitted to a degree seeking program and must be enrolled at least halftime to be eligible for financial aid. Students enrolled in a certificate program or less than halftime may apply for private student loans.

For further information regarding financial aid, please contact:

TTUHSC Financial Aid Office 3601 4th Street, MS8310

Suite 2C 400

Lubbock, TX 79430

Phone: (806)743-3025, Email: [financial.aid@ttuhsc.edu](mailto:financial.aid@ttuhsc.edu), Webiste: <http://www.ttuhsc.edu/financial-aid/>

## Scholarships

School of Nursing students are eligible for general scholarships and loans administered by the Financial Aid Office, TTUHSC Student Affairs Office, and Student Government Association. Scholarship eligibility is based upon the criteria as established by each donor and the TTUHSC School of Nursing. For further information regarding scholarships, visit <https://www.ttuhsc.edu/nursing/scholarships/> or <https://www.ttuhsc.edu/financial-aid/scholarships.aspx> or contact: School of Nursing Scholarship Office at [sonscholarships@ttuhsc.edu](mailto:sonscholarships@ttuhsc.edu) or call (806) 743-2909. For information regarding grants, loans, and policies, please visit: TTUHSC Financial Aid Office online at <https://www.ttuhsc.edu/financial-aid/> or contact via email: [financial.aid@ttuhsc.edu](mailto:financial.aid@ttuhsc.edu) or call (806) 743-3025.

# Traditional BSN Program

## Traditional BSN Program

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Terry Hill, DNP, RN, CNE

*Assistant Professor, Director of Curriculum*

Brandy Pitts, DNP, RN

*Assistant Professor, Director of Admissions and Retention*

## Program Overview

The Traditional BSN Program is for the student who is not a registered nurse and wants to earn an undergraduate degree (BSN) in nursing. The combination of classroom and hands-on learning using patient simulators and hospital settings provides students the ability to learn skills using the most current technology. Upon completion of prerequisite courses, the BSN degree plan can be completed in four consecutive semesters. The program is offered in Abilene, Amarillo, Lubbock, Mansfield and the Permian Basin (Odessa).

## Application Dates

Admission Term	Campus	Application Open	Application Deadline
Fall	Abilene, Amarillo, Lubbock, Mansfield, Odessa	February 15	April 15
Spring	Abilene, Amarillo, Lubbock, Mansfield, Odessa	June 15	August 15
Summer	Abilene, Amarillo, Lubbock, Mansfield, Odessa	October 15	December 15

## Admissions Requirements

All applicants to the Traditional BSN Program complete an online application as directed on the Traditional BSN Program website. Students must meet the minimum requirements listed below for admission consideration:

### Academic Requirements

- Minimum cumulative GPA of 3.0 is preferred. All grades earned at all schools attended are calculated in the admission grade point average. Applicants with a cumulative GPA below 3.0 will be reviewed on a case-by-case basis.
- Minimum science GPA of 3.0 is preferred.
- All non-nursing course prerequisites must be completed with a grade of C or better prior to enrollment.
- Preference will be given to applicants without dropped and/or repeated courses.

- At time of application submission, applicants must have completed and/or have enrollment verification to support completion of the required non-nursing prerequisite courses. A minimum of 45 credit hours of the required non-nursing prerequisite courses (60 hours total), including completion of at least four of the five science courses: Chemistry with lab (4 hours), Human Anatomy I (4 hours), Physiology II (4 hours), Microbiology with lab (4 hours), and Pathophysiology (3 hours).
- Pathophysiology must be one of the four science courses completed to be eligible to apply.
- Grades earned in science core courses - Chemistry, Anatomy and Physiology I & II, Microbiology, and Pathophysiology are preferred to have a minimal GPA of 3.0. Consideration is given for repetition of science courses.
- Letter of academic good standing if prior enrollment in nursing program.

### **EFFECTIVE FALL 2023:**

- Students must have successfully completed a certified nurse assistant (CNA) course PRIOR to the first day of class. Preference will be given to applicants certified at the time of the application deadline, along with proof of work experience as a CNA. Additionally special considerations will be given to other healthcare experiences such as a health unit coordinator (HUC), a patient care technician (PCT), life guard, etc...

### **Non-Academic Admission Considerations**

- First generation college student
- Current healthcare work experience
- Military service and/or training
- Based upon fulfillment of all application eligibility requirements as outlined in the School of Nursing Catalog and posted on the BSN website, a determination will be made on an offer of an interview
- Performance in a face-to-face interview upon invitation

Applicants are reviewed by the Admissions Committee and evaluated individually and holistically, not allowing any single attribute to be the determining attribute in the admission decision. The actual number of students offered admission is dependent upon a variety of attributes, such as financial resources, classroom space, and available clinical experiences.

### **IMPORTANT NOTE FOR APPLICANTS WHO ATTENDED A COLLEGE OR UNIVERSITY IN SPRING 2020**

An explanation of how TTUHSC School of Nursing considers courses in which a student earns grades of Pass (P), Fail(F), Credit (CR) or No Credit (NC) is outlined below:

Official transcripts with courses awarded with P or CR during the spring 2020 semester can be used to meet prerequisite course requirements and will not be used in calculating either the cumulative or science GPA for admissions. TTUHSC SON reserves the right to determine how, and if, courses awarded with P or CR during any semester, outside of spring 2020, will be calculated into a GPA and/or considered for transfer credit. Official transcripts with courses awarded with a Fail (F) or No Credit (NC) during any semester cannot be used to meet prerequisite course requirements.

## **Additional Requirements for Prospective Students**

### **NCLEX-RN Examination Eligibility**

See **NCLEX-RN Examination Eligibility** under the Eligibility Requirements section of this catalog.

### **Tuition for Repeated or Excessive Undergraduate Hours**

See **Tuition for Repeated or Excessive Undergraduate Hours** under the Financial Information section of this catalog.

### **Computer Requirements**

See **Computer Requirements** under the Student Information section of this catalog.

### **Criminal Background Checks**

See **Criminal Background Check Requirements** under the Eligibility Requirements section of this catalog.

## Drug Screening

See **Drug Screening Requirements** under the Eligibility Requirements section of this catalog.

## Immunizations

See **Immunization Requirements** under the Eligibility Requirements section of this catalog.

# Special Student Enrollment

## Deferment of Admission

Admission may be deferred from one semester to the next at the discretion of the admissions committee on a case-by-case basis.

## Provisional Admission

Provisional admission is not available for the Traditional BSN Program.

## Conditional Admission

If the requirements for full admission are not met, conditional admission may be available. The student is required to comply with “conditions” stated in the letter of admission offer prior to the first day of class for the semester the student is applying for. Failing to do so will result in retraction of the offer.

## Readmission

Any student who has been dismissed or who withdrew for academic or disciplinary causes or as a result of a Complaint of Misconduct is ineligible for readmission to the Traditional BSN Program.

## Transfer Admission

The Traditional BSN Program does not accept transfer admission into the nursing program.

## Enrollment without Credit/Course Audit

Students who wish to audit a course for no grade must obtain approval from the Associate Dean/Department Chair. Students who audit a course will not be listed on the class roll, and no notation of the audit will be made on the student’s transcript. Students who are enrolled for 12 semester credit hours or more may audit a course without paying an additional fee.

# Prerequisite Courses and Requirements

The prerequisite course requirements listed should be completed with a grade of “C” or higher in each course prior to enrollment in the first nursing course. These requirements as detailed in the following table include a total of 60 semester credit hours and can be taken at any regionally accredited college or university. A maximum of 15 credit hours can be earned via credit by examination.

The prerequisite courses listed in the following table for the Traditional BSN Program also incorporates the 42 hours of the Texas Tech University Health Sciences Center Core Curriculum for undergraduate nursing degrees. Please see **Core Curriculum Requirements** under the Eligibility Requirements section of this catalog to review the Texas Core Curriculum requirements.

## Important Information about Prerequisite Course Requirements

- Pass/Fail grades are not accepted for credit toward degree requirements.

- Applicants may choose to request grades for all non-nursing courses greater than 10 years old not be considered in the GPA for admission. If this option is selected, the credits excluded are not eligible for prerequisite course consideration and must be retaken for credit. The applicant must have at least 34 credit hours within the past 10 years to use this option.
- Grades earned at all schools attended are calculated in the admission grade point average. The quality points and semester credit hours used to calculate the cumulative grade point average for admission to the School of Nursing are taken from the official transcripts submitted during the application process.
- The School of Nursing accepts courses completed via classroom, internet, correspondence, CLEP (College Level Examination Program), or advanced placement examination for which credit with the grade of "C" or higher has been awarded and posted on an official transcript from an accredited college or university when determining completion of prerequisite non-nursing course requirements.

## Traditional BSN Program Prerequisite Coursework Table

	HOURS
Pathophysiology (ZOO 3303 or equivalent)	3
Microbiology w/lab (BIOL 2420 or BIOL 2421)	4
Human Anatomy & Physiology I w/lab (BIOL 2401)	4
Human Anatomy & Physiology II w/lab (BIOL 2402)	4
Chemistry w/lab (CHEM 1305/1105 or CHEM 1406/CHEM 1411)	4
Introduction to Nursing as a Profession (HUSC 3221)	2
General Psychology (PSY 2301)	3
Life Span Human Development (PSY 2314)	3
Statistics (MATH 1342, 1442, 2342 or 2442)	3
Science of Nutrition (BIOL 1322 or HECO 1322)	3
History of the United States to 1877 (HIST 1301)	3
History of the United States since 1877 (HIST 1302)	3
American Government Organization (GOVT 2305 or POLS 1301)	3
American Public Policy (GOVT 2306 or POLS 2302)	3
English Composition I (ENGL 1301)	3
English Composition II (ENGL 1302)	3
Any Texas core approved course in Creative Arts	3
Any Texas core approved course in Language, Philosophy, or Culture	3
Communication in Nursing (COMS 2320)	3
<b>TOTAL</b>	<b>60</b>

- Course numbers listed are based on the Texas Common Course Numbering System (TCCNS). Check with your academic institution to verify the course number corresponds with the TCCNS number.
- Students must complete 3 credit hours of math to meet core curriculum requirements. Students who take math statistics will simultaneously meet the requirements for the nursing prerequisite and the core curriculum. Students, who take any other statistics course as the nursing prerequisite, must also take an upper level mathematics course in order to meet the core curriculum

requirement.

- All courses are considered prerequisite to admission and beginning first semester of nursing course work.

## Offer of Admission

Offers of admission will be made from the Traditional BSN Admissions Chair approximately eight (8) weeks following the application deadline. Applicants are required to respond to the offer of admission no later than the deadline stated in the letter offering admission by returning a \$175 nonrefundable placement guarantee/orientation fee, as well as a signed response form accepting the offer. Failure to respond by the deadline results in withdrawal of the offer of admission.

## Degree Requirements for Students Admitted to Program

### Graduation Under a Particular Catalog

A student is expected to complete the degree requirements set forth in the School of Nursing Catalog in effect at the time the student enters the chosen degree or area of study. Only with the specific approval from the appropriate Associate Dean/Department Chair may a different Catalog be selected. Students, in all cases are prohibited from completing the requirements set forth in a catalog more than seven years old. The School of Nursing Catalog is published at least biennially and its provisions are applicable during the following academic year (September 1 through August 31).

### Maintaining Minimum Academic Requirements

- Maintain a 2.0 GPA for each semester and overall cumulative.
- A minimum grade of "C" required in all degree required (nursing) courses.
- Students receiving a "D", "F" or "WF" in a nursing course are eligible to repeat the course one time only pursuant to recommendation of course faculty.
- Students earning an overall cumulative GPA or a semester GPA less than a 2.0 in the semester of graduation are ineligible for graduation.

### Academic Dismissal from the School of Nursing will result from the following circumstances:

- A student earning a "D", "F" or "WF" in two or more nursing courses in one semester is cause for academic dismissal.
- Students earning a "D", "F" or "WF" in a second nursing course, even when students successfully complete the courses in which the previous "D"s, "F"s or "WF"s were earned.
- Earning less than a 2.0 per semester or cumulative GPA for two consecutive semesters.

### Comprehensive Examinations

Undergraduate (prelicensure) students must have a passing score on the comprehensive examination administered in NURS 4710 for the Traditional BSN Undergraduate Program. If the student is not successful on the examination, the student is required to meet with the course facilitator(s) to determine next steps in progression.

### Residence Credit

The minimum actual residence credit required of each undergraduate student is 30 hours at TTUHSC, including the final 15 hours in nursing courses taken for a grade. The remaining hours may include transfer credit and correspondence course work. Residence credit as used here means credit for work done while enrolled in and attending classes at TTUHSC and should not be confused with "residence" in the State of Texas for tuition purposes.

### Semester Credit Hours and Course Loads

The semester credit hour is the unit of measure for credit purposes. Didactic (lecture) hours are measured on a one-to-one basis; clinical hours are measured on a one-to-three basis. Approximately two hours in preparation for each hour of lecture or recitation and an appropriate amount of time for preparation for clinical activity is required. The number of semester credit hours a student may carry (course load) is regulated by the Associate Dean/Department Chair. In determining course load, the Associate Dean/Department Chair takes into account the quality of prior scholastic work performed and the types of courses involved. Permission is needed to enroll in more than 20 semester credit hours. Traditional BSN students are required to complete 60 hours of prerequisite courses and 60 hours of nursing courses, totaling 120 credit hours.

Traditional BSN Undergraduate Program	
60	Semester Hours from general education prerequisite courses
60	Semester Hours from the Traditional BSN Undergraduate curriculum
120	Total Semester Hours

## Recognition of Previous Nursing Learning

### Transfer of Credit

- The Traditional BSN program does not accept transfers into the nursing program.
- Students who attended a previous nursing program may apply to the Traditional Nursing program.
- Due to the nature of the Traditional BSN program, transfer credits for nursing courses are not given.
- Credit for nursing courses cannot be earned via credit by examination.

## Degree Plan

Degree plans are generally completed by the appropriate Student Affairs Coordinator during new student orientation. The degree plan may be revised by the Program Director of Curriculum based on a student's ability to successfully progress through the curriculum. Course enrollment may be limited based on available resources, including but not limited to, availability of clinical sites within the community. The following degree plan is designed for applicants without a RN license. The sample degree plan provides an overview of a basic course schedule for full-time students. All non-nursing courses should be completed prior to taking the first nursing course. When necessary, methods for limiting enrollment will be determined by the Traditional BSN Associate Dean/Department Chair.

## Sample Degree Plan - Traditional BSN Undergraduate Program

Level 1		
Number	Course Name	Credits
NURS 3604	Core Concepts of Nursing Care, CL	(6:5:3 F)
NURS 3511	Applied Concepts of Pharmacology, CL	(5:4:3 F)
NURS 3322	Health Promotion Across the Lifespan	(3:3:0 O)
NURS 3208	Integrated Learning I, CL	(2:1.5:1.5 F)
	<b>Total Semester Hours</b>	<b>16</b>



Level 2		
Number	Course Name	Credits
NURS 3512	Complex Concepts of Nursing Care I, CL	(5:4:3 F)
NURS 3502	Mental & Behavioral Health Nursing, CL	(5:4.5:1.5 F)
NURS 3450	Concepts of Community and Public Health Nursing, CL	(4:3:3 F)
NURS 3102	Integrated Learning II	(1:1:0 F)
	<b>Total Semester Hours</b>	<b>15</b>

Level 3		
Number	Course Name	Credits
NURS 4602	Complex Concepts of Nursing Care II with Application to Practice, CL	(6:4:6 F)
NURS 4407	Nursing Care of Families with Children, CL	(4:3:3 F)
NURS 4204	Leadership in Interprofessional Practice	(2:2:0 F)
NURS 4102	Integrated Learning III	(1:1:0 F)
	<b>Total Semester Hours</b>	<b>13</b>

Level 4		
Number	Course Name	Credits
NURS 4322	Evidence-Based Practice	(3:3:0 O)
NURS 4710	Professional Transitions of Nursing Care, CL	(7:3:12 H)
NURS 4610	Integrated Learning IV: Clinical Immersion, CL	(6:3:9 F)
	<b>Total Semester Hours</b>	<b>16</b>

<b>Total Credit Hours</b>	<b>60</b>
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### KEY:

- Courses are listed in numerical order
- (F) Face-to-face
- (O) Online
- (H) Hybrid (combination of face-to-face and online)
- (CL) Concurrent enrollment in a Clinical Section is required
- (#:#:#) First # represents the number of credit hours, Second # represents the number of lecture hours per week, Third # represents the number of clinical hours per week
- \* Elective Courses are offered at select times as faculty and interest are present
- (V) Variable Credit

# Traditional BSN Program Course Descriptions

**NURS 3102 Integrated Learning II (1:1:0,F)** (Prerequisites: NURS 3604, 3511, 3322, 3208. Corequisites: NURS 3512, 3502, 3450) This course integrates knowledge from complex concepts of medical, surgical, community health, behavioral, and mental health nursing. Students apply this essential integrated knowledge to the mastery of designated nursing skill competencies. Clinical learning for these skills occurs in a simulated learning environment using deliberate practice with various levels of fidelity of simulation and evaluation relies on formative/summative examinations.

**NURS 3208 Intergrated Learning I (2:1.5:1.5,F)** Corequisite: Admission to the School of Nursing, NURS 3604, 3511, 3322) This course integrates knowledge from health assessment, pathophysiology, pharmacological therapy, and health promotion. Students apply this integrated knowledge to the mastery of designated nursing skill competencies. Clinical learning for these skills occurs in a simulated learning environment; deliberate practice with various levels of fidelity of simulation and evaluation by formative/summative examination will be implemented.

**NURS 3322 Health Promotion Across the Lifespan (3:3:0,O)** (Co-requisite: Admission to the School of Nursing, NURS 3604, 3511, 3208) This course provides an introduction to concepts of health promotion and maintenance across the lifespan with a focus on maintenance of functional capacity, physiologic changes, and access to health care. Emphasis will be placed on improving quality of life through routine health assessment, advocacy, and education for health promotion, risk reduction, and disease prevention across the lifespan.

**NURS 3450 Concepts of Community and Public Health Nursing (4:3:3,F)** (Prerequisites: NURS 3604, 3511, 3322, 3208. Corequisites: NURS 3512, 3502, 3102) This course emphasizes public health and community nursing concepts essential for professional nursing practice. Focus is on the concepts of community health nursing practice, epidemiology and disease transmission, comprehensive assessment of risk factors and health problems, program planning and intervention, environmental health, collaboration with the interdisciplinary team, and promotion of healthy populations.

**NURS 3502 Mental and Behavioral Health Nursing (5:4.5:1.5,F)** (Pre-requisites: NURS 3604, 3511, 3322, 3208. Co-requisites: NURS 3512, 3450, 3102.) This course emphasizes the concepts of altered mental health and the pathological processes associated with mental health disorders. The focus is on approaches to promote mental health/optimal function in the care of patients, groups, and families experiencing altered states of mental health utilizing evidence based standards of care.

**NURS 3511 Applied Concepts of Pharmacology (5:4:3,F)** (Co-requisite: Admission to the School of Nursing, NURS 3604, 3322, 3208) This course introduces principles of pharmacodynamics and pharmacotherapeutics. Classifications of drugs and the use of nursing process for safe medication administration is emphasized. The various components of drug therapy are explored including genetic, life span/age and cultural implications. Evidence-based practice and legal/ethical standards will guide the use of case studies and simulation of accurate dosage calculations, medication administration, and methods of documentation.

**NURS 3512 Complex Concepts of Nursing Care I (5:4:3,F)** (Pre-requisites: NURS 3604, 3511, 3322, 3208. Co-Requisites: NURS 3450, 3502, 3102.) This course emphasizes chronic care nursing concepts essential for professional nursing practice in a variety of settings. Special focus is on the concepts of aging, health promotion, disease prevention, and genetics as well as illness management. Clinical judgment and reasoning and the integration of therapeutic nursing skills will be demonstrated through case study analysis and critical thinking activities according to contextual priorities.

**NURS 3604 Core Concepts of Nursing Care (6:5:3,F)** (Co-requisite: Admission to the School of Nursing, NURS 3511, 3322, 3208.) This course is an introduction to nursing foundations for patient safety. Using current evidence, the skills of health assessment, communication, clinical reasoning, and select standards of nursing care, profession role and safe use of select nursing skills are explored. Emphasis is on recognizing shared commonalities and uniqueness of a patient's health such as age, gender, religion, race, ethnicity, culture, lifestyle, socio-economic class and sexual orientation. Performance assessment of skills is required in a laboratory experience.

**NURS 4102 Integrated Learning III (1:1:0,F)** (Prerequisites: NURS 3604, 3511, 3322, 3208, 3512, 3502, 3450 3102. Corequisites: NURS 4602, 4407, 4322, 4204) This course integrates knowledge from advanced concepts of medical surgical, leadership and management, scholarship of evidence-based practice and nursing care of families. Students apply this integrated knowledge to the obtainment of designated nursing skill competencies. Clinical learning for these skills occurs in a simulated learning environment; using deliberate practice with various levels of fidelity of simulation with evaluation utilizing formative and summative examinations.

**NURS 4103 Nursing Care of Families with Children: Application to Practice (1:0:3,F)** (Pre-requisites: NURS 3604, 3511, 3322, 3208, 3512, 3450, 3502, 3102, 4602, 4407, 4322, 4204, 4102. Co-requisites: NURS 4105, 4520, 4620) This clinical laboratory experience provides opportunities to care for children, families, and communities in obstetrical and pediatric settings using evidence-based knowledge from the theory courses.

**NURS 4105 Complex Concepts of Nursing Care II Application to Practice II (1:0:3,F)** (Prerequisites: NURS 3604, 3511, 3322, 3208, 3512, 3502, 3450, 3102, 4602, 4407, 4322, 4204, 4102. Corequisites: NURS 4620, 4103, 4520) . This course provides opportunities for students to synthesize generalist nursing roles of provider, manager of nursing care in clinical and simulated acute care settings. Simulated case studies and weekly clinical experiences will provide the opportunity for students to demonstrate nursing skills appropriate for care of the patient experiencing acute care needs. Evidence based practice will be a major focus as will be safety and quality processes for clinical evaluation.

**NURS 4204 Leadership in Interprofessional Practice (2:2:0,F)** Pre-reqs: NURS 3604, 3511, 3322, 3208, 3512, 3502, 3450, 3102 Co-reqs: NURS 4602, 4407, 4322, 4102. This course surveys the role of the nurse as a leader, a manager and a member of an inter-professional team. The student is introduced to key concepts in systems theory, change theory, management and leadership theory, conflict resolution, quality improvement, and financial concepts. The opportunity to examine staffing and delegation strategies, as well as legal and ethical modalities that impact nursing practice will be included.

**NURS 4322 Evidence-based Practice (3:3:0,O)** (Prerequisites: NURS 3604, 3511, 3322, 3208, 3512, 3450, 3502, 3102. Corequisites: NURS 4602, 4407, 4204, 4102) This course focuses on exploring the theory and methods of evidence-based practice with emphasis on the role in providing quality patient-centered care in the medical/surgical setting. The dialogue of asking and answering of clinical nursing questions through the synthesis of current literature and analysis of clinical practice guidelines is a major emphasis.

**NURS 4407 Nursing Care of Families with Children (4:3:3,F)** (Prerequisites: NURS 3604, 3511, 3322, 3208, 3512, 3450, 3502, 3102. Corequisites: NURS 4602, 4322, 4204, 4102) This course emphasizes essential nursing concepts related to the safe delivery of quality nursing care to families with children. The focus is on the childbearing family unit from preconception through birth to care of the child appropriate to age and development. Emphasis is placed upon the nursing role and communication within an interdisciplinary team, patient safety, and evidence based nursing care.

**NURS 4602 Complex Concepts of Nursing Care II with Application to Practice (6:4:6,F)** (Prerequisites: NURS 3604, 3511, 3322, 3208, 3512, 3502, 3450, 3102. Corequisites: 4407, 4322, 4204, 4102) This course provides opportunities for students to synthesize generalist nursing roles of provider and manager of care in the clinical and simulated acute care setting. Clinical judgment, reasoning and therapeutic nursing skills necessary in the acute care delivery are demonstrated in the application of evidence-based nursing care through simulated case studies and weekly clinical experiences. Simulated case studies and weekly clinical experiences will provide the opportunity for students to demonstrate nursing skills appropriate for care of the patient experiencing acute care needs.

**NURS 4610 Integrated Learning IV: Clinical Immersion (6:3:9,F)** (Prerequisites: NURS 3604, 3511, 3322, 3208, 3512, 3450, 3502, 3102, 4602, 4407, 4322, 4204, 4102. Corequisites: NURS 4710. This course is designed to focus on subjects of special interest to groups of students. This course provides a

clinical immersion experience for the student preparing to transition to practice in the clinical specialty area of the student's choice. Opportunity for integration of knowledge, concepts and skills from all four levels of curriculum will occur.

**NURS 4710 Professional Transitions of Nursing Care (7:3:12,H)** (Prerequisites: NURS 3604, 3511, 3322, 3208, 3512, 3450, 3502, 3102, 4602, 4407, 4322, 4204, 4102. Corequisites: NURS 4610) This course focuses on the role of the professional nurse using evidence-based practice and quality standards to deliver safe holistic care to the culturally diverse complex client and family. Emphasis is on the transition of the student nurse into a professional role which includes their ability to apply concepts related to interprofessional teamwork, informatics and patient-centered care.

# RN to BSN Program

## RN to BSN Program

Laura Opton, DHSc, RN, CNE

*Professor, Associate Dean/Department Chair*

Richard Pullen, EdD, MSN, RN, CNE-cl, CNE, ANEF

*Professor, RN to BSN Program Director*

## Program Overview

The RN to BSN Program offers an opportunity for registered nurses (RNs) with either an associate degree in nursing (ADN) or diploma in nursing to be challenged professionally and personally through its innovative online curriculum. It is ideal for RNs who want to advance their careers through practice, leadership, or education. Students can attend full-time and complete the degree in two semesters, or part-time in three semesters.

The RN to BSN Program offers two tracks which include the RN to BSN and the RN to BSN Military Pathway option (beginning Jan 1, 2023). Students in both tracks are admitted and enrolled in the same courses. There are some minor differences in the tracks in terms of eligibility to receive academic credit for military service. The RN to BSN Military Pathway Overview provides additional requirements for this option.

Students in both tracks are admitted three times per year in the fall, spring, or summer semesters. The RN to BSN Admissions and Progressions Committee sets the admission criteria for the RN to BSN Program. Although no single applicant's attribute is used to make an admission decision, a consistent pattern of success based on grade point averages in prerequisite and nursing coursework as well as the frequency of course withdraws and failures is important.

## Application Dates - 2023/2024

Fall 2023	May 1 - August 1, 2023
Spring 2024	August 15 - November 15, 2023
Summer 2024	January 1 - April 1, 2024

## Admissions Requirements

All applicants to the RN to BSN Program complete an online application as directed on the RN to BSN Program website. Students must meet the minimum requirements listed below for admission consideration:

**Note:** International students with F1 and F2 visa status are not eligible to apply to an online program.

### Academic Admission Criteria

- Current RN license without restrictions or stipulations.
- Nursing degree verification from the prelicensure program.
- Submission of NCLEX-RN results may be delayed no later than the end of the first semester of the RN to BSN Program for applicants who meet academic admission requirements.
- Submission of NCLEX-RN results may be delayed no later than the end of the first semester in the RN to BSN Program for Early Decision students.

- Submission of NCLEX-RN results must be received by the Student Affairs Enrollment Management Coordinator prior to the completion of NURS 4234 Integrating BSN Concepts for concurrent students admitted under a Dual Enrollment Agreement.
- A minimum GPA of 2.0 for nursing courses. Nursing courses must be completed at a regionally accredited institution from a nursing program approved by the Board of Nursing and accredited from ACEN or CNEA.
- A minimum GPA of 2.0 for prerequisite courses. Prerequisite courses must be completed at a regionally accredited institution. All prerequisite courses must be completed with a minimum grade of C prior to the beginning of the RN to BSN Program.
- If a GPA is below 2.0 in nursing courses or prerequisite courses, the applicant must submit a letter to the Admissions and Progressions Committee requesting a review for admission consideration. The letter must provide rationale for the GPA below 2.0 and describe strategies in place to promote success in the RN to BSN Program.
- Proof of English proficiency is required for all non-U.S. citizens unless the requirements for an exemption have been met. Information on accepted English proficiency tests and exemptions can be found at the TTUHSC SON International Applicants Page.
- All general education requirements (Core curriculum) and prerequisites must be documented on an official transcript before enrollment in nursing courses.
- The number of withdraws from previous courses is considered. State law permits students to withdraw from up to 6 courses while enrolled in another institution of higher education. See Texas Education Code **§51.907**. Applicants with 7 or more withdraws on their transcript will not be eligible for admission consideration regardless of meeting other admission criteria.

### Non-Academic Admission Considerations

- Prior enrollment within the Texas Tech University System
- Permanent resident of TTUHSC service area county
- First generation university student
- Multilingual
- Prior practice as a Registered Nurse
- Military service and/or training

Applicants are reviewed by the RN to BSN Admissions and Progressions Committee and are evaluated individually and holistically, not allowing any single attribute to be the determining attribute in the admission decision. The actual number of students offered admission is dependent upon a variety of attributes, such as financial resources, online class resources, and available clinical experiences.

### MSN Expressway

The MSN Expressway is designed for RN to BSN Program students who desire to move directly into one of the MSN Degree Programs with a focus in administration, education, or informatics in a seamless manner. TTUHSC full-time RN to BSN students who meet graduate admission criteria can opt to take up to two graduate level courses as a component of the RN to BSN degree plan. Students who elect to pursue the MSN Expressway should contact the Admissions Coordinator.

### FOR APPLICANTS WHO ATTENDED A COLLEGE OR UNIVERSITY IN SPRING 2020

An explanation of how TTUHSC School of Nursing considers courses in which a student earns grades of Pass (P), Fail (F), Credit (CR) or No Credit (NC) is outlined below:

Official transcripts with courses awarded with P or CR during the SPRING 2020 semester can be used to meet prerequisite course requirements and will not be used in calculating either the cumulative or science GPA for admissions. TTUHSC SON reserves the right to determine how, and if, courses awarded with P or CR during any semester, outside of spring 2020, will be calculated into a GPA and/or considered for transfer credit. Official transcripts with courses awarded with a Fail (F) or No Credit (NC) during any semester cannot be used to meet prerequisite course requirements

## Additional Requirements for Prospective Students

### Tuition for Repeated or Excessive Undergraduate Hours

See **Tuition for Repeated or Excessive Undergraduate Hours** under the Financial Information section of this catalog.

## Computer Requirements

See **Computer Requirements** under the Student Information section of this catalog.

## Criminal Background Checks

All applicants who receive offers of admission will be required to consent to a criminal background check. A history of criminal conduct or convictions may result in withdrawal of the admission offer. See **Criminal Background Check Requirements** under the Eligibility Requirements section of this catalog. No student will be allowed to start classes without a cleared criminal background check.

## Drug Screening

Drug Screenings may be required if requested by the clinical institution site at the cost of the student. See **Drug Screening Requirements** under the Eligibility Requirements section of this catalog.

## Immunizations

See **Immunization Requirements** under the Eligibility Requirements section of this catalog.

# Special Student Enrollment

## Full Admission

Full admission is offered when the following criteria are met:

- Minimum GPA requirements for nursing and prerequisite courses.
- All other requirements as indicated in the Admission Criteria section.

Students are granted full admission when they meet Contingent and/or Probationary Admission stipulations.

## Contingent Admission

Contingent admission can be offered when:

- Nursing degree verification from the prelicensure program has not been received.
- Submission of NCLEX-RN results has not been received.
- Prerequisite courses have not been completed prior to the deadline for application for admission for the semester to which the student is applying.

Failure to meet the above stipulations will result in the Offer of Contingent Admission being rescinded.

- When a student is offered both Probationary Admission and Contingent Admission, the stipulations in the Contingent Admission govern on the first day of the semester to which the student is applying.

## Early Decision Student

Students who graduated from a prelicensure program with an Early Decision admissions agreement with TTUHSC School of Nursing may be granted Contingent Admission.

- Students must submit the Declaration of Intent to seek Early Decision Admission at the start of a prelicensure Program.
- An applicant's Declaration of Intent to seek Early Decision Admission will be documented in the Contingent Admission offer letter with instructions for achieving full admission.
- The student will be granted full admission to the RN to BSN Program after they present evidence of RN licensure.
- The student will be granted a leave of absence for one semester if they do not pass NCLEX-RN.
- The student will be academically withdrawn if they have not achieved RN licensure during the leave of absence. Students are encouraged to submit a Readmission Form to the Student Affairs Enrollment Management Coordinator after passing NCLEX-RN.

## Concurrent Student

Students enrolled in a prelicensure program with a Dual Enrollment Agreement with TTUHSC School of Nursing may be granted Contingent Admission.

- Students must pass NCLEX-RN before completing the capstone course in the RN to BSN Program NURS 4234 Integrating BSN Concepts.
- Students will be issued a grade of incomplete if they do not pass NCLEX-RN before completing NURS 4234 Integrating BSN Concepts.

## **Probationary Admission**

Probationary admission may be offered if:

- A minimum GPA of 2.0 for nursing courses has not been met, and/or
- A minimum GPA of 2.0 for prerequisite courses has not been met.

## Probationary Terms

- Enroll and complete a minimum of 8 semester credit hours in the first semester.
- Maintain a minimum GPA 2.0.
- Maintain the Professional Code of Conduct located in the TTUHSC Institutional Student Handbook with no violations.

## Student Outcomes of Probationary Terms

- An offer of full admission will be extended upon the completion of the first semester if the above terms have been met.
- Failure in meeting academic requirements and/or a violation in the Professional Code of Conduct will result in dismissal.
- Students who are dismissed may request and submit a Readmission Form to the Student Affairs Enrollment Coordinator.
- Students are required to include in the letter rationale for the GPA below 2.0 and describe strategies in place to promote success in the RN to BSN Program.

## **Readmission**

- Students must submit a Readmission Form to the Student Affairs Enrollment Management Coordinator no later than 2 months before the first day of the semester in which readmission is requested.
- Students whose TTUHSC School of Nursing academic record does not meet academic requirements and without violations of the Professional Code of Conduct are required to include a letter and describe strategies in place to promote success in the RN to BSN Program.
- Students who left the SON with violations of the Professional Code of Conduct are not eligible for readmission consideration.
- The Student Affairs Enrollment Management Coordinator will forward the Readmission Form, letter, any observations regarding academic performance and behavior during prior enrollment at the School of Nursing, and records including the most recent transcript to the Chair of the Admissions and Progressions Committee. The Admissions and Progressions Committee will review the Readmission Form, letter, academic performance, transcript and records. One of the following actions will be recommended:
  - Eligible and admit
  - Eligible pending space availability in nursing courses and in sequence to date of action in relation to other readmission applicants
  - Not eligible

The Admissions and Progressions Committee may assign requirements as a condition of readmission.

## **Transfer Admission**

All requests for transfer to TTUHSC School of Nursing from a different School of Nursing must be made no later than two months prior to the first day of the semester in which transfer admission is requested. The minimum cumulative GPA for transfer admission consideration is 3.0. A student seeking transfer completes an online application showing the expected entry point. The criteria considered for transfer are the same as those criteria considered for a new admission. In addition, the transfer student must submit a letter of standing from the dean or department chair of the School of Nursing previously attended. Requests for transfer of credits

to the RN to BSN Program is not an option due to state regulations requiring 25% of degree requirements must be earned at the institution awarding the degree.

### Special Student Enrollment

Under certain circumstances, it may be appropriate for an individual to seek admission as a special non-degree seeking student. This admission is for the purpose of taking a limited number of courses for one semester only. It is not an avenue for seeking a degree. The individual must receive approval from the RN to BSN Program Council for enrollment.

### Deferment of Admission

RN to BSN students who have been admitted to the School of Nursing but wish to defer the start date to a later semester will be reviewed on a case-by-case basis by the Admissions and Progressions Committee. Deferments may be granted for reasons including, but not limited to, personal illness or illness of immediate family member, military service, humanitarian or religious service, or financial hardship. All requests for deferment will be forwarded to the Chair of the Admissions and Progressions Committee along with supporting documentation for requested deferment. Faculty will notify Admissions staff as to the decision. All decisions are final. Deferments will be granted for no more than one academic year from the time of initial offer of admission.

### Enrollment without Credit/Course Audit

Students who wish to audit a course for no grade must obtain approval from the Associate Dean/Department Chair. Students who audit a course will not be listed on the class roll, and no notation of the audit will be made on the student's transcript. Students who are enrolled for 12 semester credit hours or more may audit a course without paying an additional fee.

## Prerequisite Courses and Requirements

The prerequisite course requirements listed below should be completed with a grade of "C" or higher in each course prior to enrollment in the first nursing course. These requirements as detailed in the table below include a total of 54 semester credit hours and can be taken at any regionally accredited college or university. A maximum of 15 credit hours can be earned via credit by examination.

The prerequisite courses listed in the following table for the RN to BSN Program also incorporates the 42 hours of the Texas Tech University Health Sciences Center Core Curriculum for undergraduate nursing degrees. See **Core Curriculum Requirements** under the Eligibility Requirements section of this catalog to review the Texas Core Curriculum requirements.

### Important Information about General Education and Associate Degree Nursing Course Requirements

- Pass/Fail grades for general education prerequisites are NOT accepted for credit toward degree requirements.
- Pass/Fail grades for nursing course prerequisites will be awarded a 2.0 grade value in determination of admission GPA. Students may not take any courses required for a degree in nursing as Pass-Fail.
- Courses previously taken as Pass-Fail will not be transferred for credit if the course is required for a School of Nursing Degree.
- Applicants may choose to request grades for all non-nursing courses greater than 10 years old not be considered in the GPA for admission. If this option is selected, those credits excluded are not eligible for prerequisite course consideration. The applicant must have at least 34 credit hours within the past 10 years to use this option.
- Courses taken at Texas Tech University or any other college/university are not used in calculating the TTUHSC grade point average once a student has been admitted to the School of Nursing. However, all grades earned at all schools attended are calculated in the admission grade point average. The quality points and semester credit hours used to calculate the cumulative grade point average for admission to the School of Nursing are taken from the official transcripts submitted during the application process.
- The School of Nursing accepts courses completed via classroom, internet, correspondence, CLEP (College Level Examination Program), or advanced placement examination for which credit has been awarded and posted on an official transcript from an accredited college or university when determining completion of prerequisite non-nursing course requirements.

**Effective Spring 2021 admissions cycle:**



TTUHSC School of Nursing no longer requires CHEM 1305 & 1105 or 1406 or 1411 (4 SCH) as a prerequisite for the RN to BSN Program. If an applicant has already successfully taken Chemistry, those hours will be counted toward the required 54 SCH prerequisites for consideration of admissions into the program. This includes the mandate for all applicants to be core complete. If an applicant has not taken CHEM 1305 & 1105 or 1406 or 1411 (4 SCH), they now have the option to take an additional 4 SCH of electives which would count toward the required 54 SCH as well as meeting core curriculum requirements.

## RN to BSN Program Prerequisite Coursework Table

	HOURS
Microbiology w/lab (BIOL 2420 or BIOL 2421)	4
Human Anatomy & Physiology I w/lab (BIOL 2401)	4
Human Anatomy & Physiology II w/lab (BIOL 2402)	4
General Psychology (PSY 2301)	3
Life Span Human Development (PSY 2314)	3
Statistics (MATH 1342, 1442, 2342 or 2442)	3
Science of Nutrition (BIOL 1322 or HECO 1322)	3
History of the United States to 1877 (HIST 1301)	3
History of the United States since 1877 (HIST 1302)	3
American Government Organization (GOVT 2305 or POLS 1301)	3
American Public Policy (GOVT 2306 or POLS 2302)	3
English Composition I (ENGL 1301)	3
English Composition II (ENGL 1302)	3
Any Texas core approved course in Creative Arts	3
Any Texas core approved course in Language, Philosophy, or Culture	3
Elective *Students are encouraged to enroll in a computer, writing, or chemistry course as a component of the elective hours.	6
<b>TOTAL</b>	<b>54</b>
<ul style="list-style-type: none"> <li>• Course numbers listed are based on the Texas Common Course Numbering System (TCCNS). Check with your academic institution to verify the course number corresponds with the TCCNS number.</li> <li>• Students must complete 3 credit hours of math to meet core curriculum requirements. Students who take math statistics will simultaneously meet the requirements for the nursing prerequisite and the core curriculum. Students, who take any other statistics course as the nursing prerequisite, must also take an upper level mathematics course in order to meet the core curriculum requirement.</li> <li>• All courses are considered prerequisite to admission and beginning first semester of nursing course work.</li> </ul>	

## Recognition of Previous Nursing Learning

The TTUHSC School of Nursing utilizes two methods to acknowledge previous nursing learning for students enrolled in the RN to BSN Program. They are (a) transfer of credit and (b) advanced placement. Both methods are described below:

### **Transfer of Credit**

- Applicants must submit original copies of official college transcripts from all institutions in which the student has enrolled. These transcripts will be reviewed and course work evaluated by the program administrator's office. Final determination regarding applicability of completed course work toward degree requirements lies with the Associate Dean/Department Chair.
- Course equivalencies for transfer credit are assessed based upon the catalog course description or the course syllabus and/or notes provided by the student. Generally, courses of equivalent course content completed with the grade of "C" or higher at any accredited educational institution will be accepted for transfer credit toward degree requirements.
- The School of Nursing accepts courses completed through classroom, internet, correspondence, College Level Examination Program (CLEP) or advanced placement examination for which credit has been awarded and posted on an official transcript from an accredited college or university when determining completion of general education course requirements.
- No more than 54 general education course hours will be transferred, as well as a minimum of 36 hours of basic nursing education courses will be posted, for a total of 90 semester credit hours that may be transferred in fulfillment of RN-BSN degree requirements. (If a basic nursing program has less than 35 hours, details for this should be arranged with the Associate Dean/ Department Chair.) These transfer hours will be posted upon admission to the School of Nursing by the Registrar's office of TTUHSC, thus the RN-BSN student will be classified as a senior student upon entering TTUHSC School of Nursing.
- Applicants are encouraged to meet with or send transcripts to (fax is acceptable) the Student Affairs office to discuss applicability of transfer credit for degree purposes before submitting their application.

## **Offer of Admission**

Offers of admission will be made from the RN to BSN Associate Dean/Department Chair approximately eight weeks following the application deadline. Applicants are required to respond to the offer of admission no later than the deadline stated in the letter offering admission by returning a \$175 non-refundable placement guarantee/orientation fee, as well as a signed response form accepting the offer. Failure to respond by the deadline results in withdrawal of the offer of admission.

## **Degree Requirements for Students Admitted to Program**

### **Graduation under a Particular Catalog**

A student is expected to complete the degree requirements set forth in the School of Nursing Catalog in effect at the time the student enters the chosen area of study. Only with the specific approval of the Non-Traditional Undergraduate Associate Dean/Department Chair may a different Catalog be selected. Students, in all cases are prohibited from completing the requirements set forth in a catalog more than seven years old. The Catalog is published at least biennially and its provisions are applicable during the following academic year (September 1 through August 31).

### **Maintaining Minimum Academic Requirements**

- Maintain a 2.0 GPA for each semester and overall cumulative.
- A minimum grade of "C" in all nursing courses is required.
- Students receiving a "D", "F" or "WF" in a nursing course are eligible to repeat the course one time only.
- Students earning an overall cumulative GPA or a semester GPA less than a 2.0 in the semester of graduation are ineligible for graduation.

### **Academic Dismissal**

Academic Dismissal may occur when students earn:

- A grade of "D", "F" or "WF" in two or more nursing courses even when the first "D" or "F" has been replaced by a passing grade upon retaking the course.
- A grade point average (GPA) of less than a 2.0 semester or cumulative GPA for two consecutive semesters.
- A grade of "D", "F", or "WF" in the same nursing course twice.

## Residence Credit

The minimum credit required of each undergraduate RN to BSN student is 30 hours at TTUHSC which includes the final 15 hours in nursing courses taken for a grade. Final determination for completed course work toward degree requirements is with the Non-Traditional Undergraduate Associate Dean/Department Chair.

## Semester Credit Hours and Course Loads

The semester credit hour is the unit of measure for credit purposes. Didactic (lecture) hours are measured on a one-to-one basis; clinical hours are measured on a one-to-three basis. Approximately two hours in preparation for each hour of lecture or recitation and an appropriate amount of time for preparation for clinical activity is required. Non-Traditional Undergraduate enrollment in 12 or more credit hours per semester (6 or more credit hours in each summer session or 12 or more credit hours in a full summer session) constitutes full-time enrollment. The number of semester credit hours a student may carry (course load) is regulated by the Non-Traditional Undergraduate Associate Dean/Department Chair, taking into account the quality of prior scholastic work performed and the types of courses involved. Permission is needed to enroll in more than 15 semester credit hours. Refer to example course loads in the sample degree plans for the RN to BSN student.

RN to BSN Program	
54	Semester Hours from general education prerequisite courses
36	Semester Hours awarded for completion of the Basic Nursing Program
30	Semester Hours from the RN to BSN curriculum
120	Total Semester Hours

## Degree Plan

The RN to BSN Program degree plan is provided as a sample degree plan for reference. This degree plan is designed for applicants with a RN license only. The information is provided here as an overview of a basic course schedule of a full-time student and will vary depending on each student's ability to progress through the program. Standard program degree plans are approved by RN to BSN faculty and completed by the RN to BSN Enrollment Coordinator in the Office of Student Affairs during the initial advising session with the student prior to enrollment. The degree plan may be revised based on a student's ability to successfully progress through the curriculum. All general education courses must be completed prior to enrollment. Students can expect to complete this program going full-time while maintaining a standard 40 hour work week. Attempting to carry greater than 15 semester credit hours per semester and working in excess of 40 hours per week is discouraged.

If a student is unable to complete the program in three semesters, the student must seek approval of the extended degree plan from the RN to BSN Program Director. Approval will only be granted for demonstration of an unexpected life event due to illness or change in job which has disrupted the student's progression of studies. If a student is unable to enroll in any courses for a semester, a leave of absence (LOA) request should be submitted by the student for one semester and maybe renewed for a second semester if circumstances require. (See Student Handbook). The degree requirements must be completed within 4 semesters (16 months) unless a student took an approved leave of absence. If at any time the student elects to not enroll in a course for an entire semester or does not complete the program within 16 months, without authorization, the student will be dismissed from the program.

All pre/corequisites and any designated conditions/criteria for previous courses apply throughout the curriculum. All general education courses should be completed prior to beginning the nursing curriculum.

## Sample Degree Plan - RN to BSN Program

Semester 1		
Number	Course Name	Credits
NURS 4342	Incorporation of Evidence into Practice	(3:3:0 O)
NURS 4233	Art of the Human Experience	(2:2:0 O)
NURS 4393	Integrated Nursing Immersion	(3:3:0 O)
NURS 4344	Management and Leadership: Bedside to Boardroom, CL	(3:2.5:0.5 O)
NURS 4345	Healthcare Information Technology	(3:3:0 O)
IPNR 000-730	Foundations for Interprofessional Collaborative Practice (TTUHSC Course)	(0)
	<b>Total Semester Hours</b>	<b>14</b>

Semester 2		
Number	Course Name	Credits
NURS 4346	Community and Public Health Nursing, CL	(3:2.5:0.5 O)
NURS 4347	Evaluating Risk in Healthcare, CL	(3:2.5:0.5 O)
NURS 4348	Health Intervention Design	(3:3:0 O)
NURS 4349	Nursing Jurisprudence and Ethics, CL	(3:2.5:0.5 O)
NURS 4234	Integrating BSN Concepts	(2:2:0 O)
	Elective	(2)
	<b>Total Semester Hours</b>	<b>16</b>

<b>Total Credit Hours</b>	<b>30</b>
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**KEY:**

- Courses are listed in numerical order
- (F) Face-to-face
- (O) Online
- (H) Hybrid (combination of face-to-face and online)
- (CL) Concurrent enrollment in a Clinical Section is required
- (#:#:#) First # represents the number of credit hours, Second # represents the number of lecture hours per week, Third # represents the number of clinical hours per week
- \* Elective Courses are offered at select times as faculty and interest are present
- (V) Variable Credit

## RN to BSN Program Course Descriptions

**NURS 4221 Breastfeeding Practices (2:2:0,O)** (\*Elective) (Prerequisite: NURS 4342) This course engages the students in examining policies, practices, and support systems affecting breastfeeding. Evidence based guidelines will be discussed in relation to the nursing role and how the nurse can encourage

and support the breastfeeding experience.

**NURS 4222 Healthcare Teaching (2:2:0,O)** (\*Elective) (Prerequisite: NURS 4342) Professional nurses must effectively provide education to meet the learning needs of clients and colleagues. Teaching/learning principles are applied as foundational bases for educational planning and intervention in healthcare. This process includes an assessment of learning needs, the implementation of a teaching plan and evaluation of the process and product of teaching.

**NURS 4223 Holistic Nursing Practice (2:2:0,O)** (\*Elective) (Prerequisite: NURS 4342) This course is an introduction to holistic concepts and therapeutic modalities in health practices. Students will examine the standards and values of holistic nursing with the focus on the mind, body, spirit and emotions of the patient's health-illness experiences. Challenges to integrate holistic therapies across the continuum of healthcare environments will be explored. Evidence based practice will be reviewed for delivery of quality and safe holistic nursing care to populations across the lifespan.

**NURS 4224 Improving Care Coordination (2:2:0,O)** (\*Elective) (Prerequisite: NURS 4342) This course will focus on the role of nurse leaders in care coordination for seniors. Students will explore the transitional care model that promote patient safety and inter-professional teamwork. Additionally, models of healthcare delivery that ensure patient and family engagement, effective communication, and collaboration will be discussed in relation to care for seniors.

**NURS 4225 Introduction to Global Health (2:2:0,O)** (\*Elective) (Prerequisite: NURS 4342) It is critical for nurses to have a basic awareness of global health issues in order to provide competent care for diverse populations. This course will provide the student with a foundation of global health issues. The student will learn about a variety of issues effecting vulnerable populations including communicable disease, non-communicable disease, and non-disease related global issues that impact healthcare worldwide.

**NURS 4226 Managing Spiritual Needs through Evidence Based Practice (2:2:0,O)** (\*Elective) (Prerequisite: NURS 4342) This course explores the utilization of spirituality in health care. This course delineates different aspects related to providing spirituality care while exploring avenues for strengthening the inclusion of spirituality in health care delivery with a concentration on the evidence-based practice underpinning.

**NURS 4231 Infection Prevention and Control (2:2:0,O)** Infection prevention and control is required to prevent the transmission of communicable diseases in all health care and community settings. Preventing and controlling infections requires a basic understanding of the epidemiology of diseases and risk factors that increase community-acquired and healthcare-associated infections. Strategies will be discussed that encourage professional nurses to participate in an interprofessional antibiotic stewardship team. (Prerequisite: NURS4342)

**NURS 4233 Art of the Human Experience (2:2:0,O)** (Prerequisite: NURS 4342) This course is designed to introduce the student to concepts related to the art and science of the nursing profession. Students will have the opportunity to identify personal strengths in relation to their role as a baccalaureate prepared nurse. Students will also develop an understanding of how the human experience improves personal and patient satisfaction and healthcare outcomes.

**NURS 4234 Integrating BSN Concepts (2:2:0,O)** (Prerequisites: NURS 4342, 4233, 4343, 4344, 4345, 4346, 4347, 4348, 4349) This capstone course provides the opportunity for the student to synthesize concepts and issues to facilitate overall success in the profession. Students integrate principles of patient centered care, interdisciplinary team, advocacy, ethics, policy development, evidence-based practice, quality improvement, informatics, professional organization involvement and patient safety.

**NURS 4235 Legal Nurse Consulting (2:2:0,O)** \*Elective) (Prerequisite: NURS 4342) This course serves as an introduction to the practice of legal nurse consulting in civil and criminal cases. Students will evaluate the role of a legal nurse consultant as a liaison between the legal and healthcare communities. The course will also present an overview of the anatomy of a civil lawsuit as well as basic legal doctrines which might influence case development. Through evaluating facts, records, testimony, and professional publications, students will learn to provide informed opinions and prepare evidentiary material related to the delivery of healthcare services and outcomes. (2:2:0,O)

**NURS 4342 Incorporate of Evidence into Practice (3:3:0,O)** This course provides channels for connecting with identifiable evidence to enhance the practice of nursing. Basic research concepts, quality improvement, and evidence-based practice (EBP) approaches will be considered to empower the students as consumers of evidence to verify practice established on valid evidence. To synthesize the professional role of the nurse, this course provides students with an underpinning for evidence-based practice. The capacity to operate as proficient consumers of evidence compels a comprehension of what are evidence, quality improvement, and basic research principles. Students will engage in discussions, reading, and evaluation of evidence, quality improvement, and research reports to advance the practice of nursing.

**NURS 4344 Management and Leadership: Bedside to Boardroom (3:2.5:.5,O)** This course will focus on the development of nurse leaders filling an essential role in a transformed healthcare system. This includes working as full partners within an inter-professional team for improving quality, safety, fiscal responsibility, and knowledge of nursing care delivery models. Students will explore the roles and functions of nurse management and leadership theory with a focus on leader competency through self-assessment. Strategies for effective communication and collaboration will be identified to develop the full potential of the professional nurse in clinical care and leadership roles.

**NURS 4345 Healthcare Information Technology (3:3:0,O)** (Prerequisites: NURS 4342, 4233, 4343) This course will focus on healthcare information technology (HIT) being utilized by today's nurse. Course content will assist nurses to understand HIT processes utilized to improve patient outcomes by working across healthcare disciplines to integrate knowledge, improve quality and efficiency of patient care. Students will explore the various uses of HIT initiatives and use of technology in a variety of health care settings. Course content will identify the issues of ethics, information security and privacy associated with HIT. Additionally the course provides students strategies for implementing meaningful use of HIT.

**NURS 4346 Community and Public Health Nursing (3:2.5:.5,O)** (Prerequisites: NURS 4342, 4233, 4343) This course emphasizes population health, community health, and public health nursing concepts needed for the professional nursing practice. The focus is on the concepts of community and population assessment including health problems, risk factors, program planning and interventions. This course provides foundations for interdisciplinary teamwork and disease prevention.

**NURS 4347 Evaluating Risk in Healthcare (3:2.5:.5,O)** (Prerequisites: NURS 4342, 4233, 4343) The course will introduce the student to concepts related to patient safety. Course content will cover the role of the nurse as a member of the inter-professional team. The student will be introduced to the process of failure modes effects analysis (FMEA) and root cause analysis (RCA). Strategies that enhance inter-professional communication will be reviewed. An overview to the Hospital Consumer Assessment of Healthcare Providers and Systems (HCAHPS) assessment of patient satisfaction will be provided.

**NURS 4348 Health Intervention Design (3:3:0,O)** (Prerequisite: NURS 4342, 4233, 4343) Students will design an effective intervention to enhance self-management of chronic disease based on current incidence and prevalence rates of chronic disease, cultural competence, behavior change theory and program planning models. With the development of a community-based self-management intervention, students will synthesize evidence-based practice aimed at improving the health of individuals with chronic disease.

**NURS 4349 Nursing Jurisprudence & Ethics (3:2.5:.5,O)** This course serves as an introduction to nursing jurisprudence and ethics in professional practice. Students examine nursing practice acts, rules and regulations of state boards of nursing, legal and ethical position statements, principles of nursing ethics, professional boundaries and patient rights. Legal and ethical dilemmas as well as the duties and obligations of the professional nurse as a patient safety advocate are studied to assist the student with providing safe and quality healthcare in various settings. A brief overview of peer review, whistleblower protections, and health policy prepares the student to become more professionally engaged.

**NURS 4393 Integrated Nursing Immersion (3:3:0,O)** (Prerequisite: NURS 4342) This course allows the student to focus on a self-selected area of special

interest from one of three concentration areas: practice, leadership, or quality management. Students will identify a topic of interest based on the selected concentration area and will have the opportunity to integrate content from nursing theory, arts, and sciences to advance nursing knowledge and promote safe quality care in the rapidly changing health care environment. (3:3:0,O)

# Accelerated BSN Program

## Accelerated BSN Program

Laura Opton, DHSc, RN, CNE

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## Program Overview

The Accelerated BSN course of study is derived from the mission of the TTUHSC School of Nursing to create a fast-track for individuals desiring an intense, fast-paced entrance into a career path of professional nursing. The Accelerated BSN model of education instills in graduates a commitment to nursing excellence in the provision of care to individuals, families, communities, and populations with complex health care needs in structured and unstructured settings for present and emerging healthcare arenas, as well as provide a foundation for future graduate education.

The Accelerated BSN offers two tracks which include the Second Degree BSN and the Veteran to BSN (VBSN). Students in an accelerated track (Second Degree BSN or VBSN) are admitted in the spring semester and enrolled in the same courses outlined in the degree plan. All course requirements are completed in three consecutive semesters over a 12 month period. Didactic courses are delivered in a structured online format and clinical instruction is preceptor-based with live faculty guidance and oversight.

Students in both tracks are enrolled in the same courses. There are some distinct differences in the tracks in terms of certain admission requirements and eligibility to earn prior learning credit. These differences are provided in the specific track overviews. Under the guidance of the Associate Dean/Department Chair for the Non-Traditional Undergraduate Program, applicants are reviewed by the Accelerated BSN Program Admission and Progressions Committee and are evaluated individually and holistically. No single attribute is considered in arriving at an admission decision. Acceptance into an accelerated track is based upon a competitive ranking process for selection using a point award system of academic and nonacademic requirements and considerations. The actual number of students offered admission is dependent upon a variety of institutional elements such as financial resources, classroom space, and available clinical experiences. Administration reserves the right to adjust the number of offers based upon availability of institutional resources.

### Note:

- International students with F1 and F2 visa status are not eligible to apply to an online program.
- All copies of immunization records, lab reports, and/or health records must be provided prior to the start of the program. Students will not be allowed to register in courses until all records are received and approved by the Office of Institutional Health. All applicants and incoming students need to be aware that while the School of Nursing does not require COVID-19 vaccination, our clinical partners are requiring that all students are fully COVID-19 vaccinated prior to clinical placement and proof of vaccination must be provided, in advance. The successful completion of the clinical component of your program is essential for graduation. As a result, students will not be able to complete program requirements for graduation without completing the clinical requirement.

### Second Degree BSN Overview

The Second Degree BSN is for students with a previous baccalaureate degree. This 12-month web-based track offers clinical instruction and course reviews in Abilene, Amarillo, Austin, Dallas, Lubbock, Permian Basin (Odessa), and San Antonio. Students must have completed a minimum of 55 credit hours of prerequisite courses prior to enrollment in the first nursing course with a grade of "C" or higher prior to admission. A total of 61 hours of nursing courses will be completed while in the accelerated course of study which will total 116 credit hours.

### Veteran to BSN Overview

The Accelerated Veteran to BSN Track began in Spring 2016. Students in the VBSN Track follow the same curriculum and train at the same clinical sites as Second Degree BSN students including Abilene, Amarillo, Austin, Dallas, Lubbock, Permian Basin (Odessa), and San Antonio. The goal is to provide veterans with military medical experience, and who may or may not have a prior bachelor's degree, an educational option to begin a career path in professional nursing. To be eligible for admission consideration, the applicant must be a veteran and can demonstrate recent health care experience in the last three (3) years.

The track is open to veterans from all branches of the service and is designed to build on the prior healthcare education and experience of the student. Direct assessment of prior knowledge through the Competency Assessment Placement (CAP) Battery is an option for students in this track for basic foundational nursing knowledge, pharmacology, and leadership. Success in any or all CAP eligible courses will allow the student to earn prior learning credit toward the accelerated upper division nursing courses. The Veteran to BSN students are required to complete 59 hours of non-nursing courses and 61 hours of nursing courses during the entire track, totaling 120 credit hours required by the State of Texas to earn a bachelor's degree.

## Application Dates

Fall	No Admission
Spring	May 1 - July 15
Summer	No Admission

### IMPORTANT NOTE FOR APPLICANTS WHO ATTENDED A COLLEGE OR UNIVERSITY IN SPRING 2020

An explanation of how TTUHSC School of Nursing considers courses in which a student earns grades of Pass (P), Fail (F), Credit (CR) or No Credit (NC) is outlined below:

Official transcripts with courses awarded with P or CR during the SPRING 2020 semester can be used to meet prerequisite course requirements and will not be used in calculating either the cumulative or science GPA for admissions. TTUHSC SON reserves the right to determine how, and if, courses awarded with P or CR during any semester, outside of spring 2020, will be calculated into a GPA and/or considered for transfer credit. Official transcripts with courses awarded with a Fail (F) or No Credit (NC) during any semester cannot be used to meet prerequisite course requirements.

## Admissions Requirements

### Second Degree BSN Admission Requirements

All applicants to the Second Degree BSN track must complete an online application as directed on the Second Degree BSN [website](#). All applicants must meet requirements listed below for admission consideration:

### Second Degree BSN Academic Requirements

- Cumulative and Science GPA minimums must be met at the time of application and maintained once all required nursing prerequisite courses have been completed.
- Previous Bachelor's Degree in Science or Arts (BA or BS) from an accredited college or university.
- Minimum overall cumulative GPA of 2.5; preference for overall cumulative GPA of 3.0 or higher.
- Minimum science GPA of 2.5; preference for science GPA of 3.0 or higher in required science courses including Chemistry, Anatomy and Physiology I & II, Microbiology, and Pathophysiology.
- Prior to admission offer, applicants must have either completed all 55 credit hours (SCH) of lower-division general education courses as outlined in the School of Nursing Catalog and posted on the SON website or have completed at least 40 credit hours (SCHs) of non-nursing prerequisites with proof of enrollment for the remaining prerequisites. Prior to application close date, applicants must have completed at least three of the five required science classes, which include Pathophysiology, Microbiology, Anatomy and Physiology I, Anatomy and Physiology II, and Chemistry. All prerequisites must be completed prior to the first day of class with a passing grade of 'C' or better.
- All general education requirements (core curriculum) and prerequisites must be documented on official transcript prior to the



first day of class.

- Completion of a medical terminology course (can be for credit or certificate of completion).
- Completion of certified nursing assistant (CNA) training. Preference for those certified at time of admission consideration.
- American Heart Association BLS certification prior to first day of class.

## Second Degree BSN Non-Academic Admission Considerations

The order of the following considerations does not indicate any given priority of consideration in the admission decision. All factors are considered relevant.

- Rationale for interest in nursing as a professional career choice
- Work history and experience
- Permanent resident of TTUHSC service area
- First generation college student
- One page resume
- Prior enrollment at Texas Tech University
- Diversity of experience, including proficiency in other languages, knowledge of other cultures, and/or study abroad
- Military service and/or training
- A face-to-face or Zoom interview – Based upon fulfillment of all eligibility requirements as outlined in the School of Nursing Catalog and posted on the SON website, a determination will be made on an offer of an interview. For those invited for an interview, an essay will be required. Professional attire is expected for the interview.
- Active reservists must provide signed letter from reserve commanding officer indicating allowance to participate in program with completion of two-week annual training prior to and after the ABSN Program. **ABSN Active Reservist Agreement**
- Active duty applicants will not be accepted to the Accelerated Second Degree/VBSN Track without verification of an approved conditional release from active-duty services for the duration of the program.

## Veteran to BSN Admissions Requirements

All applicants to the Veteran to BSN track must complete an online application as directed on the Veteran to BSN website. All applicants must meet requirements listed below for admission consideration. Joint service transcripts (JST) may be submitted to Texas College Credit for Heroes website and evaluation for consideration of possible awarding of lower division credit. For a JST evaluation go to [www.collegecreditforheroes.org/](http://www.collegecreditforheroes.org/).

## Veteran to BSN Academic Requirement

- Active duty will not be accepted to the Accelerated Program (Second Degree BSN or VBSN Track) without verification of an approved conditional release from active-duty services for the duration of the program.
- Health Care Specialist Rating (i.e. medic, corpsman, vocational/practical nurse) while in the service. Individuals who have separated from the military are required to submit a DD214 showing proof of a medical rating. Active duty military and reservists are required to submit a Joint Services Transcript. All VBSN applicants must submit either a DD214 or a Joint Services Transcript to provide proof of health care training in the military prior to application deadline. To order your DD214, please go to the following link: <http://www.archives.gov/veterans/militaryservice-records/>.
- Applicants must complete 59 credit hours (SCH) of general education courses as outlined in the School of Nursing Catalog and posted on the SON website. Prior to admission offer, applicants must have either completed all 59 credit hours (SCH) of lower division general education courses as outlined in the School of Nursing Catalog and posted on the SON website or have completed at least 40 credit hours (SCH) of non-nursing prerequisites with proof of enrollment for the remaining prerequisites. Prior to application close date, applicants must have completed at least three of the five required science classes, which include Pathophysiology, Microbiology, Anatomy and Physiology I, Anatomy and Physiology II, and Chemistry. All prerequisites must be completed prior to the first day of class with a grade of 'C' or better.
- Minimum overall cumulative GPA of 2.5; preference for overall cumulative GPA of 3.0 or higher.
- Preference for science GPA of 3.0 or higher in required science courses including Chemistry, Anatomy and Physiology I & II, Microbiology, and Pathophysiology.

## Veteran to BSN Non-Academic Admission Considerations

The order of the following considerations does not indicate any given priority of consideration in the admission decision. All factors are considered relevant.

- Documentation of recent health care experience (within the past three years), either in the military or as a civilian
- Submission of current American Heart Association Basic Life Support (BLS) certification prior to first day of class
- Rationale for interest in nursing as a professional career choice
- Work history and experience
- Permanent resident of a TTUHSC service area
- Status as a Texas resident or documented willingness to relocate
- Active reservists must provide signed letter (**Attachment A**) from reserve commanding officer indicating allowance to participate in program with completion to two-week annual training prior to and after VBSN track (**SON OP 60.125**)
- Active duty applicants will not be accepted to the Accelerated BSN Program (Second Degree BSN or VBSN Tracks) without verification of an approved conditional release from active-duty services for the duration of the program.
- First generation college student
- One page resume
- Prior enrollment at Texas Tech University
- Diversity of experience, including proficiency in other languages, knowledge of other cultures, and/or study abroad
- A face-to-face or Zoom interview – Based upon fulfillment of all eligibility requirements as outlined in the School of Nursing Catalog and posted on the SON website, a determination will be made on an offer of an interview. For those invited for an interview, an essay will be required. Professional attire is expected for the interview.

## Additional Requirements for Prospective ABSN Students

### NCLEX-RN Examination Eligibility

See **NCLEX-RN Examination Eligibility** under the Eligibility Requirements section of this catalog.

### Tuition for Repeated or Excessive Undergraduate Hours

See **Tuition for Repeated or Excessive Undergraduate Hours** under the Financial Information section of this catalog.

### Computer Requirements

See **Computer Requirements** under the Student Information section of this catalog.

### Criminal Background Checks

See **Criminal Background Check Requirements** under the Eligibility Requirements section of this catalog.

### Drug Screening

Drug screenings may be necessary if required by the clinical institution site. The cost of all drug screens are the responsibility of the student. See **Drug Screening Requirements** under the Eligibility Requirements section of this catalog.

### Immunizations

See **Immunization Requirements** under the Eligibility Requirements section of this catalog.

# Special Student Enrollment

## Provisional Admission

ABSN applicants who do not meet one or more of the program specific admission requirements may be considered for provisional acceptance by the admissions committee, which reviews applications for provisional acceptance after the conclusion of the admissions deadline. Offers of admission are offered as space permits. Provisional admission is an option for Accelerated VBSN active duty members seeking verification for officer promotion purposes if released from active duty service to attend the one year Accelerated BSN Program.

## Conditional Admission

If the requirements for full admission are not met, conditional admission may be available. The student is required to comply with "conditions" stated in the letter of admission offer prior to the first day of class for the semester the student is applying for. Failing to meet the stated requirements will result in retraction of the offer of admission. Examples of conditional admission are as follows but not limited to:

- Baccalaureate degree completion confirmation (Student graduating in current semester and verification is not available until the end of the semester. Applicable to the Accelerated Second Degree BSN only.)
- Certified Nursing Assistant (CNA) certification confirmation (Student will not have verification until after admission process is over but before the semester of admission begins. Applicable to the Accelerated Second Degree BSN only.)
- Basic Life Support (CPR/AED) training from the American Heart Association and medical terminology completion confirmation
- Prerequisite course(s) completion confirmation (student will not have verification until after admission process is over but before the semester of admission begins)

## Readmission

All requests for readmission must be made no later than two (2) months prior to the first day of the semester in which readmission is requested. The Accelerated BSN Program Council is responsible for overseeing all readmission requests via the Admissions and Progressions Committee. A student who left in good standing and seeking readmission shall complete and submit a readmission application showing the expected entry point to the program's student affairs coordinator. The coordinator will notify the chair of the Admissions and Progressions Committee of the request for readmission along with providing the most current transcript, and a summary of the circumstances of the student's withdrawal, if known.

A student who left with a record not in good standing (academic or disciplinary causes) must complete and submit a readmission application to the program's admissions coordinator along with a letter explaining the circumstances resulting in the withdrawal/dismissal and the plan to improve or correct performance if offered readmission. The appropriate student affairs coordinator will forward the application, the letter, any observations regarding academic performance and behavior during prior enrollment at the School of Nursing, and any available academic records including the most recent transcript to the chair of the Admissions and Progressions Committee. The Admissions and Progressions Committee shall review all such requests and may take one of the following actions regarding readmission of a student:

1. eligible and admit,
2. eligible pending space availability in nursing courses and in sequence to date of action in relation to other readmission applicants,
3. not eligible.

The Admissions and Progressions Committee may assign requirements to be met as a condition of enrollment, i.e. successful completion of a benchmark examination.

Veterans who are unable to complete a semester due to having been called to active duty may be "readmitted and re-enrolled as a student without penalty or redetermination of admission eligibility within two years following release from the state or federal active military service. If student does not seek readmission within two years of active service, the student will be required to complete admissions process to determine eligibility". (See **TTUHSC Operating Policy 77.16**, Military Service for additional considerations.)

## Transfer Admission

All requests for transfer to TTUHSC School of Nursing from a different School of Nursing must be made no later than two months prior to the first day of the semester in which transfer admission is requested. The minimum cumulative GPA for transfer admission consideration is 3.0. A student seeking transfer completes an online application showing the expected entry point. The criteria considered for transfer are the same as those criteria considered for a new admission. In addition, the transfer student must submit a letter of standing from the dean or department chair of the School of Nursing previously attended. Veteran to BSN students may be required to meet additional criteria specific to military service.

### **Transfer of Credit**

Applicants must submit original copies of official college transcripts from all institutions in which the student has enrolled. These transcripts will be reviewed and course work evaluated by the Program Director for each track in consultation with the Associate Dean and Department Chair. Final determination regarding applicability of completed course work toward degree requirements lies with the Associate Dean and Department Chair.

- Applicants requesting admission to either program and requesting that nursing credit be transferred, must submit a letter from each School of Nursing attended from the dean or department chair outlining the student's academic standing.
- Course equivalencies for transfer credit are assessed based upon the catalog course description or the course syllabus and/or notes provided by the student. Generally, courses of equivalent course content completed with the grade of "C" or higher at any accredited educational institution will be accepted for transfer credit toward degree requirements.
- Applicants are encouraged to meet with the School of Nursing Student Affairs Coordinator for the appropriate program to discuss applicability of transfer credit for degree purposes.
- Credit for nursing course cannot be earned via credit by examination.
- A maximum of 31 credits from another school of nursing may be accepted via transfer. (30 semester credit hours must be in residence.)
- The approval process for any transfer credit course for previous nursing classes must be completed prior to the first day of enrollment in the program. Applicants may be required to attain a specified score on a standardized competency assessment prior to approval of transfer credit.

### **Special Student Enrollment**

Under certain circumstances, it may be appropriate for an individual to seek admission as a special non-degree seeking student. This admission is for the purpose of taking a limited number of courses for one semester only. It is not an avenue for seeking a degree. The individual must receive approval from the Accelerated BSN Admissions and Progressions Committee for enrollment.

### **Deferment of Admission**

ABSN students who have been admitted to the School of Nursing and have completed all required prerequisite courses but wish to defer the start date to a later semester will be reviewed on a case-by-case basis by the Admissions and Progressions Committee. Deferments may be granted for reasons including, but not limited to, personal illness or illness of immediate family member, military service, humanitarian or religious service, or financial hardship. All requests for deferment will be forwarded to the Chair of the Admissions and Progressions Committee along with supporting documentation for requested deferment. Faculty will notify Admissions staff as to the decision. All decisions are final. Deferments will be granted for no more than one academic year from the time of initial offer of admission.

### **Enrollment without Credit/Course Audit**

Students who wish to audit a course for no grade must obtain approval from the Associate Dean/Department Chair. Students who audit a course will not be listed on the class roll, and no notation of the audit will be made on the student's transcript. Students who are enrolled for 12 semester credit hours or more may audit a course without paying an additional fee.

## **Accelerated BSN Program Prerequisite Course Requirements**

The prerequisite course requirements listed below should be completed with a grade of "C" or higher in each course prior to

enrollment in the first nursing course. These requirements as detailed in the table below include a total of 55 semester credit hours (Second Degree BSN) or 59 semester credit hours (Veteran to BSN) and can be taken at any regionally accredited college or university. A maximum of 15 credit hours can be earned via credit by examination.

The prerequisite courses listed in the following table for the Accelerated BSN Program also incorporates the 42 hours of the Texas Tech University Health Sciences Center Core Curriculum for undergraduate nursing degrees. See **Core Curriculum Requirements** under the Eligibility Requirements section of this catalog to review the Texas Core Curriculum requirements.

### Important Information about Prerequisite Course Requirements

- Pass/Fail grades are not accepted for credit toward degree requirements.
  - An exception can be made for military courses that do not have a grade designation based on the College Credit for Heroes program, which maximizes college credit awarded to veterans and service members for military experience
- Applicants may choose to request grades for all non-nursing courses greater than 10 years old not be considered in the GPA for admission. If this option is selected, the credits excluded are not eligible for prerequisite course consideration and must be retaken for credit. The applicant must have at least 34 credit hours within the past 10 years to use this option.
- Grades earned at all schools attended are calculated in the admission grade point average. The quality points and semester credit hours used to calculate the cumulative grade point average for admission to the School of Nursing are taken from the official transcripts submitted during the application process.

The School of Nursing accepts courses completed via classroom, internet, correspondence, CLEP (College Level Examination Program), or advanced placement examination for which credit with the grade of “C” or higher has been awarded and posted on an official transcript from an accredited college or university when determining completion of prerequisite non-nursing course requirements. All general education courses must be completed prior to beginning the nursing curriculum.

## Accelerated BSN Program Prerequisite Coursework Table

	HOURS
Pathophysiology (ZOOL 3303 or equivalent)	3
Microbiology w/lab (BIOL 2420 or BIOL 2421)	4
Human Anatomy & Physiology I w/lab (BIOL 2401)	4
Human Anatomy & Physiology II w/lab (BIOL 2402)	4
Chemistry w/lab (CHEM 1305/1105 or CHEM 1406/CHEM 1411)	4
General Psychology (PSY 2301)	3
Life Span Human Development (PSY 2314)	3
Statistics (MATH 1342, 1442, 2342 or 2442)	3
Science of Nutrition (BIOL 1322 or HECO 1322)	3
History of the United States to 1877 (HIST 1301)	3
History of the United States since 1877 (HIST 1302)	3
American Government Organization (GOVT 2305 or POLS 1301)	3
American Public Policy (GOVT 2306 or POLS 2302)	3
English Composition I (ENGL 1301)	3
English Composition II (ENGL 1302)	3

Any Texas core approved course in Creative Arts	3
Any Texas core approved course in Language, Philosophy, or Culture	3
Elective* (Veteran to BSN)	4
<b>TOTAL Second Degree BSN</b>	<b>55</b>
<b>TOTAL Veteran to BSN</b>	<b>59</b>
<ul style="list-style-type: none"> <li>• *Elective is only required for Veteran to BSN applicants.</li> <li>• Course numbers listed are based on the Texas Common Course Numbering System (TCCNS). Check with your academic institution to verify the course number corresponds with the TCCNS number.</li> <li>• Students must complete 3 credit hours of math to meet core curriculum requirements. Students who take math statistics will simultaneously meet the requirements for the nursing prerequisite and the core curriculum. Students, who take any other statistics course as the nursing prerequisite, must also take an upper level mathematics course in order to meet the core curriculum requirement.</li> <li>• All courses are considered prerequisite to admission and beginning first semester of nursing course work.</li> </ul>	

## Offer of Admission

Offers of admission will be made electronically by the Accelerated BSN Programs Admissions and Progressions Committee approximately eight weeks following the application deadline. Applicants are required to respond to the offer of admission no later than the deadline stated in the letter offering admission by returning a \$175 nonrefundable placement guarantee/orientation fee, as well as a signed response form accepting the offer. Failure to respond by the deadline results in withdrawal of the offer of admission.

### Second Bachelor's Degree

A second bachelor's degree will not be conferred until the candidate has completed at least 24 semester hours—exclusive of credit by examination—in addition to the courses counted toward the first bachelor's degree. A second bachelor's degree sought by a student who did not complete the core curriculum at a public Texas institution of higher education must include the Texas Tech University Health Sciences Center required core curriculum.

## Degree Requirements for Students Admitted to an Accelerated Program

### Graduation under a Particular Catalog

A student is expected to complete the degree requirements set forth in the School of Nursing Catalog in effect at the time the student enters the chosen degree or area of study. Only with the specific approval of the Non-Traditional Undergraduate Associate Dean/Department Chair may a different Catalog be selected. Students, in all cases are prohibited from completing the requirements set forth in a catalog more than seven years old. The School of Nursing Catalog is published at least biennially and its provisions are applicable during the following academic year (September 1 through August 31).

### Minimum Academic Requirements

A student must earn a 2.0 in each course in the required curriculum and maintain an overall semester and cumulative GPA of 2.0 or greater. The School of Nursing Student Handbook provides further details regarding academic and graduation expectations. Pass/Fail grades are not accepted for credit toward degree requirements except courses where credit is awarded to VBSN students for prior learning credits through successful demonstration of competency.

## Maintaining Minimum Academic Requirements

- Maintain a 2.0 GPA for each semester and overall cumulative
- A minimum grade of “C” in all nursing (degree required) courses is required.
- Students earning an overall cumulative GPA or a semester GPA less than a 2.0 in the semester of graduation are ineligible for graduation

## Academic Dismissal

- Any student who is unsuccessful (achieves a grade of “D” or “F” or “WF”) in any single course will be dismissed from the School of Nursing and the University.

## Comprehensive Exams

In the Accelerated BSN Programs, the comprehensive exams are included in the overall assessment of student knowledge in NURS 4325 - Synthesis of Conceptual Nursing Knowledge.

## Residence Credit

The minimum actual residence credit required of each undergraduate student is 30 hours at TTUHSC, including the final 15 hours in nursing courses taken for a grade. The remaining hours may include transfer credit and correspondence course work. Residence credit as used here means credit for work done while enrolled in and attending classes at TTUHSC and should not be confused with “residence” in the State of Texas for tuition purposes.

## Semester Credit Hours and Course Loads

The semester credit hour is the unit of measure for credit purposes. Didactic (lecture) hours are measured on a one-to-one basis; clinical hours are measured on a one-to-three basis. Approximately two hours in preparation for each hour of lecture or recitation and an appropriate amount of time for preparation for clinical activity is required.

The Accelerated BSN Programs enrollment in 12 or more credit hours per semester (6 or more credit hours in each summer session, or 12 or more credit hours in a full summer session) constitutes full-time enrollment. The number of semester credit hours a student may carry (course load) is regulated by the Non-Traditional Undergraduate Associate Dean/Department Chair. In determining course load, the Non-Traditional Undergraduate Associate Dean/Department Chair takes into account the quality of prior scholastic work performed and the types of courses involved.

The Second Degree BSN students are required to complete 55 hours of non-nursing courses and 61 hours of nursing courses during the entire program, totaling 116 credit hours.

The Veteran to BSN students are required to complete 59 hours of non-nursing courses and 61 hours of nursing courses during the entire program, totaling 120 credit hours.

# Accelerated BSN Program Degree Plan

The degree plans are approved by the faculty and is provided to the student as part of an online student affairs orientation. The program’s student affairs coordinator will work with students to revise a degree plan based on a student’s ability to successfully progress through the Curriculum. A revised degree plan needs to be approved by the Non-Traditional Undergraduate Associate Dean/Department Chair. Course enrollment may be limited based on available resources, including but not limited to, availability of clinical sites within the community. When necessary, methods for limiting enrollment will be determined by the Non-Traditional Undergraduate Associate Dean/Department Chair.

All pre/corequisites and any designated conditions/criteria for previous courses apply throughout the curriculum. All general education courses should be completed prior to beginning the nursing curriculum.

# Sample Degree Plan - Accelerated BSN Program: Second Degree BSN and Veteran to BSN

Semester 1		
Number	Course Name	Credits
NURS 3213	Evidence-Based Nursing Concepts	(2:2:0 O)
NURS 3327	Health Promotion Concepts	(3:3:0 O)
+NURS 3555	Fundamental Nursing Concepts	(5:5:0 O)
+NURS 3415	Pharmacological Concepts	(4:4:0 O)
NURS 3610	Experiential Learning I, CL	(6:0:18 H)
	<b>Total Semester Hours</b>	<b>20</b>

Semester 2		
Number	Course Name	Credits
NURS 3328	Mental Health Nursing Concepts	(3:3:0 O)
NURS 3335	Perinatal Nursing Concepts	(3:3:0 O)
NURS 3338	Community and Public Health Nursing Concepts	(3:3:0 O)
NURS 4515	Advanced Nursing Concepts	(5:5:0 O)
NURS 4715	Experiential Learning II, CL	(7:0:21 H)
	<b>Total Semester Hours</b>	<b>21</b>

Semester 3		
Number	Course Name	Credits
+NURS 4321	Leadership Concepts in Nursing	(3:3:0 O)
NURS 4323	Child Health Nursing Concepts	(3:3:0 O)
NURS 4325	Synthesis of Conceptual Nursing Knowledge	(3:3:0 O)
NURS 4530	Complex Nursing Concepts	(5:5:0 O)
NURS 4615	Experiential Learning III, CL	(6:0:18 H)
	<b>Total Semester Hours</b>	<b>20</b>

<b>Total Credit Hours</b>	<b>61</b>
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Students must earn 61 total credit hours (TCH) to complete the program requirements toward the awarding of a degree of Bachelor of Science in Nursing (BSN). TCH can be earned through successful completion of 48 semester credit hours (SCH) in traditional program courses and up to 12 prior learning credits (PLC) by successful demonstration of competency in the courses indicated by "+". PLC may be awarded in NURS 3327, NURS 3415, and NURS 4321. PLCs may only be awarded to students enrolled in the Veteran to BSN track.

## KEY:

- Courses are listed in numerical order
- (F) Face-to-face
- (O) Online
- (H) Hybrid (combination of face-to-face and online)
- (CL) Concurrent enrollment in a Clinical Section is required
- (#:#:#) First # represents the number of credit hours, Second # represents the number of lecture hours per week, Third # represents the number of clinical hours per week
- \* Elective Courses are offered at select times as faculty and interest are present
- (V) Variable Credit

# Accelerated BSN Program Course Descriptions

**NURS 3213 Evidence-Based Nursing Concepts (2:2:0,O)** This course introduces evidence-based practice and the basic principles of the research process. Emphasis is on the process of generating, synthesizing, translating, applying, and disseminating nursing knowledge to improve health and transform health care. Pre-requisite: None Co-requisite: All first semester courses.

**NURS 3327 Health Promotion Concepts (3:3:0,O)** This course introduces the concepts of health promotion and maintenance across the lifespan to establish holistic, individualized, developmentally appropriate person-centered care. This includes a focus on physiologic changes, maintaining functional capacity, and access to health care. Content will focus on respect for diversity, differences, preferences, values, needs, resources, and the determinants of health unique to the individual. Emphasis will be placed on foundational concepts to improve quality of life through routine wellness assessment, advocacy, and education resulting in risk reduction and disease prevention across the lifespan. Pre-requisite: None Co-requisite: All first semester courses.

**NURS 3328 Mental Health Nursing Concepts (3:3:0,O)** This course emphasizes the concepts of mental health including altered states and pathological processes associated with mental health disorders. The focus is on person-centered care approaches to promote optimal mental health of patients, including families and/or important others, experiencing varying states of mental health utilizing evidence-based standards. Knowledge is applied and evaluated in the clinical and simulation setting in the co-requisite clinical course, NURS 4715 Experiential Learning II. Pre-requisite: All first semester courses. Co-requisite: All second semester courses.

**NURS 3335 Perinatal Nursing Concepts (3:3:0,O)** This course emphasizes the concepts of perinatal nursing related to the safe delivery of evidenced-based care to childbearing families throughout the antepartum, intrapartum, postpartum, and newborn experience. Knowledge is applied and evaluated in the clinical and simulation setting in the co-requisite clinical course, NURS 4715 Experiential Learning II. Pre-requisite: All first semester courses. Co-requisite: All second semester courses.

**NURS 3338 Community and Public Health Nursing Concepts (3:3:0,O)** This course emphasizes the concepts of community and public health essential for professional nursing practice. Epidemiology and disease transmission, comprehensive assessment of risk factors and health problems, program planning and intervention, environmental health, collaboration with the interprofessional team, health promotion, and disease prevention related concepts are explored. Diversity, equity, inclusion, and ethics are also emphasized. Knowledge is applied and evaluated in the clinical and simulation setting in the co-requisite clinical course, NURS 4715 Experiential Learning II. Pre-requisite: All first semester courses. Co-requisite: All second semester courses.

**NURS 3415 Pharmacological Concepts (4:4:0,O)** This course introduces the principles of pharmacokinetics, pharmacodynamics, and pharmacogenetics in the promotion, maintenance, and restoration of wellness. Emphasis is on the knowledge of drug classifications required for nursing practice. Legal, ethical, cultural, and life span implications of drug therapy are also explored. Concepts of safe medication administration, dosage calculation, client monitoring and education are a major focus. Knowledge is applied and evaluated in the clinical and simulation setting in the co-requisite clinical course, NURS 3610 Experiential Learning I. Pre-requisite: None Co-requisite: All first semester courses.

**NURS 3555 Fundamental Nursing Concepts (5:5:0,O)** This course introduces the foundations of nursing as a systems-based practice to provide safe, quality, equitable care to diverse populations. Using evidence-based practice, the skills of health assessment, communication, and select nursing skills are explored. Select standards of nursing care an introduction to the professional nursing role will inform safe use of these skills. Clinical reasoning is introduced as the foundational basis for providing patient-centered care, recognizing shared commonalities and uniqueness of a patient's health such as age, gender, race, ethnicity, culture, lifestyle, socio-economic class, and sexual orientation. Knowledge is applied and evaluated in the clinical and simulation setting in the co-requisite clinical course, NURS 3610 Experiential Learning I. Pre-requisite: None Co-requisite: All first semester courses.

**NURS 3610 Experiential Learning I (6:0:18,H)** This course introduces the application of foundational knowledge, skills, and values central to evidence-based professional nursing. The course integrates knowledge from foundational concepts, health promotion, and pharmacology for the delivery of evidence-based person-centered care. Select nursing skills, health assessment, medication administration, and standards of professional nursing care are included. Knowledge is applied within the simulation and clinical setting to develop mastery of designated nursing skill competencies. Various levels of fidelity of simulation and evaluation by formative/summative examination are implemented. Pre-requisite: None Co-requisite: All first semester courses.

**NURS 4321 Leadership Concepts in Nursing (3:3:0,O)** This course focuses on responding to and leading within complex systems of health care. The nurse's role as a leader, manager, and member of the interprofessional team are emphasized. Quality and process improvement, conflict resolution, care coordination, and related concepts and theories are explored. Knowledge is applied and evaluated in the clinical and simulation setting in the co-requisite

clinical course, NURS 4615 Experiential Learning III. Pre-requisite: All first and second semester courses. Co-requisite: All third semester courses.

**NURS 4323 Child Health Nursing Concepts (3:3:0,O)** This course emphasizes the concepts of child health related to the safe delivery of evidenced-based nursing care. The focus is on growth and development, health promotion, alterations in health, the role of the nurse, and coordination with the interprofessional team. Knowledge is applied and evaluated in the clinical and simulation setting in the co-requisite clinical course, NURS 4615 Experiential Learning III. Pre-requisite: All first and second semester courses. Co-requisite: All third semester courses.

**NURS 4325 Synthesis of Conceptual Nursing Knowledge (3:3:0,O)** This course emphasizes the integration and application of a broad knowledge base to demonstrate clinical judgment. Conceptual knowledge is analyzed to identify and address areas needing enhanced understanding. Emphasis is on demonstrating content mastery to promote the successful transition of the student nurse into the professional role. Pre-requisite: All first and second semester courses. Co-requisite: All third semester courses.

**NURS 4515 Advanced Nursing Concepts (5:5:0,O)** This course emphasizes chronic care nursing concepts essential for professional nursing practice in a variety of settings. Special focus is on the concepts of aging, health promotion, disease prevention, genetics, and illness management. Clinical judgment, reasoning, and select nursing skills are developed in the context of evidence-based chronic care. Knowledge is applied and evaluated in the clinical and simulation setting in the co-requisite clinical course, NURS 4715 Experiential Learning II. Pre-requisite: All first semester courses. Co-requisite: All second semester courses.

**NURS 4530 Complex Nursing Concepts (5:5:0,O)** This course emphasizes acute care nursing concepts essential for professional nursing practice in a variety of settings. Special focus is on complex disease management including environmental factors, genetic risks, and preventive care using a collaborative approach. Clinical judgment, reasoning, and select nursing skills are strengthened in the context of evidence-based acute care. Knowledge is applied and evaluated in the clinical and simulation setting in the co-requisite clinical course, NURS 4615 Experiential Learning III. Pre-requisite: All first and second semester courses. Co-requisite: All third semester courses.

**NURS 4615 Experiential Learning III (6:0:18,H)** This course strengthens clinical judgment and reasoning through the application of complex decision-making essential for professional nursing practice in a variety of settings. The course integrates knowledge from complex concepts, child health, and leadership nursing for the delivery of evidence-based person-centered care. Knowledge is applied within the simulation and clinical setting to develop mastery of designated nursing skill competencies. Various levels of fidelity of simulation and evaluation by formative/summative examination are implemented. Pre-requisite: All first and second semester courses. Co-requisite: All third semester courses.

**NURS 4715 Experiential Learning II (7:0:21,H)** This course develops clinical judgment and reasoning through the integration of therapeutic nursing skill concepts essential for professional nursing practice in a variety of settings. The course integrates knowledge from advanced concepts, community health, mental health, and perinatal nursing for the delivery of evidence-based person-centered care. Knowledge is applied within the simulation and clinical setting to develop mastery of designated nursing skill competencies. Various levels of fidelity of simulation and evaluation by formative/summative examination are implemented. Pre-requisite: All first semester courses. Co-requisite: All second semester courses.

# Master of Science in Nursing (MSN) Program

## Master of Science in Nursing Program (MSN)

**Patricia Allen, EdD, RN, CNE, ANEF, FAAN**

*Professor, Associate Dean/Department Chair, Leadership Studies*

**LaMicha Hogan, PhD, APRN, FNP-BC**

*Assistant Professor, Associate Dean/Department Chair, Advanced Practice Registered Nurse (APRN) Programs*

**Cindy Acton, DNP, RN, NEA-BC**

*Associate Professor, Program Director, MSN Nursing Administration Track*

**Steph Hoelscher, DNP, RN-BC, CPHIMS, CHISP, FHIMSS**

*Associate Professor, Program Director, MSN Nursing Informatics Track*

**Ronda Mintz-Binder, DNP, RN, CNE**

*Associate Professor, Program Director, MSN Nursing Education Track*

**Kellie Bruce, PhD, APRN, FNP-BC**

*Professor, Program Director, MSN Family Nurse Practitioner Track*

**Tara Hilliard, PhD, APRN, ACNP-BC**

*Associate Professor, Program Director, MSN Adult-Gerontology Acute Care Nurse Practitioner Track*

**Elizabeth Hutson, PhD, APRN-CNP, PMHNP-BC**

*Associate Professor, Program Director, MSN Psychiatric Mental Health Nurse Practitioner Track*

**Julia Kuzin, MSN, RN, CPNP-PC/AC**

*Assistant Professor, Program Director, MSN Pediatric Nurse Practitioner (Primary and Acute Care) Tracks*

**Erin Sing, DNP, APRN, CNM, FACNM**

*Associate Professor, Program Director, MSN Nurse-Midwifery Track*

### **Purpose**

The purpose of the Master of Science in Nursing Program is to prepare the graduate to practice nursing within an expanded role. In synthesizing a clinical and functional focus, the graduate assumes an encompassing perspective of practice, service, research, and education.

### **MSN Student Learning Outcomes**

Upon program completion, the MSN graduate will have the preparation to:

- Provide person-centered care in the master's prepared nursing role.
- Work in interprofessional teams to address the needs of patients using master's prepared nursing role skills.
- Employ evidence-based practice (EBP) by integrating the best research evidence into the master's prepared nursing role.
- Apply quality improvement as a master's prepared nurse.
- Utilize information in the master's prepared nursing role to reduce errors, manage knowledge and information, make decisions, and communicate effectively.
- Integrate best practices in implementation of master's prepared nursing roles to ensure safety and risk reduction for patients and populations.

All MSN students regardless of program or site will meet the above objectives. The MSN educational program delivery is accomplished by a combination of on campus classes/simulated clinical and web-based technologies.

## Leadership Program Overview

### Administration Track

The MSN with a nursing administration focus prepares students to assume nursing leadership and management positions in a variety of health care settings. Students must have a BSN as the minimum RN preparation for admission to the MSN in nursing administration track. Students complete the program via on-line courses and practicum experiences.

### Education Track

The MSN with a nursing education focus prepares students to assume a career as a nurse educator within a school of nursing or as a clinical educator in a healthcare setting. Students must have a BSN as the minimum RN preparation for admission to the MSN in nursing education track.

### Nursing Informatics (NI) Track

The Master of Science in Nursing (MSN) in Nursing Informatics (NI) track was the first NI masters offered by a Texas-based university. This program fills a critical gap in advanced nursing education and prepares nurses for the many existing and emerging NI roles. The education provided covers a broad spectrum of informatics-based theories and skills, with emphasis on the following, but not limited to:

- Data and standards management
- Data analytics
- Clinical decision support
- Public health informatics
- Telehealth and remote patient monitoring
- Electronic health record evaluation and optimization
- Systems development life cycle and workflow assessment methods
- Evaluating innovative technologies and digital solutions for clinical care

Students must have a BSN as the minimum RN preparation for admission to the MSN in Nursing Informatics track.

## Advanced Practice Registered Nurse (APRN) Program Overview

An APRN is a registered nurse who completed a graduate degree or postgraduate program that provided preparation to practice in one of the four advanced practice nursing roles (i.e., nurse practitioner, nurse midwife, nurse clinical specialist, or nurse anesthetist). Preparation includes the advanced knowledge and skills to provide direct patient care in the health promotion and health maintenance of individuals.

All students must have a BSN as the minimum RN preparation for admission to the MSN and DNP APRN tracks. All APRN programs must meet the educational requirements and standards for professional certification. Nurse Practitioner programs meet the Criteria for Evaluation of Nurse Practitioner Programs as outlined by the National Task Force on Quality Nurse Practitioner Education (NTF). The NTF is available at [https://cdn.ymaws.com/www.nonpf.org/resource/resmgr/2022/ntfs\\_/ntfs\\_final.pdf](https://cdn.ymaws.com/www.nonpf.org/resource/resmgr/2022/ntfs_/ntfs_final.pdf). Nurse Midwifery programs must meet the educational criteria set by the Accreditation Commission for Midwifery Education (ACME).

Upon completion of course requirements, graduates of the master's and post-graduate tracks are eligible to sit for one or more of the following certification exams:

- Pediatric Nursing Certification Board (PNCB) Exam (PNP, both Acute care and Primary care)
- American Nurses Credentialing Center (ANCC) Exam (AGACNP, FNP, PMHNP)
- American Academy of Nurse Practitioners Certification Program (AANPCP) (FNP)

- American Midwifery Certification Board (AMCB) Exam (CNM)
- American Association of Critical Care Nurses (AACN) (AGACNP)
- Certified Professional in Health Information Management (CPHIMS) Exam (NI)
- Certified Nurse Educator Exam (CNE)

### **Adult-Gerontology Acute Care Nurse Practitioner (AGACNP) Track**

Prepares graduates to assume responsibilities for promoting, maintaining, and restoring health to acutely, chronically, complexly, or critically ill adults. The patient population includes young adults, adults, and older adults. Patient care needs and not the setting determine the scope of practice.

### **Family Nurse Practitioner (FNP) Track**

Prepares graduates to assume a primary care provider role for the population of the family across the lifespan (infants, children, adolescents, adults, and older adults). FNPs practice in variety of settings including urban, rural, and underserved areas. Patient care needs and not the setting determine the scope of practice.

### **Nurse Midwifery Track**

Prepares graduates to provide women's health care across the reproductive life cycle and beyond, as well as their newborns for the first month of life, in accordance with the standards of the American College of Nurse-Midwives (ACNM).

### **Pediatric Acute Care Nurse Practitioner (PNP-AC) Track**

Prepares graduates to assume an acute care provider role designed to meet the specialized physiologic and physiological needs of children in the areas of health maintenance and promotion, and assessment and management of disease processes.

### **Pediatric Primary Care Nurse Practitioner (PNP-PC) Track**

Prepares graduates to assume a primary care provider role for children, adolescents, and young adults in multiple health care delivery settings including rural and underserved areas. Patient care needs, and not the setting, determine the scope of practice.

### **Psychiatric Mental Health Nurse Practitioner (PMHNP) Track**

Prepares graduates to assume an advanced care provider role in providing the full range of psychiatric services including the delivery of primary, acute and consultative mental health care services throughout the lifespan.

## **MSN Admission Information**

All applicants are selected on a composite evaluation of past academic achievement, personal essay, career achievements, and references. Although the materials required for admission consideration vary from one program to another, the general qualities considered are:

- Academic performance and aptitude
- Ability to perform capably in positions of responsibility for self and others
- Potential for leadership in the advanced nursing role

The applicant electronically signs the application certifying the application is accurate and complete and they understand falsification of an application is cause for non-acceptance or dismissal.

All coursework leading to a baccalaureate degree including courses taken for grade replacement are used in computing the grade point average for admission purposes.

All applicants will be reviewed in an individual and holistic manner. No single factor will determine a student's admission. Only complete submitted applications are reviewed for admission consideration.

### MSN Application Dates

Semester	Application Open	Application Deadline
Fall	November 1 of previous year	February 15
Spring (Leadership Tracks only)	May 1 of previous year	August 31 of previous year
Spring (APRN Tracks only)	May 1 of previous year	August 1 of previous year

### MSN Application Deadlines

Consideration for admission is given to applicants who meet all admission criteria and have submitted ALL admission requirements by the application deadline. **NOTE: The MSN Program does not admit students for the summer semester. The PMHNP BSN to MSN track accepts students once a year for the spring semester.**

### Admissions Requirements - MSN

All applicants must complete and submit an online application as directed on the MSN website. All applicants must meet requirements listed below for admission consideration:

- Valid unencumbered RN License
- Baccalaureate nursing degree (BSN) from a regionally accredited college or university with nursing program accreditation from the Commission on Collegiate Nursing Education (CCNE) or from the American Commission for Education in Nursing (ACEN), formerly the National League for Nursing Accrediting Commission (NLNAC).
  - Applicants with a transcript(s) from a foreign university (ies) are to submit a Commission for Graduates of Foreign Nursing Schools (CGFNS) evaluation of their transcript(s). See **International Applicants** under the Eligibility Requirements section of this catalog for more information.
- Completion of undergraduate courses in research and statistics with a grade of C or better.
- A minimum GPA of 3.0 (4.0 scale) for all course work leading to the baccalaureate degree.
  - The undergraduate science courses GPA may be considered as a factor for admission.
- Personal Statement/Essay/Track specific essay questions (maximum of 500 words)
- Current Basic Life Support (BLS) certification for the Healthcare Provider from the American Heart Association or the American Red Cross.
- Professional letters of reference (3). Two letters from nurse managers or professional mentors and one letter from a former faculty member or other health care professional attesting to the applicant's professional and academic abilities and potential for success in a graduate program.
- Individuals who obtained their nursing education outside of the United States are not eligible for admission unless their nursing program was accredited by the CCNE or ACEN. (See above)
- Official transcript for the BSN plus transcripts for all undergraduate courses including undergraduate research and statistics courses if not included on the BSN transcript. (NOTE: all transcripts must be from a regionally accredited college or university with nursing program accreditation from the Commission on Collegiate Nursing Education (CCNE), or from the American Commission for Education in Nursing (ACEN), formerly the National League for Nursing Accrediting Commission (NLNAC).
- Computer Literacy; defined as an understanding of the capabilities and limitations of a computer and how to use them wisely within clinical workflow and for scholarly work. Applicants must complete the TTUHSC SON Computer Literacy Test located at <http://nursing.ttuhs.edu/skills> prior to applying.

### Additional MSN Admissions Requirements - Track Specific

Administration Track (Leadership Studies)	<ul style="list-style-type: none"> <li>• Must have one (1) year of RN experience prior to application submission.</li> <li>• Response to Track specific essay questions.</li> </ul>
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	<ul style="list-style-type: none"> <li>• If requested, selected applicants may be scheduled for interviews.</li> <li>• NOTE: All MSN-MBA Track students apply through the Administration Track first, and during the first Spring semester, are notified to apply to the MSN-MBA Track.</li> </ul>
Adult-Gerontology Acute Care Nurse Practitioner Track (AGACNP)	<ul style="list-style-type: none"> <li>• Must have at least one (1) year of RN experience in an intensive care, flight nursing, or emergency department setting within the past (5) years.</li> <li>• Response to Track specific essay questions.</li> <li>• If requested, selected applicants may be scheduled for interviews.</li> </ul>
Family Nurse Practitioner Track (FNP)	<ul style="list-style-type: none"> <li>• Must have one (1) year of RN experience prior to application submission to the FNP track.</li> <li>• Response to Track specific essay questions.</li> <li>• If requested, selected applicants may be scheduled for interviews.</li> </ul>
Pediatric Primary and Acute Care Nurse Practitioner Tracks (PNP)	<ul style="list-style-type: none"> <li>• Required to have two (2) years of RN pediatric experience prior to application. For applicants to the PNP Acute Care track, RN pediatric experience in critical care, ER, or acute care is preferred.</li> <li>• Response to Track specific essay questions.</li> <li>• If requested, selected applicants may be scheduled for interviews.</li> </ul>
Nurse Midwifery Track (NMW)	<ul style="list-style-type: none"> <li>• Preferred applicants have at least one (1) year labor and delivery experience or comparable OB clinical experience within the last five (5) years prior to admission.</li> <li>• Response to Track specific essay questions.</li> <li>• Reference letters are to be from supervisors, Certified Nurse Midwives (CNMs), OB-GYNs, former faculty, or professional mentors and should address the applicant's leadership, academic, and critical reasoning abilities.</li> <li>• Participation in a personal interview with faculty upon invitation.</li> </ul>
Nursing Informatics Track (Leadership Studies)	<ul style="list-style-type: none"> <li>• Experience in nursing informatics or technology (minimum super user experience) is required. Superuser is defined as a nurse with a solid understanding of basic health IT applications, systems, processes.</li> <li>• Minimum of two (2) years of clinical experience.</li> <li>• Response to Track specific essay questions.</li> <li>• If requested, selected applicants may be scheduled for interviews.</li> </ul>
Nursing Education Track (Leadership Studies)	<ul style="list-style-type: none"> <li>• If selected, participate in an interview with faculty.</li> <li>• Response to Track specific essay questions.</li> </ul>
Psychiatric Mental Health Nurse Practitioner Track (PMHNP)	<ul style="list-style-type: none"> <li>• Participate in a personal interview with faculty if selected for an interview.</li> <li>• Critical Analysis Essay.</li> </ul>

### **Non-Academic Considerations (MSN) – include but are not limited to:**

- Evidence of leadership in nursing (Professional organizations, committees, etc.)
- Potential for leadership in an advanced role as evidenced by reference letters.
- Professional nursing work experience.
- Diversity of work or life experience (For example: experience with other cultures, study/travel/work abroad, community service, military service, degree in other field, volunteerism, or other related extracurricular activities).
- Curriculum vitae/resume which includes educational background, honors, nursing experience, professional membership(s), leadership roles, research, presentations, and community service.
- Permanent resident of Texas or TTUHSC service area/county or TTUHSC campus location.
- Fluent in a language in addition to English that is frequently used by patients in the applicant's service area.

### **IMPORTANT NOTE FOR APPLICANTS WHO ATTENDED A COLLEGE OR UNIVERSITY IN SPRING 2020**

An explanation of how TTUHSC School of Nursing considers courses in which a student earns grades of Pass (P), Fail(F), Credit (CR) or No Credit (NC) is outlined below:

Official transcripts with courses awarded with P or CR during the SPRING 2020 semester can be used to meet prerequisite course requirements and will not be used in calculating either the cumulative or science GPA for admissions. TTUHSC SON reserves the right to determine how, and if, courses awarded with P or CR during any semester, outside of spring 2020, will be calculated into a GPA and/or considered for transfer credit. Official transcripts with courses awarded with a Fail (F) or No Credit (NC) during any semester cannot be used to meet prerequisite course requirements

## **Additional Requirements for Prospective Students**

### **Computer Requirements**

See **Computer Requirements** under the Student Information section of this catalog.

### **Criminal Background Checks**

See **Criminal Background Check Requirements** under the Eligibility Requirements section of this catalog.

### **Immunizations**

See **Immunization Requirements** under the Eligibility Requirements section of this catalog.

### **Drug Screening**

Drug screenings may be necessary if required by the clinical institution site. The cost of all drug screens are the responsibility of the student. See **Drug Screening Requirements** under the Eligibility Requirements section of this catalog.

## **Special Student Enrollment**

### **Non-Degree**

Special Student Enrollment is not an avenue for seeking a degree. Under certain circumstances, it may be appropriate for an individual to seek admission as a non-degree seeking student. Non-degree Special Student admission is for the purpose of taking a limited number of courses. The applicant must seek approval from the applicable Graduate Associate Dean/Department Chair prior to submitting a special student (non-degree) application. The student must also be eligible for admission under the following criteria:

- Currently enrolled in a master's nursing program at a college or university and in good academic standing;



- Registered nurse with a BSN not enrolled in an educational institution; or
- Waiver to the above requirement from the applicable Graduate Associate Dean/ Department Chair.

In addition to meeting admission criteria, consideration to non-degree seeking students is given on a space available basis. **A complete Special Student (non-degree) application includes the following:**

- Submitted special-student application
- Submitted signature page
- Submitted Oath of Residency
- Submitted current Basic Life Support (BLS) certification for the Healthcare Provider from the American Heart Association or the American Red Cross.

Special students can take a maximum of six (6) credit hours. A special student wishing to apply for full admission to one of the Graduate Department programs must submit the full application according to the stated deadlines and will be considered for admission with the entire pool of applicants for the time period the application is submitted.

### **Enrollment without Credit/Course Audit**

Students wanting to audit a course for no grade must obtain approval from the applicable Graduate Associate Dean/Department Chair. Students auditing a course will not be listed on the official class roll, and no notation of the audit will be made on the student's transcript. Students enrolled for 12 or more semester credit hours may audit a course without paying an additional fee. All other students must pay a \$10 fee for auditing a course.

### **Conditional Admission**

If the requirements for full admission are not met, conditional admission may be available. The student is required to comply with "conditions" stated in the letter of admission offer prior to the first day of class for the semester the student is applying. Examples of conditional admission include, but are not limited to, the following:

- BSN completion confirmation (student graduating in current semester and verification is not available until the end of the semester)
- MSN completion confirmation (student graduating in current semester and verification is not available until the end of the semester)
- Leveling courses may be required per the MSN Program Council

### **Readmission**

All requests for readmission must be made prior to the application deadline for the semester in which readmission is requested. The applicable Graduate Associate Dean/Department Chair and Program Directors are responsible for overseeing all readmissions to the School of Nursing MSN Programs. Readmission of a student who has been dismissed or who withdrew for academic or disciplinary causes is also based upon the decision of the applicable Graduate Associate Dean/Department Chair and Program Directors.

A student seeking readmission must comply with the following:

- Submit a letter requesting readmission to the Graduate Program
- Meet all recommendations and requirements set forth by the applicable Associate Dean/ Department Chair and Program Directors
- Complete online application and meet admission criteria for full admission

### **Student Transfers from Other Educational Institutions**

Students requesting admission to the TTUHSC SON graduate programs as a transfer student from another college or university must meet the following criteria:

- Eligible to return to the institution from which the student is transferring

- Complete a full application to the applicable MSN program by the deadlines specified for the semester of transfer to TTUHSC
- A student previously enrolled in the graduate program at TTUHSC School of Nursing who attended another institution and is seeking to return must apply for readmission; any courses considered for transfer credit will be required to meet the standards for transfer credit
- Complete the majority or over 50% of the required credits to complete the degree at TTUHSC School of Nursing.

## Recognition of Previous Nursing Learning

### Transfer Credit

The decision to award transfer of academic credit is made by the applicable Graduate Associate Dean/Department Chair and/or Program Director after a thorough review of the applicant's transcript for evidence of satisfactory course work completion and review of the course catalog descriptions and/or course syllabi as necessary to determine course equivalency. The decision to award transfer credit is based on **TTUHSC OP 77.17**. Generally, credits earned at a regionally accredited college or university are accepted for transfer provided course content is equivalent and a grade of "B" or higher has been earned in the course. The majority, or over 50%, of the required credits toward a TTUHSC School of Nursing graduate degree must be earned at TTUHSC.

PLEASE NOTE: Courses previously taken as Pass-Fail will not transfer for credit if the course is required for a School of Nursing Degree unless approved by the applicable Graduate Associate Dean/Department Chair and/or Program Director.

Students requesting courses to be considered for transfer credit will:

- Submit official transcripts for courses considered for transfer credit
- Submit course descriptions and course content for each course

Credit accepted for transfer and applied to the student's degree program will appear on the TTUHSC transcript under the name of the institution where the student completed the course. Transfer credit will not alter a student's TTUHSC Grade Point Average.

A student previously enrolled in the graduate program at TTUHSC School of Nursing who attended another institution and is seeking to return and transfer in course credit must apply for readmission. Courses accepted for transfer will be required to meet the standards for transfer credit.

## Offer of Admission

Offers of admission will be made approximately six - eight weeks following the application deadline. In order to assure a place in the desired program, applicants must comply with the following:

- Applicants must respond to the offer of admission no later than the deadline stated in the letter offering admission
- Submit \$175 non-refundable placement/orientation fee
- Complete Criminal Background Check online
- Submit evidence of compliance with required immunizations
- Complete Sexual Harassment training online and submit certificate of completion
- Complete required trainings as specified during orientation
- Failure to respond to the admissions offer by the date specified in the offer letter may result in withdrawal of the offer of admission.
- All students admitted to the MSN Program are required to attend a mandatory orientation prior to the first semester of enrollment.

## Degree Requirements for Students Admitted to the Graduate Program

### Graduation Under a Particular Catalog

A student is expected to complete the degree requirements set forth in the School of Nursing Catalog in effect at the time the student enters the chosen area of study. Only with the specific approval of the applicable Graduate Associate Dean/Department Chair or Program Director may a different Catalog be selected. Students, in all cases, are prohibited from completing the requirements set

forth in a catalog more than seven years old. The Catalog is published at least biennially and its provisions are applicable during the stated year (September 1st through August 31st).

### **Maintaining Minimum Academic Requirements**

The minimum GPA for continuance in the Graduate Programs is 3.0 overall. Additionally, a minimum grade of “B” is required in each course (nursing) required for degree completion. The **TTUHSC School of Nursing Student Handbook** provides further details regarding academic and graduation expectations.

### **Requirements for Progression towards the MSN Degree**

- Grades are reviewed each semester and progression in the Graduate Program is determined by the applicable Graduate Associate Dean/Department Chair and/or MSN Program Director.
- MSN students are required to maintain a 3.0 GPA with grades at “B” or above in all graduate courses. Students with a cumulative or semester GPA below 3.0 are placed on academic probation.
- Students receiving “C” or lower in a graduate course are eligible to repeat the course one time only pursuant to recommendation of course faculty.
- Students earning an overall cumulative GPA or a semester GPA less than a 3.0 in the semester of graduation/completion are ineligible for graduation/completion.

### **Academic Dismissal from the School of Nursing MSN Program will result from the following circumstances:**

- Students earning a “C” or lower in two or more graduate courses in one semester.
- Students earning a “C” or lower in the same nursing course twice.
- Students earning a “C” or lower in a second graduate course even though one graduate courses has been retaken and a satisfactory grade of “B” or better has been obtained.
- Cumulative semester or cumulative GPA less than 2.0 for two consecutive semesters

**Failing to meet expected standards in any program may result in academic dismissal at any time.**

### **Residence Credit**

The minimum residence for the post-graduate degree is the majority, or over 50%, of graduate course work carrying residence credit must be completed at TTUHSC. Residence credit as used here means credit for work done while enrolled in and attending classes at TTUHSC and should not be confused with “residence” in the State of Texas.

### **Majority of Credits**

The majority or over 50% of credits toward any graduate or post-baccalaureate professional degree awarded by the TTUHSC must be earned:

- At TTUHSC
- In the case of those programs offered through joint, cooperative, or consortia arrangements through instruction offered by the participating institutions.

### **Semester Credit Hours and Course Loads**

The semester credit hour is the unit of measure for credit purposes. Didactic (lecture) hours are measured on a one-to-one basis; clinical hours are measured on a one-to-three basis for nursing education and informatics tracks; clinical hours are measured on a one-to-four basis for the nursing administration track. For nurse practitioner and nurse midwifery clinical courses, clinical hours are measured on a one-to-3.5 basis. Approximately two hours in preparation for each hour of lecture/didactic and an appropriate amount of time for preparation for clinical activities are required. The number of semester credit hours a student may carry (course load) is regulated by the applicable Program Director. In determining this load, the applicable Program Director takes into account the quality of prior scholastic work performed and the types of courses involved. A student enrolled in nine (9) or more credit hours in the Fall or

## Degree Plan

- Upon initial enrollment into the TTUHSC Graduate Programs, each student is provided with a degree plan, individualized according to their program of study. The student's individual needs and circumstances are considered when developing the degree plan.
- The applicable Program Director for the program in which the student is enrolled is responsible for approving the degree plan.
- Students are responsible for notifying the applicable Graduate Program office to discuss changes to the degree plan.
- During orientation to the applicable Graduate Program, students are advised about the requirements for their specific track or major and their responsibility to (a) be knowledgeable about their degree requirements; and (b) meet degree requirements for graduation.
- The degree plan serves as the student's guide for course registration each semester.
- Degree plans for post-graduate students will be individualized based on the previous course work and requirements.

### TTUHSC Interprofessional Practice and Education (IPE) Core Curriculum

All TTUHSC students, regardless of school affiliation, are required to complete the IPE core curriculum prior to graduation. The IPE core curriculum is composed of two components including successful completion of a non-credit online course (>70% accuracy on the knowledge post-test) and successful participation in at least one registered IPE learning activity. Failure to complete the IPE core curriculum will result in delayed graduation. Students should consult their academic/program advisor and/or school catalog for additional information.

### Course Requirements

The following course requirements reflect the basic needs for each track in the MSN program. The plans should only serve as an overview of a basic course schedule of a full-time student and it will vary depending on each student's ability to progress through the program.

# MSN Degree Plans for Leadership Tracks

## MSN Nursing Administration Degree Plan

(Total Credit Hours Required for Completion - 36)

Required Core Nursing Courses (15 credit hours)		
Number	Course Name	Credits
NURS 5351	Scientific Foundations of Advanced Practice Nursing	(3:3:0 0)
NURS 5352	Leadership for Healthcare	(3:3:0 0)
NURS 5353	Informatics, Quality and Safety	(3:3:0 0)
NURS 5324	Population Health: Essentials for Advanced Nursing Practice	(3:3:0 0)
NURS 5317	Comprehensive Clinical Care	(3:3:0 0)

### Specialty Courses (21 credit hours)

Number	Course Name	Credits
NURS 5346	The Nursing Administrator: Standards of Excellence, CL	(3:2.5:2 O)
NURS 5447	Administrative Role Development, CL	(4:3.5:2 O)
NURS 5448	Administrative Role Development, The Nurse Administrator as Leader, CL	(4:3:4 O)
NURS 5385	Health Law Survey for the Nurse Executive	(3:3:0 O)
NURS 5386	Finance and Budgeting for Nurse Leaders	(3:3:0 O)
NURS 6410	Application of Administrative Practice, CL	(4:1:12 O)

**KEY:**

- (F) Face-to-face
- (O) Online
- (H) Hybrid (combination of face-to-face and online)
- (CL) Concurrent enrollment in a Clinical Section is required
- (##.#) First # represents the number of credit hours, Second # represents the number of lecture hours per week, Third # represents the number of clinical hours per week
- \* Elective Courses are offered at select times as faculty and interest are present
- (V) Variable Credit

## MSN Nursing Education Degree Plan

(Total Credit Hours Required for Completion - 39)

Required Core Nursing Courses (21 credit hours)		
Number	Course Name	Credits
NURS 5351	Scientific Foundations of Advanced Practice Nursing	(3:3:0 O)
NURS 5352	Leadership for Healthcare	(3:3:0 O)
NURS 5353	Informatics, Quality and Safety	(3:3:0 O)
NURS 5324	Population Health: Essentials for Advanced Nursing Practice	(3:3:0 O)
NURS 5343	Pharmacotherapeutics for Nurses in Advanced Practice	(3:3:0 O)
NURS 5345	Advanced Practice Nursing: Application of Pathophysiology	(3:3:0 O)
NURS 5342	Advanced Health Assessment (Required on-campus intensive)	(3:3:0 O)

Specialty Courses (18 credit hours)		
Number	Course Name	Credits
NURS 5313	Leadership in Nursing Education I: The Role of the Nurse Educator	(3:3:0 O)

NURS 5315	Leadership in Nursing Education II: Best Practices for Curriculum Development and Program Evaluation	(3:3:0 0)
NURS 5316	Leadership in Nursing Education III: Best Practices in Assessment and Measurement	(3:3:0 0)
NURS 5317	Comprehensive Clinical Care	(3:3:0 0)
NURS 5318	Simulation and Clinical Teaching, CL (Requires on-campus skills lab)	(3:2.5:1.5 0)
NURS 6030	Leadership in Nursing Education IV: Role and Practicum, CL	(3:.5:7.5 0)

**KEY:**

- (F) Face-to-face
- (O) Online
- (H) Hybrid (combination of face-to-face and online)
- (CL) Concurrent enrollment in a Clinical Section is required
- (##.#) First # represents the number of credit hours, Second # represents the number of lecture hours per week, Third # represents the number of clinical hours per week
- \* Elective Courses are offered at select times as faculty and interest are present
- (V) Variable Credit

## MSN Nursing Informatics Degree Plan

(Total Credit Hours Required for Completion - 38)

Required Core Nursing Courses (12 credit hours)		
Number	Course Name	Credits
NURS 5351	Scientific Foundations of Advanced Practice Nursing	(3:3:0 0)
NURS 5352	Leadership for Healthcare	(3:3:0 0)
NURS 5353	Informatics, Quality and Safety	(3:3:0 0)
NURS 5324	Population Health: Essentials for Advanced Nursing Practice	(3:3:0 0)

Specialty Courses (26 credit hours)		
Number	Course Name	Credits
NURS 5131	Informatics I: Foundations of Nursing Informatics Specialization: Theories of Practice	(1:1:0 0)
NURS 5332	Informatics II: Health Information Management and Knowledge, CL (Requires on-campus skills lab)	(3:2:3 0)
NURS 5328	Public Health Informatics, CL (Requires on-campus skills lab)	(3:2:3 0)
NURS 5333	Informatics III: Information Technology, CL (Requires on-campus skills lab)	(3:2:3 0)

NURS 5334	Informatics IV: Health Information Technology Systems Life Cycle, CL (Requires on-campus skills lab)	(3:2:3 0)
NURS 5335	Informatics V: Managing and Leading in Informatics, CL (Requires on-campus skills lab)	(3:2:3 0)
NURS 5336	Project Management for Health Information Technology	(3:3:0 0)
NURS 5386	Finance and Budgeting for Nurse Leaders	(3:3:0 0)
NURS 6440	Informatics VI: Practicum, CL	(4:1:9 0)
+NURS 6310	Practical Application of Statistics in Health Care	(3:3:0 0)

+ Option to take this DNP course in lieu of Project Management Course or as an additional course - the Program Director will discuss at new student orientation.

**KEY:**

- (F) Face-to-face
- (O) Online
- (H) Hybrid (combination of face-to-face and online)
- (CL) Concurrent enrollment in a Clinical Section is required
- (:#:#) First # represents the number of credit hours, Second # represents the number of lecture hours per week, Third # represents the number of clinical hours per week
- \* Elective Courses are offered at select times as faculty and interest are present
- (V) Variable Credit

# MSN Degree Plans for APRN Tracks

## Acute Care Pediatric Nurse Practitioner Degree Plan

(Total Credit Hours Required for Completion - 51)

Required Core Nursing Courses (12 credit hours)		
Number	Course Name	Credits
NURS 5324	Population Health: Essentials for Advanced Nursing Practice	(3:3:0 0)
NURS 5351	Scientific Foundations of Advanced Practice Nursing	(3:3:0 0)
NURS 5352	Leadership for Healthcare	(3:3:0 0)
NURS 5353	Informatics, Quality and Safety	(3:3:0 0)

Prerequisite Nursing Courses (17 credit hours)		
Number	Course Name	Credits

NURS 5220	Critical Care Pharmacology	(2:2:0 O)
NURS 5312	Foundations for Advanced Practice Nursing Role	(3:3:0 O)
NURS 5320	Diagnostic Methods for Advanced Nursing Practice (Requires on-campus intensive)	(3:3:0 O)
NURS 5342	Advanced Health Assessment (Requires on-campus intensive)	(3:3:0 O)
NURS 5343	Pharmacotherapeutics for Nurses in Advanced Practice	(3:3:0 O)
NURS 5345	Advanced Practice Nursing: Application of Pathophysiology	(3:3:0 O)

Population Focus Courses (22 credit hours)		
Number	Course Name	Credits
NURS 5200	Essentials of Pediatric Acute Care	(2:2:0 O)
NURS 5309	Foundations of the Well Child	(3:3:0 O)
+NURS 5500	Pediatric Acute Care I, CL (Requires on-campus skills lab)	(5:2:3 O)
NURS 5600	Pediatric Acute Care II, CL (Requires on-campus skills lab)	(6:2:4 O)
NURS 6690	Pediatric Acute Care III, CL (Requires on-campus skills lab)	(6:1:5 O)

+ All Acute Care Pediatric Nurse Practitioner students are required to hold PALS Certification prior to first population focus clinical course.

Two (2) years of RN experience in pediatrics required at the time of application. Experience in pediatric acute care, critical care, or emergency department setting preferred.

**KEY:**

- (F) Face-to-face
- (O) Online
- (H) Hybrid (combination of face-to-face and online)
- (CL) Concurrent enrollment in a Clinical Section is required
- (##:##) First # represents the number of credit hours, Second # represents the number of lecture hours per week, Third # represents the number of clinical hours per week
- \* Elective Courses are offered at select times as faculty and interest are present
- (V) Variable Credit

## Adult-Gerontology Acute Care Nurse Practitioner Degree Plan

(Total Credit Hours Required for Completion - 48)

Required Core Nursing Courses (12 credit hours)		
Number	Course Name	Credits



NURS 5324	Population Health: Essentials for Advanced Nursing Practice	(3:3:0 O)
NURS 5351	Scientific Foundations of Advanced Practice Nursing	(3:3:0 O)
NURS 5352	Leadership for Healthcare	(3:3:0 O)
NURS 5353	Informatics, Quality and Safety	(3:3:0 O)

Prerequisite Nursing Courses (17 credit hours)		
Number	Course Name	Credits
NURS 5220	Critical Care Pharmacology	(2:2:0 O)
NURS 5312	Foundations for Advanced Practice Nursing Role	(3:3:0 O)
NURS 5320	Diagnostic Methods for Advanced Nursing Practice (Requires on-campus intensive)	(3:3:0 O)
NURS 5342	Advanced Health Assessment (Requires on-campus intensive)	(3:3:0 O)
NURS 5343	Pharmacotherapeutics for Nurses in Advanced Practice	(3:3:0 O)
NURS 5345	Advanced Practice Nursing: Application of Pathophysiology	(3:3:0 O)

Population Focus Courses (19 credit hours)		
Number	Course Name	Credits
NURS 5410	Essentials of Acute Care	(4:4:0 O)
+NURS 5460	Adult-Gerontology Acute Care I, CL (Requires on-campus skills lab)	(4:2:2 O)
NURS 5561	Adult-Gerontology Acute Care II, CL (Requires on-campus skills lab)	(5:2:3 O)
NURS 6652	Adult-Gerontology Acute Care Practicum, CL (Requires on-campus skills lab)	(6:1:5 O)

+ All Adult-Gerontology Acute Care Nurse Practitioner students are required to hold ACLS Certification prior to first population focus clinical course.

One (1) year of RN experience at the time of application within the last 5 years in ICU, ER, or flight nursing required for admission to the Adult-Gerontology Acute Care track.

**KEY:**

- (F) Face-to-face
- (O) Online
- (H) Hybrid (combination of face-to-face and online)
- (CL) Concurrent enrollment in a Clinical Section is required
- (##.#) First # represents the number of credit hours, Second # represents the number of lecture hours per week, Third # represents the number of clinical hours per week
- \* Elective Courses are offered at select times as faculty and interest are present
- (V) Variable Credit

# Family Nurse Practitioner Degree Plan

(Total Credit Hours Required for Completion - 48)

Required Core Nursing Courses (12 credit hours)		
Number	Course Name	Credits
NURS 5324	Population Health: Essentials for Advanced Nursing Practice	(3:3:0 O)
NURS 5351	Scientific Foundations of Advanced Practice Nursing	(3:3:0 O)
NURS 5352	Leadership for Healthcare	(3:3:0 O)
NURS 5353	Informatics, Quality and Safety	(3:3:0 O)

Prerequisite Nursing Courses (21 credit hours)		
Number	Course Name	Credits
NURS 6318	Mental Health in Primary Care	(3:3:0 O)
NURS 5312	Foundations for Advanced Practice Nursing Role	(3:3:0 O)
NURS 5320	Diagnostic Methods for Advanced Nursing Practice (Requires on-campus intensive)	(3:3:0 O)
NURS 5342	Advanced Health Assessment (Requires on-campus intensive)	(3:3:0 O)
NURS 5343	Pharmacotherapeutics for Nurses in Advanced Practice	(3:3:0 O)
NURS 5345	Advanced Practice Nursing: Application of Pathophysiology	(3:3:0 O)
NURS 5309	Foundations of the Well Child	(3:3:0 O)

Population Focus Courses (15 credit hours)		
Number	Course Name	Credits
+NURS 5440	Primary Health Care I, CL (Requires on-campus skills lab)	(4:2:2 O)
NURS 5541	Primary Health Care II, CL (Requires on-campus skills lab)	(5:2:3 O)
NURS 6660	Family Nurse Practitioner Practicum, CL (Requires on-campus skills lab)	(6:1:5 O)

+ All Family Nurse Practitioner (FNP) students are required to hold ACLS Certification prior to first population focus clinical course. Applicants to the FNP track must have one (1) year of experience as a RN prior to application submission.

## KEY:

- (F) Face-to-face
- (O) Online

- (H) Hybrid (combination of face-to-face and online)
- (CL) Concurrent enrollment in a Clinical Section is required
- (###) First # represents the number of credit hours, Second # represents the number of lecture hours per week, Third # represents the number of clinical hours per week
- \* Elective Courses are offered at select times as faculty and interest are present
- (V) Variable Credit

## Nurse-Midwifery Degree Plan

(Total Credit Hours Required for Completion - 51)

Required Core Nursing Courses (12 credit hours)		
Number	Course Name	Credits
NURS 5324	Population Health: Essentials for Advanced Nursing Practice	(3:3:0 0)
NURS 5351	Scientific Foundations of Advanced Practice Nursing	(3:3:0 0)
NURS 5352	Leadership for Healthcare	(3:3:0 0)
NURS 5353	Informatics, Quality, and Safety	(3:3:0 0)

Prerequisite Nursing Courses (12 credit hours)		
Number	Course Name	Credits
NURS 5312	Foundations for Advanced Practice Nursing Role	(3:3:0 0)
NURS 5342	Advanced Health Assessment (Requires on-campus intensive)	(3:3:0 0)
NURS 5339	Pharmacology for Women's Health	(3:3:0 0)
NURS 5345	Advanced Practice Nursing: Application of Pathophysiology	(3:3:0 0)

Population Focus Courses (27 credit hours)		
Number	Course Name	Credits
NURS 5308	Nurse-Midwifery Practice I: Primary Care of Women	(3:3:0 0)
NURS 5205	Nurse-Midwifery II: Gynecological Care (Requires on-campus intensive)	(2:2:0 0)
NURS 5270	Nurse-Midwifery III: Antepartum and Postpartum Care (Requires on-campus intensive)	(2:2:0 0)
NURS 6321	Nurse-Midwifery IV: Intrapartum Care	(3:3:0 0)
NURS 5171	Nurse-Midwifery V: Neonatal Care	(1:1:0 0)
NURS 5471	Nurse-Midwifery Integrated Clinical Practicum, Level A, CL (Requires on-campus skills lab)	(4:0:14 0)

NURS 6102	Transition to Nurse-Midwifery Practice	(1:1:0 O)
NURS 6520	Nurse-Midwifery Integrated Clinical Practicum, Level B, CL (Requires on-campus skills lab)	(5:0:17.5 O)
NURS 6610	Nurse-Midwifery Clinical Immersion Practicum, CL (Requires on-campus skills lab)	(6:0:21 O)

All Nurse-Midwifery students are required to complete a NRP (neonatal resuscitation program) and EFM (electronic fetal monitoring) course prior to first population focus clinical course.

One (1) year of birth support experience is required prior to the first population focus clinical course.

**NOTE:** Nurse midwifery students will be required to secure and present proof of their own purchased student malpractice insurance prior to commencing nurse midwifery-specific clinical courses (NURS 5304, NURS 5470, NURS 5571, and NURS 6620). The average cost for a yearly rate is around \$500 and students may select from a carrier of their choice.

**KEY:**

- (F) Face-to-face
- (O) Online
- (H) Hybrid (combination of face-to-face and online)
- (CL) Concurrent enrollment in a Clinical Section is required
- (##.#) First # represents the number of credit hours, Second # represents the number of lecture hours per week, Third # represents the number of clinical hours per week
- \* Elective Courses are offered at select times as faculty and interest are present
- (V) Variable Credit

## Pediatric Primary Care Nurse Practitioner Degree Plan

(Total Credit Hours Required for Completion - 49)

Required Core Nursing Courses (12 credit hours)		
Number	Course Name	Credits
NURS 5324	Population Health: Essentials for Advanced Nursing Practice	(3:3:0 O)
NURS 5351	Scientific Foundations of Advanced Practice Nursing	(3:3:0 O)
NURS 5352	Leadership for Healthcare	(3:3:0 O)
NURS 5353	Informatics, Quality and Safety	(3:3:0 O)

Prerequisite Nursing Courses (15 credit hours)		
Number	Course Name	Credits
NURS 5312	Foundations for Advanced Practice Nursing Role	(3:3:0 O)
NURS 5320	Diagnostic Methods for Advanced Nursing Practice (Requires on-campus intensive)	(3:3:0 O)

NURS 5342	Advanced Health Assessment (Requires on-campus intensive)	(3:3:0 0)
NURS 5343	Pharmacotherapeutics for Nurses in Advanced Practice	(3:3:0 0)
NURS 5345	Advanced Practice Nursing: Application of Pathophysiology	(3:3:0 0)

Population Focus Courses (22 credit hours)		
Number	Course Name	Credits
NURS 5309	Foundations of the Well Child	(3:3:0 0)
NURS 5319	Foundations for Care of the Sick Child	(3:3:0 0)
+NURS 5580	Pediatric Primary Care I, CL (Requires on-campus skills lab)	(5:2:3 0)
NURS 5581	Pediatric Primary Care II, CL (Requires on-campus skills lab)	(5:2:3 0)
NURS 6680	Pediatric Nurse Practitioner Practicum, CL (Requires on-campus skills lab)	(6:1:5 0)

+ All Pediatric Nurse Practitioner students are required to hold PALS Certification prior to first population focus clinical course. Two (2) years of RN experience in pediatrics required at the time of application.

**KEY:**

- (F) Face-to-face
- (O) Online
- (H) Hybrid (combination of face-to-face and online)
- (CL) Concurrent enrollment in a Clinical Section is required
- (###) First # represents the number of credit hours, Second # represents the number of lecture hours per week, Third # represents the number of clinical hours per week
- \* Elective Courses are offered at select times as faculty and interest are present
- (V) Variable Credit

## Psychiatric Mental Health Nurse Practitioner Degree Plan

(Total Credit Hours Required for Completion - 49)

Required Core Nursing Courses (9 credit hours)		
Number	Course Name	Credits
NURS 5351	Scientific Foundations of Advanced Practice Nursing	(3:3:0 0)
NURS 5352	Leadership for Healthcare	(3:3:0 0)
NURS 5324	Population Health: Essentials for Advanced Nursing Practice	(3:3:0 0)

Prerequisite Nursing Courses (12 credit hours)		
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Number	Course Name	Credits
NURS 5312	Foundations for Advanced Practice Nursing Role	(3:3:0 O)
NURS 5342	Advanced Health Assessment (Requires on-campus intensive)	(3:3:0 O)
NURS 5343	Pharmacotherapeutics for Nurses in Advanced Practice	(3:3:0 O)
NURS 5345	Advanced Practice Nursing: Application of Pathophysiology	(3:3:0 O)

Population Focus Courses (28 credit hours)		
Number	Course Name	Credits
NURS 5203	Neuroscience & Epigenetics: A Lifespan Approach	(2:2:0 O)
NURS 5204	Psychopharmacology	(2:2:0 O)
NURS 5207	Diagnostics and Management I: Advanced Mental Health Assessment Across the Lifespan	(2:2:0 O)
NURS 5202	Psychotherapeutic Modalities with Individuals, Families and Groups across the Lifespan	(2:2:0 O)
NURS 5201	Telehealth and Rural Service Delivery	(2:2:0 O)
NURS 5603	Evidence-Based Management of Adults with Mental Health Disorders, CL	(6:3:3 O)
NURS 5604	Evidence-Based Management: Children & Adolescents with Mental Health Disorders, CL	(6:3:3 O)
NURS 6500	Interprofessional Collaboration in Management of Complex Psychiatric Patients Across the Lifespan, CL	(5:2:3 O)
NURS 5120	Specialty Practice	(1:0:1 O)

Applicants to the PMHNP track are not required to have previous nursing experience, but must have a passion for serving those with psychiatric disorders and have the ability to communicate effectively.

**KEY:**

- (F) Face-to-face
- (O) Online
- (H) Hybrid (combination of face-to-face and online)
- (CL) Concurrent enrollment in a Clinical Section is required
- (##.#) First # represents the number of credit hours, Second # represents the number of lecture hours per week, Third # represents the number of clinical hours per week
- \* Elective Courses are offered at select times as faculty and interest are present
- (V) Variable Credit

# Post Graduate Certificates

## Post-Graduate Certificates

**Patricia Allen, EdD, RN, CNE, ANEF, FAAN**

*Professor, Associate Dean/Department Chair, Leadership Studies*

**LaMicha Hogan, PhD, APRN, FNP-BC**

*Assistant Professor, Associate Dean/Department Chair, Advanced Practice Registered Nurse (APRN) Programs*

**Steph Hoelscher, DNP, RN-BC, CPHIMS, CHISP, FHIMSS**

*Associate Professor, Program Director, MSN Nursing Informatics Track*

**Ronda Mintz-Binder, DNP, RN, CNE**

*Associate Professor, Program Director, MSN Nursing Education Track*

**Kellie Bruce, PhD, APRN, FNP-BC**

*Professor, Program Director, MSN Family Nurse Practitioner Track*

**Tara Hilliard, PhD, APRN, ACNP-BC**

*Associate Professor, Program Director, MSN Adult-Gerontology Acute Care Nurse Practitioner Track*

**Elizabeth Hutson, PhD, APRN-CNP, PMHNP-BC**

*Associate Professor, Program Director, MSN Psychiatric Mental Health Nurse Practitioner Track*

**Erin Sing, DNP, APRN, CNM, FACNM**

*Associate Professor, Program Director, MSN Nurse-Midwifery Track*

### **Purpose**

The purpose of the Master of Science in Nursing Program is to prepare the graduate to practice nursing within an expanded role. In synthesizing a clinical and functional focus, the graduate assumes an encompassing perspective of practice, service, research, and education.

### **Post-Graduate Student Learning Outcomes**

Upon program completion, the Post-Graduate will have the preparation to:

- Provide person-centered care in the master's prepared nursing role.
- Work in interprofessional teams to address the needs of patients using master's prepared nursing role skills.
- Employ evidence-based practice (EBP) by integrating the best research evidence into the master's prepared nursing role.
- Apply quality improvement as a master's prepared nurse.
- Utilize information in the master's prepared nursing role to reduce errors, manage knowledge and information, make decisions, and communicate effectively.
- Integrate best practices in implementation of master's prepared nursing roles to ensure safety and risk reduction for patients and populations.

All Post-Graduate students regardless of program or site will meet the above objectives. The Post-Graduate educational delivery is accomplished by a combination of on campus classes/simulated clinical and web-based technologies.

## **Leadership Program Overview**

### **Post-Graduate Education Track**

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The Post-Graduate MSN with a nursing education focus prepares students to assume a career as a nurse educator within a school of nursing or as a clinical educator in a healthcare setting. Students must have a master's degree as the minimum preparation for the Post-Graduate certificate program.

### **Post-Graduate Nursing Informatics (NI) Track**

The Post-Graduate MSN Nursing Informatics (NI) certificate prepares nurses to assume an advanced practice role in nursing informatics. This program fills a critical gap in advanced nursing education to prepare nurses for expanding roles in nursing informatics with emphasis on data and standards management, data analytics, clinical decision support, public health, telehealth, electronic health record evaluation and optimization, systems development life cycle, and evaluating innovative technologies and digital solutions for clinical care. Students must have a master's degree as the minimum preparation for the post-graduate certificate program.

## **Advanced Practice Registered Nurse (APRN) Program Overview**

An APRN is a registered nurse who completed a graduate degree or post-graduate program that provided preparation to practice in one of the four advanced practice nursing roles (i.e., nurse practitioner, nurse midwife, nurse clinical specialist, or nurse anesthetist). Preparation includes the advanced knowledge and skills to provide direct patient care in the health promotion and health maintenance of individuals.

All students must have a BSN as the minimum RN preparation for admission to the Post-Graduate MSN APRN tracks. All Post-Graduate APRN programs must meet the educational requirements and standards for professional certification. Nurse Practitioner programs meet the Criteria for Evaluation of Nurse Practitioner Programs as outlined by the National Task Force on Quality Nurse Practitioner Education (NTF). The NTF is available

at [https://cdn.ymaws.com/www.nonpf.org/resource/resmgr/2022/ntfs\\_/ntfs\\_final.pdf](https://cdn.ymaws.com/www.nonpf.org/resource/resmgr/2022/ntfs_/ntfs_final.pdf).

Nurse Midwifery programs must meet the educational criteria set by the Accreditation Commission for Midwifery Education (ACME).

Upon completion of course requirements, graduates of the master's and post-graduate tracks are eligible to sit for one or more of the following certification exams:

- American Nurses Credentialing Center (ANCC) Exam (AGACNP, FNP, PMHNP)
- American Academy of Nurse Practitioners Certification Program (AANPCP) (FNP)
- American Midwifery Certification Board (AMCB) Exam (CNM)
- American Association of Critical Care Nurses (AACN) (AGACNP)
- Certified Professional in Health Information Management (CPHIMS) Exam (NI)
- Certified Nurse Educator Exam (CNE)

### **Post-Graduate Adult-Gerontology Acute Care Nurse Practitioner (AGACNP) Track**

Prepares graduates to assume responsibilities for promoting, maintaining, and restoring health to acutely, chronically, complexly, or critically ill adults. The patient population includes young adults, adults, and older adults. Patient care needs and not the setting determine the scope of practice.

### **Post-Graduate Family Nurse Practitioner (FNP) Track**

Prepares graduates to assume a primary care provider role for the population of the family across the lifespan (infants, children, adolescents, adults, and older adults). FNP's practice in variety of settings including urban, rural, and underserved areas. Patient care needs and not the setting determine the scope of practice.

### **Post-Graduate Nurse Midwifery Track**

Prepares graduates to provide women's health care across the reproductive life cycle and beyond, as well as their newborns for the



first month of life, in accordance with the standards of the American College of Nurse-Midwives (ACNM).

### Post-Graduate Psychiatric Mental Health Nurse Practitioner (PMHNP) Track

Prepares graduates to assume an advanced care provider role in providing the full range of psychiatric services including the delivery of primary, acute and consultative mental health care services throughout the lifespan.

## Post-Graduate Application and Admission Information

All applicants are selected on a composite evaluation of past academic achievement, personal essay, career achievements, and references. Although the materials required for admission consideration vary from one program to another, the general qualities considered are:

- Academic performance and aptitude
- Ability to perform capably in positions of responsibility for self and others
- Potential for leadership in the advanced nursing role

The applicant electronically signs the application certifying the application is accurate and complete and understands falsification of an application is cause for non-acceptance or dismissal.

All coursework leading to a baccalaureate degree including courses taken for grade replacement are used in computing the grade point average for admission purposes.

All applicants will be reviewed in an individual and holistic manner. No single factor will determine a student's admission. Only complete submitted applications are reviewed for admission consideration.

Note: International students with F1 and F2 visa status are not eligible to apply to an online program.

### Post-Graduate Application Dates

Semester	Application Open	Application Deadline
Fall (Education and APRN Tracks only)	November 1 of previous year	February 15
Spring (APRN Tracks only)	May 1 of previous year	August 1 of previous year
Summer (APRN and Informatics Tracks only)	November 1 of previous year	February 15

### Post-Graduate Application Deadlines

Consideration for admission is given to applicants who meet all admission criteria and have submitted ALL admission requirements by the application deadline. **NOTE: Summer applications are accepted for the Post-Graduate Certificate. The Post-Graduate PMHNP track accepts students once a year for the spring semester.**

### Admission Requirements - Post-Graduate Certificate

All applicants must complete and submit an online application as directed on the Post-Graduate website. All applicants must meet requirements listed below for admission consideration:

- Valid unencumbered RN License
- Master of Science in Nursing degree from a regionally accredited college or university with nursing program accreditation from

the Commission on Collegiate Nursing Education (CCNE) or from the American Commission for Education in Nursing (ACEN), formerly the National League for Nursing Accrediting Commission (NLNAC).

- A minimum GPA of 3.0 (4.0 scale) in all graduate level course work.
  - Applicants with a GPA of < 3.0 may be considered on a case by case basis.
- Advanced Cardiac Life Support (ACLS) or Pediatric Advanced Live Support (PALS) certification for FNP or AGACNP tracks
- Personal Statement/Essay (minimum of 500 words)
- Current BLS certification for the Healthcare Provider from the American Heart Association or the American Red Cross.
- Professional letters of reference (3). Two letters from nurse managers or professional mentors and one letter from a former faculty member or other health care professional attesting to the applicant’s professional and academic abilities and potential for success in a graduate program.
- Official transcript for the MSN degree. (NOTE: all transcripts must be from a regionally accredited college or university with nursing program accreditation from the Commission on Collegiate Nursing Education (CCNE), or from the American Commission for Education in Nursing (ACEN), formerly the National League for Nursing Accrediting Commission (NLNAC).
- Computer Literacy: defined as an understanding of the capabilities and limitations of a computer and how to use them wisely within clinical workflow and for scholarly work. Applicants must complete the TTUHSC SON Computer Literacy Test located at <http://nursing.ttuhs.edu/skills> prior to applying.

### Additional Post-Graduate Admission Requirements - Track Specific

Adult-Gerontology Acute Care Nurse Practitioner Track (AGACNP)	<ul style="list-style-type: none"> <li>• Must have at least one (1) year of RN experience in critical care within the past (5) years which includes ICU, ER, or flight nursing.</li> <li>• Response to Track specific essay questions.</li> <li>• Participation in a personal interview with faculty upon invitation.</li> </ul>
Family Nurse Practitioner Track (FNP)	<ul style="list-style-type: none"> <li>• Must have one (1) year of RN experience prior to application submission to the FNP track.</li> <li>• Response to Track specific essay questions.</li> <li>• Participation in a personal interview with faculty upon invitation.</li> </ul>
Nurse Midwifery Track (NMW)	<ul style="list-style-type: none"> <li>• Preferred applicants have at least one (1) year labor and delivery experience or comparable OB clinical experience within the last five (5) years prior to admission.</li> <li>• Response to Track specific essay questions.</li> <li>• Reference letters are to be from supervisors, Certified Nurse Midwives (CNMs), OB-GYNs, former faculty, or professional mentors and should address the applicant’s leadership, academic, and critical reasoning abilities.</li> <li>• Participation in a personal interview with faculty upon invitation.</li> </ul>
Nursing Informatics Track (Leadership Studies)	<ul style="list-style-type: none"> <li>• Experience in nursing informatics or technology (minimum super user experience) is required. Superusers is defined as a nurse with a solid understanding of basic health IT applications, systems, processes.</li> <li>• Minimum of two (2) years of clinical experience.</li> <li>• Response to Track specific essay questions.</li> <li>• If requested, selected applicants may be scheduled for interviews.</li> </ul>
Nursing Education Track (Leadership Studies)	<ul style="list-style-type: none"> <li>• If selected, participate in an interview with faculty.</li> </ul>

	<ul style="list-style-type: none"> <li>• Response to Track specific essay questions.</li> </ul>
Psychiatric Mental Health Nurse Practitioner Track (PMHNP)	<ul style="list-style-type: none"> <li>• For the post-MSN PMHNP certificate plus DNP, the admission requirements for the DNP program must also be met. A separate application to the DNP program and offer of admission to the DNP program is required to pursue the MSN to DNP while dually enrolled in the PMHNP program.</li> <li>• If practicing as an APRN in another specialty, must supply evidence of current certification by a nationally recognized certifying body such as the American Nurses Credentialing Center (ANCC), American Academy of Nurse Practitioners (ANP), and American Midwifery Certification), - formerly the ACNM Certification Council.</li> <li>• Participate in a personal interview with faculty if selected for an interview.</li> <li>• Critical Analysis Essay.</li> </ul>

**Non-Academic Considerations (Post-Graduate) - include but are not limited to:**

- Evidence of leadership in nursing (Professional organizations, committees, etc.)
- Potential for leadership in an advanced role as evidenced by reference letters
- Professional nursing work experience
- Diversity of work or life experience (For example: experience with other cultures, study/travel/work abroad, community service, military service, degree in other field, volunteerism, or other related extracurricular activities).
- Curriculum vitae/resume including educational background, honors, nursing experience, professional membership(s), and community service.
- Permanent resident of Texas, TTUHSC service area/county or TTUHSC campus location.
- Fluent in a language frequently used by patients in the applicant’s service area in addition to English.

**IMPORTANT NOTE FOR APPLICANTS WHO ATTENDED A COLLEGE OR UNIVERSITY IN SPRING 2020**

An explanation of how TTUHSC School of Nursing considers courses in which a student earns grades of Pass (P), Fail(F), Credit (CR) or No Credit (NC) is outlined below:

Official transcripts with courses awarded with P or CR during the SPRING 2020 semester can be used to meet prerequisite course requirements and will not be used in calculating either the cumulative or science GPA for admissions. TTUHSC SON reserves the right to determine how, and if, courses awarded with P or CR during any semester, outside of spring 2020, will be calculated into a GPA and/or considered for transfer credit. Official transcripts with courses awarded with a Fail (F) or No Credit (NC) during any semester cannot be used to meet prerequisite course requirements

## Additional Requirements for Prospective Students

### Computer Requirements

See **Computer Requirements** under the Student Information section of this catalog.

### Criminal Background Checks

See **Criminal Background Check Requirements** under the Eligibility Requirements section of this catalog.

### Immunizations

See **Immunization Requirements** under the Eligibility Requirements section of this catalog.

## Drug Screening

Drug screenings may be necessary if required by the clinical institution site. The cost of all drug screens are the responsibility of the student. See **Drug Screening Requirements** under the Eligibility Requirements section of this catalog.

# Special Student Enrollment

## Non-Degree

Special Student Enrollment is not an avenue for seeking a degree. Under certain circumstances, it may be appropriate for an individual to seek admission as a non-degree seeking student. Non-degree Special Student admission is for the purpose of taking a limited number of courses. The applicant must seek approval from the applicable Graduate Associate Dean/Department Chair prior to submitting a special student (nondegree) application. The student must also be eligible for admission under the following criteria:

- Currently enrolled in a master's nursing program at a college or university and in good academic standing;
- Registered nurse with a BSN not enrolled in an educational institution; or
- Waiver to the above requirement from the applicable Graduate Associate Dean/ Department Chair.

In addition to meeting admission criteria, consideration to non-degree seeking students is given on a space available basis. **A complete Special Student (non-degree) application includes the following:**

- Submitted special-student application
- Submitted signature page
- Submitted Oath of Residency
- Submitted current Basic Life Support (BLS) for the Healthcare Provider from the American Heart Association or the American Red Cross.

Special students can take a maximum of six (6) credit hours. A special student wishing to apply for full admission to one of the Graduate Department programs must submit the full application according to the stated deadlines and will be considered for admission with the entire pool of applicants for the time period the application is submitted.

## Enrollment without Credit/Course Audit

Students wanting to audit a course for no grade must obtain approval from the applicable Graduate Associate Dean/Department Chair. Students auditing a course will not be listed on the official class roll, and no notation of the audit will be made on the student's transcript. Students enrolled for 12 or more semester credit hours may audit a course without paying an additional fee. All other students must pay a \$10 fee for auditing a course.

## Conditional Admission

If the requirements for full admission are not met, conditional admission may be available. The student is required to comply with "conditions" stated in the letter of admission offer prior to the first day of class for the semester the student is applying. Examples of conditional admission include, but are not limited to, the following:

- BSN completion confirmation (student graduating in current semester and verification is not available until the end of the semester)
- MSN completion confirmation (student graduating in current semester and verification is not available until the end of the semester)
- Leveling courses may be required per the MSN Program Council

## Readmission

All requests for readmission must be made prior to the application deadline for the semester in which readmission is requested. The applicable Graduate Associate Dean/Department Chair and MSN Program Directors are responsible for overseeing all readmissions

to the School of Nursing Post-graduate Programs. Readmission of a student who has been dismissed or who withdrew for academic or disciplinary causes is also based upon the decision of the applicable Graduate Associate Dean/Department Chair and MSN Program Council.

A student seeking readmission must comply with the following:

- Submit a letter requesting readmission to the Graduate Program
- Meet all recommendations and requirements set forth by the applicable Associate Dean/Department Chair or Program Director and MSN Program Council
- Complete online application and meet admission criteria for full admission

### **Student Transfers from Other Educational Institutions**

Students requesting admission to the TTUHSC SON graduate programs as a transfer student from another college or university must meet the following criteria:

- Eligible to return to the institution from which the student is transferring
- Complete a full application to the applicable Post-graduate program by the deadlines specified for the semester of transfer to TTUHSC
- A student previously enrolled in the graduate program at TTUHSC School of Nursing who attended another institution and is seeking to return must apply for readmission; any courses considered for transfer credit will be required to meet the standards for transfer credit
- Complete the majority or over 50% of the required credits to complete the degree at TTUHSC School of Nursing.

## **Recognition of Previous Nursing Learning**

### **Transfer Credit**

The decision to award transfer of academic credit is made by the applicable Graduate Associate Dean/Department Chair and/or Program Director after a thorough review of the applicant's transcript for evidence of satisfactory course work completion and review of the course catalog descriptions and/or course syllabi as necessary to determine course equivalency. The decision to award transfer credit is based on **TTUHSC OP 77.17**. Generally, credits earned at a regionally accredited college or university are accepted for transfer provided course content is equivalent and a grade of "B" or higher has been earned in the course. The majority, or over 50%, of the required credits toward a TTUHSC School of Nursing graduate degree must be earned at TTUHSC.

PLEASE NOTE: Courses previously taken as Pass-Fail will not transfer for credit if the course is required for a School of Nursing Degree unless approved by the applicable Graduate Associate Dean/Department Chair and/or Program Director.

Students requesting courses to be considered for transfer credit will:

- Submit official transcripts for courses considered for transfer credit
- Submit course descriptions and course content for each course

Credit accepted for transfer and applied to the student's degree program will appear on the TTUHSC transcript under the name of the institution where the student completed the course. Transfer credit will not alter a student's TTUHSC Grade Point Average.

A student previously enrolled in the graduate program at TTUHSC School of Nursing who attended another institution and is seeking to return and transfer in course credit must apply for readmission. Courses accepted for transfer will be required to meet the standards for transfer credit.

## **Offer of Admission**

Offers of admission will be made approximately six - eight weeks following the application deadline. In order to assure a place in the desired program, applicants must comply with the following:

- Applicants must respond to the offer of admission no later than the deadline stated in the letter offering admission
- Submit \$175 non-refundable placement/ orientation fee

- Complete Criminal Background Check online
- Submit evidence of compliance with required immunizations
- Complete Sexual Harassment training online and submit certificate of completion
- Complete required trainings as specified during orientation.
- Failure to respond to admissions offer by the date specified in offer letter may result in withdrawal of the offer of admission.
- All students admitted to the Post-graduate Program are required to attend a mandatory orientation prior to the first semester of enrollment.

## **Degree Requirements for Students Admitted to the Post-Graduate Certificate Program**

### **Graduation Under a Particular Catalog**

A student is expected to complete the degree requirements set forth in the School of Nursing Catalog in effect at the time the student enters the chosen area of study. Only with the specific approval of the applicable Graduate Associate Dean/Department Chair may a different Catalog be selected. Students, in all cases, are prohibited from completing the requirements set forth in a catalog more than seven years old. The Catalog is published at least biennially and its provisions are applicable during the stated year (September 1st through August 31st).

### **Maintaining Minimum Academic Requirements**

The minimum GPA for continuance in the Graduate Programs is 3.0 overall. Additionally, a minimum grade of “B” is required in each course (nursing) required for degree completion. The **TTUHSC School of Nursing Student Handbook** provides further details regarding academic and graduation expectations.

### **Requirements for Progression towards the Post-Graduate Certificate**

- Grades are reviewed each semester and progression in the Graduate Program is determined by the applicable Graduate Associate Dean/Department Chair and/or Program Director and MSN Program Council.
- Post-graduate students are required to maintain a 3.0 GPA with grades at “B” or above in all graduate courses. Students with a cumulative or semester GPA below 3.0 are placed on academic probation.
- Students receiving “C” or lower in a graduate course are eligible to repeat the course one time only pursuant to recommendation of course faculty.
- Students earning an overall cumulative GPA or a semester GPA less than a 3.0 in the semester of graduation/completion are ineligible for graduation/completion.

### **Academic Dismissal from the School of Nursing Post-Graduate Certificate Program will result from the following circumstances:**

- Students earning a “C” or lower in two or more graduate courses in one semester.
- Students earning a “C” or lower in the same nursing course twice.
- Students earning a “C” or lower in a second graduate course even though one graduate course has been retaken and a satisfactory grade of “B” or better has been obtained.
- Cumulative semester or cumulative GPA less than 2.0 for two consecutive semesters

Failing to meet expected standards in any program may result in academic dismissal at any time.

### **Residence Credit**

The minimum residence for the Post-graduate certificate is the majority, or over 50%, of graduate course work carrying residence credit must be completed at TTUHSC. Residence credit as used here means credit for work done while enrolled in and attending classes at TTUHSC and should not be confused with “residence” in the State of Texas.

## Majority of Credits

The majority or over 50% of credits toward any graduate or post-baccalaureate professional degree awarded by the TTUHSC must be earned:

- At TTUHSC
- In the case of those programs offered through joint, cooperative, or consortia arrangements through instruction offered by the participating institutions.

## Semester Credit Hours and Course Loads

The semester credit hour is the unit of measure for credit purposes. Didactic (lecture) hours are measured on a one-to-one basis; clinical hours are measured on a one-to-three basis for nursing education and informatics tracks; clinical hours are measured on a one-to-four basis for the nursing administration track. For nurse practitioner and nurse midwifery clinical courses, clinical hours are measured on a one-to-3.5 basis. Approximately two hours in preparation for each hour of lecture/didactic and an appropriate amount of time for preparation for clinical activities are required. The number of semester credit hours a student may carry (course load) is regulated by the applicable Program Director. In determining this load, the applicable Program Director takes into account the quality of prior scholastic work performed and the types of courses involved. A student enrolled in nine (9) or more credit hours in the Fall or Spring semester and six (6) or more credit hours in the Summer semester is considered full-time.

## Degree Plan

- Upon initial enrollment into the TTUHSC Graduate Programs, each student is provided with a degree plan, individualized according to his/her program of study. The student's individual needs and circumstances are considered when developing the degree plan.
- The applicable Program Director for the program in which the student is enrolled is responsible for approving the degree plan.
- Students are responsible for notifying the applicable Graduate Program office to discuss changes to the degree plan.
- During orientation to the applicable Graduate Program, students are advised about the requirements for their specific track or major and their responsibility to (a) be knowledgeable about their degree requirements; and (b) meet degree requirements for graduation.
- The degree plan serves as the student's guide for course registration each semester.
- Degree plans for post-graduate students will be individualized based on the previous course work and requirements.

## TTUHSC Interprofessional Practice and Education (IPE) Core Curriculum

All TTUHSC students, regardless of school affiliation, are required to complete the IPE core curriculum prior to graduation. The IPE core curriculum is composed of two components including successful completion of a non-credit online course (>70% accuracy on the knowledge post-test) and successful participation in at least one registered IPE learning activity. Failure to complete the IPE core curriculum will result in delayed graduation. Students should consult their academic/program advisor and/or school catalog for additional information.

## Course Requirements

The following course requirements reflect the basic needs for each track in the MSN Post-Graduate program. The plans should only serve as an overview of a basic course schedule of a full-time student and it will vary depending on each student's ability to progress through the program.

NOTE: Nurse midwifery students will be required to secure and present proof of their own purchased student malpractice insurance prior to commencing nurse midwifery-specific clinical courses. The average cost for a yearly rate is around \$500 and students may select from a carrier of their choice.

# Post-Graduate Certificate Course Requirements

## Nursing Education Post-Graduate Certificate

(Total Credit Hours Required for Completion - 12)

### Pre or corequisites to Required Nursing Courses:

The appropriate Program Director in conjunction with the Associate Dean/Department Chair will review the applicant's previous academic preparation and/or competency in required courses in order to award transfer credit. Any deficiencies will be met by enrollment in required courses.

Specialty Courses (12 credit hours)		
Number	Course Name	Credits
NURS 5315	Leadership in Nursing Education II: Best Practices for Curriculum Development and Program Evaluation	(3:3:0 O)
NURS 5316	Leadership in Nursing Education III: Best Practices in Assessment and Measurement	(3:3:0 O)
NURS 5318	Simulation and Clinical Teaching, CL (Requires on-campus skills lab)	(3:2.5:1.5 O)
NURS 6030	Leadership in Nursing Education IV: Role and Practicum, CL	(3:.5:7.5 O)

### KEY:

- (F) Face-to-face
- (O) Online
- (H) Hybrid (combination of face-to-face and online)
- (CL) Concurrent enrollment in a Clinical Section is required
- (#:#:#) First # represents the number of credit hours, Second # represents the number of lecture hours per week, Third # represents the number of clinical hours per week
- \* Elective Courses are offered at select times as faculty and interest are present
- (V) Variable Credit

## Nursing Informatics Post-Graduate Certificate

(Total Credit Hours Required for Completion - 17)

### Pre or corequisites to Required Nursing Courses:

The appropriate Program Director in conjunction with the Associate Dean/Department Chair will review the applicant's previous academic preparation and/or competency in required courses in order to award transfer credit. Any deficiencies will be met by enrollment in required courses.

Specialty Courses (17 credit hours)		
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Number	Course Name	Credits
NURS 5131	Informatics I: Foundations of Nursing Informatics Specialization: Theories of Practice	(1:1:0 O)
NURS 5332	Informatics II: Health Information Management and Knowledge, CL (Requires on-campus skills lab)	(3:2:3 O)
NURS 5333	Informatics III: Information Technology, CL (Requires on-campus skills lab)	(3:2:3 O)
NURS 5334	Informatics IV: Health Information Technology Systems Life Cycle, CL (Requires on-campus skills lab)	(3:2:3 O)
NURS 5335	Informatics V: Managing and Leading in Informatics, CL (Requires on-campus skills lab)	(3:2:3 O)
NURS 6440	Informatics VI: Practicum, CL	(4:1:9 O)

**KEY:**

- (F) Face-to-face
- (O) Online
- (H) Hybrid (combination of face-to-face and online)
- (CL) Concurrent enrollment in a Clinical Section is required
- (##.#) First # represents the number of credit hours, Second # represents the number of lecture hours per week, Third # represents the number of clinical hours per week
- \* Elective Courses are offered at select times as faculty and interest are present
- (V) Variable Credit

## Adult-Gerontology Acute Care Nurse Practitioner Post-Graduate Certificate

(Total Credit Hours Required for Completion - 36)

**Pre or corequisites to Required Nursing Courses:**

The appropriate Program Director in conjunction with the Associate Dean/Department Chair will review the applicant's previous academic preparation and/or competency in required courses in order to award transfer credit. Any deficiencies will be met by enrollment in required courses.

Required Nursing Courses (36 credit hours)		
Number	Course Name	Credits
NURS 5410	Essentials of Acute Care	(4:4:0 O)
NURS 5220	Critical Care Pharmacology	(2:2:0 O)
NURS 5312	Foundations for Advanced Practice Nursing Role	(3:3:0 O)
NURS 5320	Diagnostic Methods for Advanced Nursing Practice (Requires on-campus intensive)	(3:3:0 O)
NURS 5342	Advanced Health Assessment (Requires on-campus intensive)	(3:3:0 O)

NURS 5343	Pharmacotherapeutics for Nurses in Advanced Practice	(3:3:0 O)
NURS 5345	Advanced Practice Nursing: Application of Pathophysiology	(3:3:0 O)
+NURS 5460	Adult-Gerontology Acute Care I, CL (Requires on-campus skills lab)	(4:2:2 O)
NURS 5561	Adult-Gerontology Acute Care II, CL (Requires on-campus skills lab)	(5:2:3 O)
NURS 6652	Adult-Gerontology Acute Care Practicum, CL (Requires on-campus skills lab)	(6:1:5 O)

+ All Adult-Gerontology Acute Care Nurse Practitioner students are required to hold ACLS Certification prior to first population focus clinical course.

One (1) year of RN experience at the time of application within the last 5 years in ICU, ER, or flight nursing required for admission to the Adult-Gerontology Acute Care track.

**KEY:**

- (F) Face-to-face
- (O) Online
- (H) Hybrid (combination of face-to-face and online)
- (CL) Concurrent enrollment in a Clinical Section is required
- (##.#) First # represents the number of credit hours, Second # represents the number of lecture hours per week, Third # represents the number of clinical hours per week
- \* Elective Courses are offered at select times as faculty and interest are present
- (V) Variable Credit

## Family Nurse Practitioner Post-Graduate Certificate

(Total Credit Hours Required for Completion - 36)

**Pre or corequisites to Required Nursing Courses:**

The appropriate Program Director in conjunction with the Associate Dean/Department Chair will review the applicant's previous academic preparation and/or competency in required courses in order to award transfer credit. Any deficiencies will be met by enrollment in required courses.

Required Nursing Courses (36 credit hours)		
Number	Course Name	Credits
NURS 5309	Foundations of the Well Child	(3:3:0 O)
NURS 5312	Foundations for Advanced Practice Nursing Role	(3:3:0 O)
NURS 5320	Diagnostic Methods for Advanced Nursing Practice (Requires on-campus intensive)	(3:3:0 O)
NURS 5342	Advanced Health Assessment (Requires on-campus intensive)	(3:3:0 O)
NURS 5343	Pharmacotherapeutics for Nurses in Advanced Practice	(3:3:0 O)
NURS 5345	Advanced Practice Nursing: Application of Pathophysiology	(3:3:0 O)

NURS 6318	Mental Health in Primary Care	(3:3:0 O)
+NURS 5440	Primary Health Care I, CL (Requires on-campus skills lab)	(4:2:2 O)
NURS 5541	Primary Health Care II, CL (Requires on-campus skills lab)	(5:2:3 O)
NURS 6660	Family Nurse Practitioner Practicum, CL (Requires on-campus skills lab)	(6:1:5 O)

+ All Family Nurse Practitioner (FNP) students are required to hold ACLS Certification prior to first population focus clinical course. Applicants to the FNP track must have one (1) year of experience as a RN prior to application submission.

**KEY:**

- (F) Face-to-face
- (O) Online
- (H) Hybrid (combination of face-to-face and online)
- (CL) Concurrent enrollment in a Clinical Section is required
- (#:#:#) First # represents the number of credit hours, Second # represents the number of lecture hours per week, Third # represents the number of clinical hours per week
- \* Elective Courses are offered at select times as faculty and interest are present
- (V) Variable Credit

## Nurse-Midwifery Post-Graduate Certificate

(Total Credit Hours Required for Completion - 39)

**Pre or corequisites to Required Nursing Courses:**

The appropriate Program Director in conjunction with the Associate Dean/Department Chair will review the applicant's previous academic preparation and/or competency in required courses in order to award transfer credit. Any deficiencies will be met by enrollment in required courses.

Population Focus Courses (27 credit hours)		
Number	Course Name	Credits
NURS 5308	Nurse-Midwifery Practice I: Primary Care of Women	(3:3:0 O)
NURS 5205	Nurse-Midwifery II: Gynecological Care	(2:2:0 O)
NURS 5270	Nurse-Midwifery III: Antepartum and Postpartum Care	(2:2:0 O)
NURS 6321	Nurse-Midwifery IV: Intrapartum Care	(3:3:0 O)
NURS 5171	Nurse-Midwifery V: Neonatal Care	(1:1:0 O)
*NURS 5312	Foundations for Advanced Practice Nursing Role	(3:3:0 O)
NURS 5342	Advanced Health Assessment	(3:3:0 O)
NURS 5339	Pharmacology for Women's Health	(3:3:0 O)

NURS 5345	Advanced Practice Nursing: Application of Pathophysiology	(3:3:0 O)
NURS 5471	Nurse-Midwifery Integrated Clinical Practicum, Level A, CL (Requires on-campus skills lab)	(4:0:14 O)
NURS 6102	Transition to Nurse-Midwifery Practice	(1:1:0 O)
NURS 6520	Nurse-Midwifery Integrated Clinical Practicum, Level B, CL (Requires on-campus skills lab)	(5:0:17.5 O)
NURS 6610	Nurse-Midwifery Clinical Immersion Practicum, CL (Requires on-campus skills lab)	(6:0:21 O)

- All Nurse-Midwifery students are required to complete a NRP (neonatal resuscitation program) and EFM (electronic fetal monitoring) course prior to first population focus clinical course.
- One (1) year of birth support experience is required prior to the first population focus clinical course.
- Degree plans for post-graduate students will be individualized based on the previous course work and requirements. The sample degree plan is based on enrolling in all nurse-midwifery courses.
- \*Post-Graduate Nurse-Midwifery students who are already APRNs will take an independent study instead of 5312.

**KEY:**

- (F) Face-to-face
- (O) Online
- (H) Hybrid (combination of face-to-face and online)
- (CL) Concurrent enrollment in a Clinical Section is required
- (#:#:#) First # represents the number of credit hours, Second # represents the number of lecture hours per week, Third # represents the number of clinical hours per week
- \* Elective Courses are offered at select times as faculty and interest are present
- (V) Variable Credit

## Psychiatric Mental Health Nurse Practitioner Post-Graduate Certificate (non-APRN)

(Total Credit Hours Required for Completion - 40)

**Pre or corequisites to Required Nursing Courses:**

The appropriate Program Director in conjunction with the Associate Dean/Department Chair will review the applicant's previous academic preparation and/or competency in required courses in order to award transfer credit. Any deficiencies will be met by enrollment in required courses.

Required Nursing Courses (12 credit hours)		
Number	Course Name	Credits
NURS 5312	Foundations for Advanced Practice Nursing Role	(3:3:0 O)
NURS 5342	Advanced Health Assessment (Requires on-campus intensive)	(3:3:0 O)
NURS 5343	Pharmacotherapeutics for Nurses in Advanced Practice	(3:3:0 O)

NURS 5345	Advanced Practice Nursing: Application of Pathophysiology	(3:3:0 O)
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Population Focus Courses (28 credit hours)		
Number	Course Name	Credits
NURS 5203	Neuroscience & Epigenetics: A Lifespan Approach	(2:2:0 O)
NURS 5204	Psychopharmacology	(2:2:0 O)
NURS 5207	Diagnostics and Management I: Advanced Mental Health Assessment Across the Lifespan	(2:2:0 O)
NURS 5202	Psychotherapeutic Modalities with Individuals, Families and Groups across the Lifespan	(2:2:0 O)
NURS 5201	Telehealth and Rural Service Delivery	(2:2:0 O)
NURS 5603	Evidence-Based Management of Adults with Mental Health Disorders, CL	(6:3:3 O)
NURS 5604	Evidence-Based Management: Children & Adolescents with Mental Health Disorders, CL	(6:3:3 O)
NURS 5120	Specialty Practice, CL	(1:0:1 O)
NURS 6500	Interprofessional Collaboration in Management of Complex Psychiatric Patients Across the Lifespan, CL	(5:2:3 O)

**KEY:**

- (F) Face-to-face
- (O) Online
- (H) Hybrid (combination of face-to-face and online)
- (CL) Concurrent enrollment in a Clinical Section is required
- (##:##) First # represents the number of credit hours, Second # represents the number of lecture hours per week, Third # represents the number of clinical hours per week
- \* Elective Courses are offered at select times as faculty and interest are present
- (V) Variable Credit

## Psychiatric Mental Health Nurse Practitioner Post-Graduate Certificate (current APRN)

(Total Credit Hours Required for Completion - 28)

**Pre or corequisites to Required Nursing Courses:**

The applicable Program Director in conjunction with the Associate Dean/Department Chair will review the applicant's previous academic preparation and/or competency in required courses in order to award transfer credit. Any deficiencies will be met by enrollment in required courses.

Population Focus Courses (28 credit hours)		

Number	Course Name	Credits
NURS 5203	Neuroscience & Epigenetics: A Lifespan Approach	(2:2:0 0)
NURS 5204	Psychopharmacology	(2:2:0 0)
NURS 5207	Diagnostics and Management I: Advanced Mental Health Assessment Across the Lifespan	(2:2:0 0)
NURS 5202	Psychotherapeutic Modalities with Individuals, Families and Groups across the Lifespan	(2:2:0 0)
NURS 5201	Telehealth and Rural Service Delivery	(2:2:0 0)
NURS 5603	Evidence-Based Management of Adults with Mental Health Disorders, CL	(6:3:3 0)
NURS 5604	Evidence-Based Management: Children & Adolescents with Mental Health Disorders, CL	(6:3:3 0)
NURS 5120	Specialty Practice, CL	(1:0:1 0)
NURS 6500	Interprofessional Collaboration in Management of Complex Psychiatric Patients Across the Lifespan, CL	(5:2:3 0)

**KEY:**

- (F) Face-to-face
- (O) Online
- (H) Hybrid (combination of face-to-face and online)
- (CL) Concurrent enrollment in a Clinical Section is required
- (##:##) First # represents the number of credit hours, Second # represents the number of lecture hours per week, Third # represents the number of clinical hours per week
- \* Elective Courses are offered at select times as faculty and interest are present
- (V) Variable Credit

## Psychiatric Mental Health Nurse Practitioner Post-Graduate Certificate + Post-Master's DNP (current APRN in another track)

(Total Credit Hours Required for Completion - Individualized in conjunction with the DNP program director. The following courses (28 credit hours) will be required to take the PMHNP exam for certification through American Nurses Credentialing Center (ANCC))

**Pre or corequisites to Required Nursing Courses:**

The applicable Program Director in conjunction with the Associate Dean/Department Chair will review the applicant's previous academic preparation and/or competency in required courses in order to award transfer credit. Any deficiencies will be met by enrollment in required courses.

Population Focus Courses (28 credit hours)		
Number	Course Name	Credits
NURS 5201	Telehealth and Rural Service Delivery	(2:2:0 0)
NURS 5203	Neuroscience & Epigenetics: A Lifespan Approach	(2:2:0 0)

NURS 5204	Psychopharmacology	(2:2:0 O)
NURS 5207	Diagnostics and Management I: Advanced Mental Health Assessment Across the Lifespan	(2:2:0 O)
NURS 5202	Psychotherapeutic Modalities with Individuals, Families and Groups across the Lifespan	(2:2:0 O)
NURS 5603	Evidence-Based Management of Adults with Mental Health Disorders, CL	(6:3:3 O)
NURS 5604	Evidence-Based Management: Children & Adolescents with Mental Health Disorders, CL	(6:3:3 O)
NURS 5120	Specialty Practice, CL	(1:0:1 O)
NURS 6500	Interprofessional Collaboration in Management of Complex Psychiatric Patients Across the Lifespan, CL	(5:2:3 O)

Applicants must apply and be accepted into the DNP program as well as into the Post-MSN certificate program for dual enrollment. The above courses will be required for the PMHNP plan of study to enable the student to take the PMHNP certification exam.

**KEY:**

- (F) Face-to-face
- (O) Online
- (H) Hybrid (combination of face-to-face and online)
- (CL) Concurrent enrollment in a Clinical Section is required
- (#:#:#) First # represents the number of credit hours, Second # represents the number of lecture hours per week, Third # represents the number of clinical hours per week
- \* Elective Courses are offered at select times as faculty and interest are present
- (V) Variable Credit

# MSN MBA Dual Degree Program

## MSN/MBA DUAL DEGREE

Texas Tech University Health Sciences Center (TTUHSC) School of Nursing and Texas Tech University (TTU) Jerry S. Rawls College of Business jointly administer a dual-degree program in which eligible students can earn two degrees, a Master of Science in Nursing in Nursing Administration and a Master of Business Administration (MBA) with concentration in Health Organization Management (HOM).

### Application Process (General):

- Students applying must meet the eligibility requirements for admission to TTU and TTUHSC in effect at the time of their application. Students should review the current requirements found at <https://www.depts.ttu.edu/rawlsbusiness/graduate/dual-degree/mba-dual/> and <https://www.ttuhschool.edu/nursing/masters>
- Students accepted to the TTUHSC MSN program wishing to pursue a dual MBA/MSN will be allowed to use years of work experience in lieu of the TTU RCOPA exam requirement for admissions.

For information, contact MSN in Nursing Administration Program Director, Dr. Cindy Acton via e-mail at [Cindy.Acton@ttuhsc.edu](mailto:Cindy.Acton@ttuhsc.edu).

## MSN/MBA Dual Degree Program Requirements

### Credit Distribution while in MSN Administration Program

Students take classes at both universities simultaneously (Must be accepted into the MSN Administration Program first and during first Spring [Year 1], is guided to apply to TTU Rawls College of Business).

TTUHSC School of Nursing - Administration Program Requirements			
Number	Course Name	MSN Credits	MBA Credits
2	IPNR Foundations for Interprofessional Collaborative Practice (Module 1-8)	0	N/A
NURS 5351	Scientific Foundations	3	N/A
NURS 5353	Informatics, Quality & Safety	3	N/A
NURS 5324	Population Health: Essentials for Advanced Nursing Practice	3	N/A
NURS 5385	Health Law Survey for the Nurse Executive	3	N/A
NURS 5346	The Nursing Administrator: Standards for Excellence	3	N/A
**MGT 5371	Managing Org. Behavior & Org. Design (Replaces NURS 5317: Comprehensive Clinical Care)	3	3
NURS 5447	Administrative Role Development (Serves as TTU Elective)	4	4
**ACCT 5301	Financial and Managerial Accounting (1/2 Semester) Pre-requisite to FIN 5320)	N/A	3
**MKT 5360	Marketing Concepts and Strategies (1/2 Semester)	N/A	3



**MGT 5372	Leadership and Ethics (Replaces NURS 5352: Leadership for Healthcare)	3	3
NURS 5448	Administrative Role Development: The Nurse Administrator as Leader (Serves as TTU Elective)	4	4
NURS 6410	Application of Administrative Practice (Serves as TTU Elective)	4	4
**FIN 5320	Financial Management Concepts (Replaces NURS 5386: Finance and Budgeting for Nurse Leaders)	3	3
6001	Graduation Station	0	N/A
<b>MSN Program Total</b>		<b>36</b>	
<b>MBA (while in MSN Program) Total</b>			<b>27</b>
<b>Total Program Clinical Hours</b>		<b>300</b>	

\*\* Courses taken at TTU

TTU Rawls College of Business Requirements			
Number	Course Name	MSN Credits	MBA Credits
**ISQS 5345	Statistical Concepts for Business and Marketing	N/A	3
**TBD	Elective #1	N/A	3
**HOM 5306	Introduction to Healthcare Systems (1/2 semester)	N/A	3
**TBD	Elective #2	N/A	3
**HOM 5309	Integrated Healthcare Operations and Strategic Management - Capstone	N/A	3
<b>MSN Total</b>		<b>0</b>	<b>15</b>
<b>MBA (while in MSN Program) Total</b>			<b>27</b>
<b>MBA Program Total</b>			<b>42</b>

\*\* Courses taken at TTU

Electives Choices (Choose 2 courses, 3 credit hrs. each. Requires a total 6 hrs.)	
MKT 5364	Service Marketing
ISQS 5330	Managerial Decision Theory and Business
MKT 5373	Market Forecasting and Analytics
BECO 5310	Economic Analysis for Business
BLAW 5390	Legal, Regulatory, and Ethical Environment of Business
MKT 5365	Advanced Professional Selling



# Post Master's Doctor of Nursing Practice (DNP) Program

## Post-Master's Doctor of Nursing Practice (DNP) Program

Patricia Allen, EdD, RN, CNE, ANEF, FAAN

*Professor, Associate Dean/Department Chair, Leadership Studies*

Laura Thomas, PhD, RN, CNE

*Professor, Program Director, Post-Master's DNP Program*

### Purpose

The purpose of the Post-Master's Doctor of Nursing Practice (DNP) Program is to provide a rigorous education to prepare clinical scholars who translate science to improve population health through expert leadership that powers innovation in health care for West Texas, the state, and the nation.

### Student Learning Outcomes

Upon program completion, the graduate will be prepared to:

- Integrate nursing science with knowledge from ethics, biophysical, psychosocial, analytical, and organizational sciences to foster a culture of health and transform clinical practice and health care delivery systems.
- Develop and operationalize effective, culturally relevant, and evidence-based clinical practice approaches that meet current and future needs of patient populations.
- Design and implement evidence-based strategies to analyze and improve outcomes of care at the practice, system, or population levels.
- Apply, use, and evaluate health care information systems, information literacy and patient care technology to advance quality, patient safety, and organizational effectiveness.
- Facilitate interprofessional team building and collaborative leadership skills to create positive change and improve outcomes in complex health care systems.
- Exercise leadership skills to analyze, develop, influence, and implement health policies that advocate social justice, equity, and ethics within all health care arenas.
- Analyze epidemiological, biostatistical, environmental, and other appropriate scientific data to develop culturally relevant and scientifically based health promotion and disease prevention initiatives.
- Employ advanced leadership skills, systems thinking, and accountability to design, deliver and evaluate evidence-based management practices to improve patient, population and health system outcomes (Executive Leadership track).
- Employ advanced practice levels of clinical judgment, systems thinking, and accountability to design, deliver, and evaluate evidence-based care to improve patient and population outcomes (Advanced Practice Nursing Track).

## Post-Master's DNP Program Overview

The Post-Master's DNP Program offers the following tracks for completing the DNP degree:

- Post-Master's DNP for Executive Leadership

### Post-Master's DNP Overview

Advanced practice registered nurses and nurses in leadership positions with a master's degree have the opportunity to obtain the Doctor of Nursing Practice (DNP), a terminal degree designed for practice at the highest level of nursing. Student's must have a master's degree and at least one year of experience as an APRN or in a leadership position. The primary goal of the Post-Master's DNP program is to prepare graduates for leadership careers including advanced clinical practice, executive leadership, applied clinical research, and faculty leadership roles. The program allows students to participate in online activities as well as on-campus intensives.

Note: International students with F1 and F2 visa status are not eligible to apply to an online program.

## Post-Master's DNP Application and Admission Information

### Post-Master's DNP Application Dates

Fall	No Admission
Spring	No Admission
Summer	September 1 - January 15

Consideration for admission is given to applicants meeting all admission criteria who have submitted **ALL** admission requirements by the application deadline through the online TTUHSC application portal.

### Post-Master's DNP Admission Requirements

Applicant must submit the following application requirements for full admission:

- Current unencumbered licensure as a registered nurse in the United States
- Master of Science in Nursing degree from a regionally accredited college or university with nursing program accreditation from the Commission on Collegiate Nursing Education (CCNE) or accreditation from American Commission for Education in Nursing (ACEN), formerly the National League for Nursing Accrediting Commission (NLNAC).
- GPA of 3.0 for master's degree
- Graduate level nursing research course
- Three letters of reference attesting to the applicant's academic ability and leadership potential, including one from a current professional colleague
- Personal Statement
- Interview with DNP faculty
- Current Basic Life Support (BLS) certification for Healthcare Providers from the American Heart Association or American Red Cross.
- Current CV or resume
- Oath of Residency
- Official transcripts from all institutions formerly attended.
  - NOTE: All transcripts must be from regionally accredited colleges or universities with nursing program accreditation from the Commission on Collegiate Nursing Education (CCNE) or accreditation from American Commission for Education in Nursing (ACEN), formerly the National League for Nursing Accrediting Commission (NLNAC).
- Application Signature Page
- Application Fee

### All Post-Master's DNP Advanced Practice Nursing applicants must meet the following additional admission requirements:

- Approval by a state nursing board to practice as a nurse practitioner or nurse midwife as an advanced practice registered nurse (APRN)
- Current certification by a nationally recognized credentialing body as an APRN or nurse midwife

- Minimum of one year's experience as an APRN

### **ALL Post-Master's DNP Executive Leadership applicants must meet the following additional admission requirements:**

- Minimum of one year's experience in a healthcare leadership position

**\*Post-Master's DNP applicants with unique credentials will be considered on a case-by-case basis. Such applicants may be required to complete one or more additional graduate nursing courses.** A comprehensive review of the candidate's application will include consideration of the following factors:

- Academic performance and aptitude
- Career achievements
- Ability to perform capably in positions of responsibility for self and others
- Potential for leadership in the DNP advanced role.

Although academic criteria (cumulative GPA, grades earned in nursing courses, and failed/ repeated courses) are the most important factors in admission considerations, additional nonacademic information is considered for a holistic admission process. These nonacademic factors include but are not limited to:

- Extracurricular activities
- Evidence of leadership in nursing
- Work experience
- Diversity of experience such as study abroad, knowledge of other cultures, proficiency in other languages
- Permanent resident of TTUHSC service area county
- First generation college student
- Fluent in a language in addition to English
- Military service

All applicants will be reviewed in an individual and holistic manner. No single factor will determine a student's admission. All applicants receiving offers of admission will be required to consent to a criminal background check. A history of criminal conduct or convictions may result in withdrawal of the admission offer. See 'Criminal Background Checks' section of the School of Nursing *Student Handbook* for the school policy. Criminal Background Checks must be received prior to matriculation to the TTUHSC DNP Program. The TTUHSC Criminal Background policy may be found at **TTUHSC OP 10.20**.

Only complete applications are reviewed for admission consideration, which means **ALL** admission requirements must be received by the application deadline.

The Post-Master's DNP Program Director, Associate Dean/Department Chair, and faculty carefully evaluate all qualified applicants with regard to the applicant's potential for successful completion of the program.

## **Combined Post-Master's DNP with APRN Certificate**

Applicants or current graduate students who are interested in completing both the Post-Master's DNP and an APRN Certificate Program have the option to combine these two programs with the following conditions:

- Separate application and admission to the Post-Master's DNP and to the APRN Post-Graduate Certificate Program is required.
- Following acceptance to both the Post-Master's DNP Program and the APRN Post-Graduate Certificate Program, an individualized degree plan is developed for the student to ensure they meet all course requirements for the DNP and the APRN certificate.
- Up to nine (9) credit hours from APRN certificate courses are allowed to substitute for DNP required courses.
- Students are considered enrolled in a single program for the purposes of meeting academic progression requirements and academic dismissal circumstances.

Applicants or current graduate students who are interested in this combined program should contact the Associate Dean/Department Chair and applicable APRN Program Director to discuss.

## **IMPORTANT NOTE FOR APPLICANTS WHO ATTENDED A COLLEGE OR UNIVERSITY IN SPRING 2020**

An explanation of how TTUHSC School of Nursing considers courses in which a student earns grades of Pass (P), Fail(F), Credit (CR) or No Credit (NC) is outlined below:

Official transcripts with courses awarded with P or CR during the SPRING 2020 semester can be used to meet prerequisite course requirements and will not be used in calculating either the cumulative or science GPA for admissions. TTUHSC SON reserves the right to determine how, and if, courses awarded with P or CR during any semester, outside of spring 2020, will be calculated into a GPA and/or considered for transfer credit. Official transcripts with courses awarded with a Fail (F) or No Credit (NC) during any semester cannot be used to meet prerequisite course requirements

# **Additional Requirements for Prospective Students**

## **Computer Requirements**

See **Computer Requirements** under the Student Information section of this catalog.

## **Criminal Background Checks**

A Criminal Background Check (CBC) must be completed prior to enrollment at TTUHSC School of Nursing in compliance with **TTUHSC OP 10.20** and **SON OP 60.081**. Each student is responsible for the cost of his/her CBC and any additional fees. See **Criminal Background Check Requirements** under the Eligibility Requirements section of this catalog for additional information.

## **Immunizations**

See **Immunization Requirements** under the Eligibility Requirements section of this catalog.

## **Drug Screening**

Drug screenings may be necessary if required by the clinical institution site. The cost of all drug screenings are the responsibility of the student. See **Drug Screening Requirements** under the Eligibility Requirements section of this catalog.

# **Special Student Enrollment**

## **Non-Degree**

Special Student enrollment is not an avenue for seeking a degree. Under certain circumstances, it may be appropriate for an individual to seek admission as a non-degree seeking student. Non-degree Special Student admission is for the purpose of taking a limited number of courses. The applicant must seek approval from the applicable DNP Associate Dean/Department Chair prior to submitting a special student (nondegree) application. The student must also be eligible for admission under the following criteria:

- Currently enrolled in a master's or doctoral program at a college or university and is in good academic standing;
- Registered nurse not enrolled in an educational institution;
- Waiver to the above requirement from the applicable DNP Associate Dean/Department Chair or Program Director.

In addition to meeting the above criteria, consideration is given on a space available basis.

- A complete Special Student (non-degree) application includes the following:
  - Submitted special-student application
  - Submitted signature page and application fee
  - Submitted official transcripts from all universities or colleges attended
  - Submitted Oath of Residency
  - Submitted current Basic Life Support (BLS) certification for Healthcare Providers from the American Heart Association or

Special students can take a maximum of six (6) credit hours or nine (9) if approved by the applicable Associate Dean/Department Chair or Program Director. A special student wishing to apply for full admission to the DNP Program must submit the full application according to the stated deadlines and will be considered for admission with the entire pool of applicants for the time period the application is submitted.

### **Enrollment without Credit/Course Audit**

Students wanting to audit a DNP course for no grade must obtain approval from the DNP Associate Dean/Department Chair or Program Director. Students auditing a course will not be listed on the official class roll, and no notation of the audit will be made on the student's transcript. Students enrolled for 12 or more semester credit hours may audit a course without paying an additional fee. All other students must pay a \$10 fee for auditing a course.

### **Conditional Admission**

If the requirements for full admission are not met, conditional admission may be available. The student is required to comply with "conditions" stated in letter of admission offer prior to the first day of class for the semester of admission.

### **Readmission**

All requests for readmission must be made prior to the application deadline date for the semester in which readmission is requested. The DNP Program Director and applicable DNP Program Council are responsible for overseeing all readmissions to the School of Nursing DNP Program. Readmission of a student dismissed or withdrawn for academic or disciplinary causes is also based upon the decision of the DNP Program Director and applicable DNP Program Council.

A student seeking readmission must comply with the following:

- Submit a letter requesting readmission to the DNP Program
- Meet all recommendations and requirements set forth by the DNP Program Director and applicable DNP Program Council
- Complete online application and meet admission criteria for full admission

### **Transfer Student**

Students requesting admission to the TTUHSC School of Nursing DNP program as a transfer student from another university must meet the following criteria:

- Transfer student must be eligible to return to the institution from which the student is transferring.
- Submit a full application by the application deadline date for the semester in which transfer is requested.
- Student previously enrolled in the graduate program at TTUHSC School of Nursing who attended another institution and is seeking to return must apply for readmission; any courses considered for transfer credit will be required to meet the standards for transfer credit
- Complete the majority, or over 50%, of the required credits to complete the degree at TTUHSC School of Nursing

## **Recognition of Previous Nursing Learning**

### **Transfer Credit**

The decision to award transfer of academic credit is made by the applicable DNP Associate Dean/Department Chair or Post-Master's DNP Program Director after a thorough review of the applicant's transcript for evidence of satisfactory course work completion and review of the course catalog descriptions and/or course syllabi as necessary to determine course equivalency. The decision to award transfer credit is based on **TTUHSC OP 77.17**. Generally, credits earned at a regionally accredited college or university are accepted for transfer provided course content is equivalent and a grade of "B" or higher has been earned in the course.

The majority, or over 50%, of the required credits toward a TTUHSC School of Nursing graduate degree must be earned at TTUHSC.

Students requesting courses to be considered for transfer credit will:

- Submit official transcripts for courses considered for transfer credit
- Submit course descriptions and course content for each course

A student previously enrolled in the graduate program at TTUHSC School of Nursing who attended another institution and is seeking to return and transfer in course credit must apply for readmission. Courses accepted for transfer will be required to meet the standards for transfer credit.

## Offer of Admission

Offers of admission will be made approximately two - four weeks following the application deadline. In order to assure a place in the desired program, applicants must comply with the following:

- Return Acceptance Form on or before date specified in the offer of admissions letter
- Submit \$175 non-refundable placement/orientation fee
- Submit evidence of compliance with required immunizations
- Complete Criminal Background Check online
- Completion of required trainings as specified during virtual orientation
- Failure to respond to admissions offer by the date specified in offer letter may result in withdrawal of the offer of admission.

## Degree Requirements for Students Admitted to DNP Program

### Graduation Under a Particular Catalog

A student is expected to complete the degree requirements set forth in the School of Nursing Catalog in effect at the time the student enters the chosen area of study. Only with the specific approval of the applicable DNP Associate Dean/Department Chair may a different Catalog be selected. Students, in all cases are prohibited from completing the requirements set forth in a catalog more than seven years old. The Catalog is published at least biennially and its provisions are applicable during the stated Academic year (September 1st through August 31st).

### DNP Practicum Hour Requirements for Post-Master's DNP Students

All DNP students must complete a total of 1000 practicum hours/practice hours from a combination of practicum hours achieved in the master's program and in the DNP program. Qualified advance practice registered nurse applicants are expected to have successfully completed a minimum of 500 clinical hours in the student's nurse practitioner master's program in order to meet requirements for recognition or licensure and national certification, as appropriate, for the student's professional role and practice area. The Post-Master's DNP Program provides a minimum of 500 practicum hours resulting in a minimum total of 1000 practicum hours for graduation.

Qualified applicants with a MSN in nursing administration or other MSN specialty area or master's degree in a related field must provide evidence of the number of clinical hours/practice hours achieved in the student's master's program. To ensure students meet the required minimum 1000 practicum hours, additional practicum learning opportunities are offered via one or more of the following methods:

- Submission of a professional portfolio documenting clinical activities/practice hours and scholarship to meet the criteria for practicum hours for the DNP program. The portfolio may include a resume or CV and a description of the individual's practice experience; academic and specialized programs of study in the student's specialty area; certifications in administration; or additional activities, and experiences exemplifying competence in the student's specialty area.
- Students not meeting the clinical hour/ practice hour criteria will be evaluated and required to take an independent study course designed to provide an individualized practicum intensive based on the student's background, experience, and learning needs to complete the required 1000 practicum hours for the DNP degree.

Practicum experiences/practice hours for Post-Master's DNP students are defined as direct or indirect patient care experiences; observational experiences; interviews; participation in community events or local, state, or national meetings relevant to the learning



objectives; or other unique learning opportunities where the student can achieve defined learning objectives. Practicum experiences/practice hours may take place in the student's place of employment if the experience clearly provides an opportunity to achieve specified student learning objectives. Students may work with professional mentors or preceptors during their practicum experiences. School of Nursing faculty may serve as preceptors or professional mentors.

### **TTUHSC Interprofessional Practice and Education (IPE) Core Curriculum**

All TTUHSC students, regardless of school affiliation, are required to complete the TTUHSC IPE core curriculum prior to graduation. The IPE core curriculum is composed of two components including successful completion of a non-credit online course (>70% accuracy on the knowledge post-test) and successful participation in at least one registered IPE learning activity. Failure to complete the IPE core curriculum will result in delayed graduation. Students should consult their academic/program advisor and/or school catalog for additional information.

All TTUHSC students, regardless of school affiliation, will be required to complete the IPE non-credit, online course in interprofessional education. DNP students are required to complete the online course in the first semester of enrollment.

### **Maintaining Minimum Academic Requirements**

The minimum GPA for continuance in the graduate program is 3.0 overall. Additionally, a minimum grade of "B" is required in each course (nursing required for degree completion. The TTUHSC SON *Student Handbook* (<http://www.ttuhsc.edu/son/handbook.aspx>) provides further details regarding academic and graduation expectations.

### **Progression in the DNP Program**

- Grades are reviewed each semester and progression in the DNP Program is determined by the applicable Associate Dean/Department Chair and Graduate Progressions Committee.
- DNP students are required to maintain a 3.0 GPA with grades at "B" or above in all doctoral courses. Students with a cumulative or semester GPA below 3.0 are placed on academic probation.
- Students receiving "C" or lower in a doctoral course are eligible to repeat the course one time only pursuant to recommendation of course faculty.
- Students earning an overall cumulative GPA or a semester GPA less than a 3.0 in the semester of graduation/completion are ineligible for graduation/completion.

### **Academic Dismissal from the School of Nursing DNP Program will result from the following circumstances:**

- Students earning a "C" or lower in two or more DNP courses in one semester
- Students earning a "C" or lower in the same DNP course twice
- Students earning a "C" or lower in a second DNP course even though one DNP course has been retaken and a satisfactory grade of "B" or better has been obtained

**Failing to meet expected standards in any program may result in academic dismissal at any time.** Academically dismissed students are eligible to be readmitted according to the stipulations noted in the "Readmission" section above.

### **Residence Credit**

The minimum residence for the DNP degree is the majority, or over 50%, of graduate course work carrying residence credit be completed at TTUHSC. Residence credit as used here means credit for work done while enrolled in and attending classes at TTUHSC and should not be confused with "residence" in the State of Texas.

### **Majority of Credits**

The majority or over 50% of credits toward any graduate or post-baccalaureate professional degree awarded by the TTUHSC must be earned:

- At TTUHSC
- In the case of those programs offered through joint, cooperative, or consortia arrangements through instruction offered by the participating institutions.

### Semester Credit Hours and Course Loads

The semester credit hour is the unit of measure for credit purposes. For the Post-Master's DNP Program, didactic (lecture) hours are measured on a one-to-one basis; practicum hours are measured on a one-to-six basis. The number of semester credit hours a student may carry (course load) is regulated by the Post-Master's DNP Program Director. In determining this load, the DNP Program Director take into account the quality of prior scholastic work performed and the types of courses involved. A student enrolled in nine (9) or more credit hours in the Fall or Spring semester and six (6) or credit hours in the Summer semester is considered full-time.

## Degree Plan

- Upon initial enrollment into DNP Program, each student is provided with a degree plan, individualized according to the student's program of study and part-time or full-time enrollment status. The student's individual needs and circumstances (i.e., part-time or full-time enrollment, preference for electives, transfer courses, etc...) are considered when developing the degree plan.
- The applicable Associate Dean/Department Chair or Program Director for the track in which the student is enrolled is responsible for approving the degree plan.
- Post-Master's DNP students are responsible for notifying the DNP Program Director anytime the student deviates from the degree plan (i.e., withdraw from a course; fail to register for a course, etc).
- During orientation to the DNP Program, students are advised about the requirements for the specific track or major and the student's responsibility to (a) be knowledgeable about the degree requirements; (b) notify the Graduate Program office if the student deviates from the degree plan; and (c) meet degree requirements for graduation.
- The degree plan serves as the student's guide for course registration each semester.

# DNP Degree Plan and Course Progression

## Post-Master's DNP Degree Plan

(Total Credit Hours Required for Completion - 45)

Post-Master's DNP Full-Time Degree Plan *All courses require on-campus intensives		
SEMESTER I (5 credit hours)		
Number	Course Name	Credits
NURS 6200	DNP Role Transition I	(2:2:0 0)
NURS 6325	Informatics and Technology to Improve Health Care, CL	(3:2.75:1.5 0)
SEMESTER II (9 credit hours)		
Number	Course Name	Credits
NURS 6310	Practical Application of Statistics in Health Care	(3:3:0 0)
NURS 6330	Evidence Based Inquiry I	(3:3:0 0)

NURS 6345	Population Health and Epidemiology	(3:3:0 0)
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SEMESTER III (8 credit hours)		
Number	Course Name	Credits
NURS 6340	Advancing Policy and Politics in Health Care, CL	(3:2.75:1.5 0)
NURS 6244	Advanced Practice Development, CL	(2:1:6 0)
NURS 6320	Systems Leadership for Effectiveness, Quality and Safety, CL	(3:2.75:1.5 0)

SEMESTER IV (8 credit hours)		
Number	Course Name	Credits
NURS 6201	DNP Role Transition II	(2:2:0 0)
NURS 6350	Financial Intelligence for the DNP Leader	(3:3:0 0)
<b>Students will choose one of the following courses:</b>		
NURS 7310	Health Innovations in Chronic Illness, CL	(3:2.25:4.5 0)
NURS 7311	Leading Teams in Complex Health Care Environments, CL	(3:2.25:4.5 0)

SEMESTER V (9 credit hours)		
Number	Course Name	Credits
NURS 7332	Evidence-Based Inquiry II	(3:3:0 0)
NURS 7331	Population Health at the Organizational and Public Policy Level, CL	(3:2.5:4.5 0)
NURS 7321	Health Care Economics and Finance	(3:3:0 0)

SEMESTER VI (6 credit hours)		
Number	Course Name	Credits
NURS 7352	DNP Project Seminar & Practice Immersion, CL	(3:1.5:9 0)
NURS 7334	Integrating Community Mental Health into Health Care Systems, CL	(3:2.5:3 0)

**KEY:**

- Courses are listed in numerical order
- (F) Face-to-face
- (O) Online
- (H) Hybrid (combination of face-to-face and online)
- (CL) Concurrent enrollment in a Clinical Section is required
- (#:#:#) First # represents the number of credit hours, Second # represents the number of lecture hours per week, Third #

represents the number of clinical hours per week

- \* Elective Courses are offered at select times as faculty and interest are present
- (V) Variable Credit

# BSN to DNP Program

## BSN to DNP Program

LaMicha Hogan, PhD, APRN, FNP-BC

*Assistant Professor, Associate Dean/Department Chair, Advanced Practice Registered Nurse (APRN) Program*

Inola Mello, DNP, APRN, FNP-C

*Professor and Program Director, BSN to DNP Program*

### Purpose

The BSN to DNP Doctor of Nursing Program (DNP) prepares RNs to provide fully accountable and comprehensive care to patients as either a Family Nurse Practitioner or a Psychiatric Mental Health Nurse Practitioner. With the increasing complexity of health care, the growth of scientific knowledge and health care technologies, doctoral level education is recommended for collaborative/independent practice.

The BSN to DNP Program prepares nurse practitioners to conduct health assessments, implement diagnostic and therapeutic interventions, apply data analytics to decision-making, and assimilate science-driven knowledge to provide person-centered care. Graduates are prepared as leaders who can provide care to individuals, populations, and systems in urban and rural communities.

### Program Outcomes

Upon program completion, the graduate will be prepared to:

1. Demonstrate proficiency in assessment, diagnostic reasoning and person-centered care in individuals, populations, and systems in urban and rural communities.
2. Implement theory, science-driven knowledge and evaluation of person-centered care to support excellence in clinical practice.
3. Appraise, evaluate, and apply data analytics and health care technologies to manage, support, and improve the delivery of safe, high quality, and efficient health care.
4. Lead quality improvement initiatives that enhance person-centered care and population health through cost effective, efficient, equitable, and culturally relevant evidence-based strategies.
5. Develop leadership skills to analyze and influence health policy affecting the public's health and care decisions, while advocating for social justice, inclusivity, equity, and ethics in healthcare.
6. Engage personal and professional growth through self-reflection, cultivation of resilience and holistic well-being through life-long learning.
7. Engage in personal, professional, and leadership development through scholarship, collaboration, organizational involvement and interprofessional partnerships.

## BSN to DNP Program Overview

The BSN to DNP Program offers the following tracks for completing the DNP degree:

- BSN to DNP for Family Nurse Practitioner (FNP)
- BSN to DNP for Psychiatric Mental Health Nurse Practitioner (PMHNP)

### BSN to DNP - Family Nurse Practitioners (FNP) Track and Psychiatric Mental Health Nursing (PMHNP) Track Overview

Nurses with the BSN degree can apply to the BSN to DNP program and move directly from the BSN degree to the DNP degree for the FNP and PMHNP tracks (see Admission Requirements for additional criteria for admission). The BSN to DNP program is a combination of online and face-to-face courses and supervised clinical experiences and will meet all educational standards established by the American Association of Colleges of Nursing's Essentials of Doctoral Education for Advanced Nursing Practice (2021) and the National Organization of Nurse Practitioner Faculty's (NONPF) Criteria for Evaluation of Nurse Practitioner Programs (2022), which are the standards for both FNP and PMHNP programs. Graduates will meet all qualifications to sit for national certification to become a Family Nurse Practitioner or a Psychiatric Mental Health Nurse Practitioner upon completion of the DNP

degree.

Note: International students with F1 and F2 visa status are not eligible to apply to an online program.

## BSN to DNP Application and Admission Information

### BSN to DNP Application Dates

Fall	No Admission
Spring	No Admission
Summer	September 1 - January 15

Consideration for admission is given to applicants meeting all admission criteria who have submitted **ALL** admission requirements by the application deadline through the online TTUHSC application portal.

### BSN to DNP Admission Requirements

Applicants must submit the following application requirements for full admission:

- Completed and submitted online application as directed on the School of Nursing website
- Valid unencumbered RN License
- BSN to DNP FNP Track applicants must have 2 years of experience as a RN at the time of application submission
- Baccalaureate nursing degree from a regionally accredited college or university with nursing program accreditation from the Commission on Collegiate Nursing Education (CCNE) or accreditation from the American Commission for Education in Nursing (ACEN), formerly the National League for Nursing Accrediting Commission (NLNAC)
  - Applicants with a transcript(s) from a foreign university (ies) are to submit a Commission for Graduates of Foreign Nursing Schools (CGFNS) evaluation of their transcript(s). Additionally applicants from a country where the primary language is not English, must provide evidence of achieving a total score of 84 or higher with a speaking score of 26 or higher and a writing score of 27 or higher on the TOEFL iBT.
- Completion of undergraduate courses in research and statistics with a grade of C or better taken within five years of application to the program
- A minimum cumulative GPA of 3.0 (4.0 scale) for all coursework leading to the baccalaureate degree. (The undergraduate science courses GPA may be considered as a factor for admission.)
- Current Basic Life Support (BLS) Certification for Healthcare Providers from the American Heart Association or the American Red Cross
- Computer literacy
- Critical analysis essay
- Professional letters of reference (3). One from a manager in your current nursing role, a peer in your area of practice and a former faculty member that can attest to your ability to successfully complete doctoral studies.
- Oath of Residency
- Official transcripts from all institutions formerly attended. NOTE: All transcripts must be from regionally accredited colleges or universities with nursing program accreditation from the Commission on Collegiate Nursing Education (CCNE) or accreditation from American Commission for Education in Nursing (ACEN), formerly the National League for Nursing Accrediting Commission (NLNAC)
- Current Curriculum Vitae (CV) or Resume (in the template provided in the application process)
- Interview with APRN faculty (Interviews are conducted on an invitation only basis after a review of submitted application materials).
- Personal Statement/Essay (maximum of 300 words)
- Critical analysis response to track specific question(s)
- Computer literacy defined as an understanding of the capabilities and limitations of a computer and how to use them wisely within clinical workflow and for scholarly work. Applicants must complete the TTUHSC SON Computer Literacy Test located at

## Non-Academic Considerations (BSN to DNP)

include but are not limited to:

- Evidence of leadership in nursing (Professional organizations, committees, etc.)
- Professional nursing experience highly preferred for the DNP applicant in the FNP track
- Potential for leadership in an advanced practice role
- Professional and community service activities
- Curriculum vitae/resume which includes educational background, honors, nursing experience, professional membership(s), and community service
- Permanent resident of Texas or TTUHSC service area/county
- Fluent in a language frequently used by patients in the applicant's service area in addition to English
- Military service
- First generation college student

All applicants will be reviewed in an individual and holistic manner. No single factor will determine a student's admission. All applicants receiving offers of admission will be required to consent to a criminal background check. A history of criminal conduct or convictions may result in withdrawal of the admission offer. See 'Criminal Background Checks' section of the School of Nursing Student Handbook for the school policy. Criminal Background Checks must be received prior to matriculation to the TTUHSC DNP Program. The TTUHSC Criminal Background policy may be found at **TTUHSC OP 10.20**.

Only complete applications are reviewed for admission consideration, which means "ALL" admission requirements must be received by the application deadline.

The DNP Program Associate Dean/Department Chair, directors, and faculty carefully evaluate all qualified applicants with regard to the applicant's potential for successful completion of the program.

## Additional Requirements for Prospective Students

### Computer Requirements

See **Computer Requirements** under the Student Information section of this catalog.

### Criminal Background Checks

A Criminal Background Check (CBC) must be completed prior to enrollment at TTUHSC School of Nursing in compliance with **TTUHSC OP 10.20** and **SON OP 60.081**. Each student is responsible for the cost of his/her CBC and any additional fees. See **Criminal Background Check Requirements** under the Eligibility Requirements section of this catalog for additional information.

### Immunizations

See **Immunization Requirements** under the Eligibility Requirements section of this catalog.

### Drug Screening

Drug screenings may be necessary if required by the clinical institution site. The cost of all drug screenings are the responsibility of the student. See **Drug Screening Requirements** under the Eligibility Requirements section of this catalog.

# Special Student Enrollment

## Non-Degree

Special Student enrollment is not an avenue for seeking a degree. Under certain circumstances, it may be appropriate for an individual to seek admission as a non-degree seeking student. Non-degree Special Student admission is for the purpose of taking a limited number of courses. The applicant must seek approval from the applicable BSN to DNP Associate Dean/Department Chair prior to submitting a special student (nondegree) application. The student must also be eligible for admission under the following criteria:

- Currently enrolled in a master's or doctoral program at a college or university and is in good academic standing;
- Registered nurse not enrolled in an educational institution;
- Waiver to the above requirement from the applicable DNP Associate Dean/Department Chair or Program Director.

In addition to meeting the above criteria, consideration is given on a space available basis.

- A complete Special Student (non-degree) application includes the following:
  - Submitted special-student application
  - Submitted signature page and application fee
  - Submitted official transcripts from all universities or colleges attended
  - Submitted Oath of Residency
  - Submitted current Basic Life Support (BLS) certification for Healthcare Providers from the American Heart Association or American Red Cross

Special students can take a maximum of six (6) credit hours or nine (9) if approved by the applicable Associate Dean/Department Chair or Program Director. A special student wishing to apply for full admission to the BSN to DNP Program must submit the full application according to the stated deadlines and will be considered for admission with the entire pool of applicants for the time period the application is submitted.

## Enrollment without Credit/Course Audit

Students wanting to audit a BSN to DNP course for no grade must obtain approval from the BSN to DNP Associate Dean/Department Chair or Program Director. Students auditing a course will not be listed on the official class roll, and no notation of the audit will be made on the student's transcript. Students enrolled for 12 or more semester credit hours may audit a course without paying an additional fee. All other students must pay a \$10 fee for auditing a course.

## Conditional Admission

If the requirements for full admission are not met, conditional admission may be available. The student is required to comply with "conditions" stated in letter of admission offer prior to the first day of class for the semester of admission.

## Readmission

All requests for readmission must be made prior to the application deadline date for the semester in which readmission is requested. The BSN to DNP Program Director and BSN to DNP Program Council are responsible for overseeing all readmissions to the School of Nursing BSN to DNP Program. Readmission of a student dismissed or withdrawn for academic or disciplinary causes is also based upon the decision of the BSN to DNP Program Directors and BSN to DNP Program Council.

A student seeking readmission must comply with the following:

- Submit a letter requesting readmission to the BSN to DNP Program
- Meet all recommendations and requirements set forth by the BSN to DNP Program Director and BSN to DNP Program Council
- Complete online application and meet admission criteria for full admission

## Transfer Student



Students requesting admission to the TTUHSC School of Nursing BSN to DNP program as a transfer student from another university must meet the following criteria:

- Transfer student must be eligible to return to the institution from which the student is transferring.
- Submit a full application by the application deadline date for the semester in which transfer is requested.
- Student previously enrolled in the graduate program at TTUHSC School of Nursing who attended another institution and is seeking to return must apply for readmission; any courses considered for transfer credit will be required to meet the standards for transfer credit
- Complete the majority, or over 50%, of the required credits to complete the degree at TTUHSC School of Nursing

## Recognition of Previous Nursing Learning

### Transfer Credit

The decision to award transfer of academic credit is made by the applicable DNP Associate Dean/ Department Chair or DNP Program Director after a thorough review of the applicant's transcript for evidence of satisfactory course work completion and review of the course catalog descriptions and/or course syllabi as necessary to determine course equivalency. The decision to award transfer credit is based on **TTUHSC OP 77.17**. Generally, credits earned at a regionally accredited college or university are accepted for transfer provided course content is equivalent and a grade of "B" or higher has been earned in the course.

The majority, or over 50%, of the required credits toward a TTUHSC School of Nursing graduate degree must be earned at TTUHSC. Students requesting courses to be considered for transfer credit will:

- Submit official transcripts for courses considered for transfer credit
- Submit course descriptions and course content for each course

A student previously enrolled in the graduate program at TTUHSC School of Nursing who attended another institution and is seeking to return and transfer in course credit must apply for readmission. Courses accepted for transfer will be required to meet the standards for transfer credit.

## Offer of Admission

Offers of admission will be made approximately six - eight weeks following the application deadline. In order to assure a place in the desired program, applicants must comply with the following:

- Return Acceptance Form on or before date specified in the offer of admissions letter
- Submit \$175 non-refundable placement/ orientation fee
- Submit evidence of compliance with required immunizations
- Complete Criminal Background Check online
- Completion of required trainings as specified during virtual orientation
- Failure to respond to admissions offer by the date specified in offer letter may result in withdrawal of the offer of admission.

## Degree Requirements for Students Admitted to the BSN to DNP Program

### Graduation Under a Particular Catalog

A student is expected to complete the degree requirements set forth in the School of Nursing Catalog in effect at the time the student enters the chosen area of study. Only with the specific approval of the applicable BSN to DNP Associate Dean/ Department Chair may a different Catalog be selected. Students, in all cases are prohibited from completing the requirements set forth in a catalog more than seven years old. The Catalog is published at least biennially and its provisions are applicable during the stated Academic year (September 1st through August 31st).

### TTUHSC Interprofessional Practice and Education (IPE) Core Curriculum

All TTUHSC students, regardless of school affiliation, are required to complete the TTUHSC IPE core curriculum prior to graduation. The IPE core curriculum is composed of two components including successful completion of a non-credit online course (>70% accuracy on the knowledge post-test) and successful participation in at least one registered IPE learning activity. Failure to complete the IPE core curriculum will result in delayed graduation. Students should consult their academic/program advisor and/or school catalog for additional information.

All TTUHSC students, regardless of school affiliation, will be required to complete the IPE non-credit, online course in interprofessional education. BSN to DNP students are required to complete the online course in the first semester of enrollment.

### **Maintaining Minimum Academic Requirements**

The minimum GPA for continuance in the graduate program is 3.0 overall. Additionally, a minimum grade of "B" is required in each course (nursing required for degree completion. The TTUHSC SON *Student Handbook* (<http://www.ttuhs.edu/son/handbook.aspx>) provides further details regarding academic and graduation expectations.

### **Progression in the BSN to DNP Program**

- Grades are reviewed each semester and progression in the BSN to DNP Program is determined by the BSN to DNP Associate Dean/Department Chair and Graduate Progressions Committee.
- BSN to DNP students are required to maintain a 3.0 GPA with grades at "B" or above in all doctoral courses. Students with a cumulative or semester GPA below 3.0 are placed on academic probation.
- Students receiving "C" or lower in a doctoral course are eligible to repeat the course one time only pursuant to recommendation of course faculty.
- Students earning an overall cumulative GPA or a semester GPA less than a 3.0 in the semester of graduation/completion are ineligible for graduation/completion.

### **Academic Dismissal from the School of Nursing BSN to DNP Program will result from the following circumstances:**

- Students earning a "C" or lower in two or more BSN to DNP courses in one semester
- Students earning a "C" or lower in the same BSN to DNP course twice
- Students earning a "C" or lower in a second BSN to DNP course even though one BSN to DNP course has been retaken and a satisfactory grade of "B" or better has been obtained

**Failing to meet expected standards in any program may result in academic dismissal at any time.** Academically dismissed students are eligible to be readmitted according to the stipulations noted in the "Readmission" section above.

### **Residence Credit**

The minimum residence for the BSN to DNP degree is the majority, or over 50%, of graduate course work carrying residence credit be completed at TTUHSC. Residence credit as used here means credit for work done while enrolled in and attending classes at TTUHSC and should not be confused with "residence" in the State of Texas.

### **Majority of Credits**

The majority or over 50% of credits toward any graduate or post-baccalaureate professional degree awarded by the TTUHSC must be earned:

- At TTUHSC
- In the case of those programs offered through joint, cooperative, or consortia arrangements through instruction offered by the participating institutions.

### **Semester Credit Hours and Course Loads**

The semester credit hour is the unit of measure for credit purposes. For the BSN to DNP Program, didactic (lecture) hours are

measured on a one-to-one basis; clinical hours are measured on a one-to-five basis for direct care and 1:6 basis for non-direct care for the BSN to DNP DNP Program. The number of semester credit hours a student may carry (course load) is regulated by the BSN to DNP Program Director. In determining this load, the BSN to DNP Program Director take into account the quality of prior scholastic work performed and the types of courses involved. A student enrolled in nine (9) or more credit hours in the Fall or Spring semester and six (6) or credit hours in the Summer semester is considered full-time.

## Degree Plan

- Upon initial enrollment into BSN to DNP Program, each student is provided with a degree plan, individualized according to the student's program of study and part-time or full-time enrollment status. The student's individual needs and circumstances (i.e., part-time or full-time enrollment, preference for electives, transfer courses, etc...) are considered when developing the degree plan.
- The BSN to DNP Associate Dean/ Department Chair or Program Director for the track in which the student is enrolled is responsible for approving the degree plan.
- BSN to DNP students are responsible for notifying the BSN to DNP Program Director anytime the student deviates from the degree plan (i.e., withdraw from a course; fail to register for a course, etc).
- During orientation to the BSN to DNP Program, students are advised about the requirements for the specific track or major and it is the student's responsibility to (a) be knowledgeable about the degree requirements; (b) notify the Graduate Program office if the student deviates from the degree plan; and (c) meet degree requirements for graduation.
- The degree plan serves as the student's guide for course registration each semester.

# BSN to DNP Degree Plans

## BSN to DNP Degree Plan - Family Nurse Practitioner Track

(Total Credit Hours Required for Completion - 78)

BSN to DNP Degree Plan - FNP Track		
SEMESTER I (6 credit hours)		
Number	Course Name	Credits
NURS 5345	Advanced Practice Nursing: Application of Pathophysiology	(3:3:0 0)
NURS 6304	Foundations for the DNP APRN Role	(3:3:0 0)

SEMESTER II (6 credit hours)		
Number	Course Name	Credits
NURS 5343	Pharmacotherapeutics for Nurses in Advanced Practice	(3:3:0 0)
NURS 6310	Practical Application of Statistics in Health Care	(3:3:0 0)

SEMESTER III (6 credit hours)		
Number	Course Name	Credits

NURS 5320	Diagnostic Methods and Procedures for Advanced Practice	(3:3:0 0)
NURS 5342	Advanced Health Assessment	(3:3:0 0)

SEMESTER IV (6 credit hours)		
Number	Course Name	Credits
NURS 6305	Scientific Foundations for the Practice Scholar	(3:3:0 0)
NURS 5402	Application of Clinical Pharmacotherapeutics in Primary Care	(3:3:0 0)

SEMESTER V (6 credit hours)		
Number	Course Name	Credits
NURS 6330	Evidence-Based Inquiry I	(3:3:0 0)
NURS 5309	Foundations for the Well Child	(3:3:0 0)

SEMESTER VI (6 credit hours)		
Number	Course Name	Credits
NURS 6325	Informatics and Technology to Improve Health Care, CL	(3:2:1 0)
NURS 6318	Mental Health in Primary Care	(3:3:0 0)

SEMESTER VII (4 credit hours)		
Number	Course Name	Credits
NURS 6439	Primary Healthcare I, CL	(4:2:2 0)

SEMESTER VIII (8 credit hours)		
Number	Course Name	Credits
NURS 6541	Primary Healthcare II, CL	(5:2:3 0)
NURS 6345	Population Health and Epidemiology	(3:3:0 0)

SEMESTER IX (8 credit hours)		
Number	Course Name	Credits
NURS 6326	Telehealth and Rural Service Delivery	(2:2:0 0)
NURS 7660	Family Nurse Practitioner Practicum	(6:1:5 0)

SEMESTER X (7 credit hours)		
Number	Course Name	Credits
NURS 7450	DNP: Advanced Practicum I, CL	(4:2:2 O)
NURS 6320	Systems Leadership for Effectiveness, Quality and Safety, CL	(3:2:1 O)

SEMESTER XI (7 credit hours)		
Number	Course Name	Credits
NURS 7451	DNP: Advanced Practicum II, CL	(4:1:3 O)
NURS 6353	Financial Intelligence for the DNP Leader	(3:3:0 O)

SEMESTER XII (7 credit hours)		
Number	Course Name	Credits
NURS 7452	DNP Advanced Practicum III, CL	(4:1:3 O)
NURS 6340	Advancing Policy and Politics in Health Care, CL	(3:2:1 O)

NOTE: BSN to DNP FNP Track applicants must have 2 years of experience as a RN at the time of application submission.

#### KEY:

- Courses are listed in numerical order
- (F) Face-to-face
- (O) Online
- (H) Hybrid (combination of face-to-face and online)
- (CL) Concurrent enrollment in a Clinical Section is required
- (#:#:#) First # represents the number of credit hours, Second # represents the number of lecture hours per week, Third # represents the number of clinical hours per week
- \* Elective Courses are offered at select times as faculty and interest are present
- (V) Variable Credit

## BSN to DNP Degree Plan - Psychiatric Mental Health Nurse Practitioner Track

(Total Credit Hours Required for Completion - 77)

BSN to DNP Degree Plan - Psychiatric Mental Health Nurse Practitioner Track		
SEMESTER I (6 credit hours)		
Number	Course Name	Credits
NURS 5345	Advanced Practice Nursing: Application of Pathophysiology	(3:3:0 O)

NURS 6304	Foundations for the DNP APRN Role	(3:3:0 0)
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SEMESTER II (6 credit hours)		
Number	Course Name	Credits
NURS 5343	Pharmacotherapeutics for Nurses in Advanced Practice	(3:3:0 0)
NURS 6310	Practical Application of Statistics in Healthcare	(3:3:0 0)

SEMESTER III (6 credit hours)		
Number	Course Name	Credits
NURS 6207	Diagnostics and Management I: Advanced Mental Health Assessment Across the Lifespan	(2:2:0 0)
NURS 5342	Advanced Health Assessment	(3:3:0 0)

SEMESTER IV (7 credit hours)		
Number	Course Name	Credits
NURS 6305	Scientific Foundations for the Practice Scholar	(3:3:0 0)
NURS 54XX	Psychotherapeutic Modalities with Individuals, Families, and Groups	(4:4:0 0)

SEMESTER V (7 credit hours)		
Number	Course Name	Credits
NURS 6330	Evidence-Based Inquiry I	(3:3:0 0)
NURS 5203	Neuroscience and Epigenetics: A Lifespan Approach	(2:2:0 0)
NURS 5204	Psychopharmacology	(2:2:0 0)

SEMESTER VI (7 credit hours)		
Number	Course Name	Credits
NURS 6325	Informatics and Technology to Improve Health Care, CL	(3:2:1 0)
NURS 6604	Diagnostics & Management III: Evidence based management of children & adolescents with mental health disorders, CL	(4:1:3 0)

SEMESTER VII (5 credit hours)		
Number	Course Name	Credits
NURS 6603	Diagnostics & Management II: Evidence-Based Management of Adults with Mental Health Disorders, CL	(5:2:3 0)

SEMESTER VIII (9 credit hours)		
Number	Course Name	Credits
NURS 7500	Diagnostics & Management IV: Interprofessional Collaboration in the Management of the Complex Psychiatric Patient Across the Lifespan, CL	(6:2:4 O)
NURS 6345	Population Health and Epidemiology	(3:3:0 O)

SEMESTER IX (5 credit hours)		
Number	Course Name	Credits
NURS 6326	Telehealth and Rural Service Delivery	(2:2:0 O)
NURS 6320	Systems Leadership	(3:2:1 O)

SEMESTER X (4 credit hours)		
Number	Course Name	Credits
NURS 7450	DNP: Advanced Practicum I	(4:2:2 O)

SEMESTER XI (7 credit hours)		
Number	Course Name	Credits
NURS 7451	DNP: Advanced Practicum II	(4:1:3 O)
NURS 6353	Financial Intelligence for the APRN DNP Leader	(3:3:0 O)

SEMESTER XII (7 credit hours)		
Number	Course Name	Credits
NURS 7452	DNP: Advanced Practicum III, CL	(4:1:3 O)
NURS 6340	Advancing Policy and Politics in Health Care, CL	(3:2:1 O)

NOTE: BSN to DNP PMHNP Track applicants must have 1 year of previous RN experience at the time of application submission.

**KEY:**

- Courses are listed in numerical order
- (F) Face-to-face
- (O) Online
- (H) Hybrid (combination of face-to-face and online)
- (CL) Concurrent enrollment in a Clinical Section is required
- (##:##) First # represents the number of credit hours, Second # represents the number of lecture hours per week, Third # represents the number of clinical hours per week

- \* Elective Courses are offered at select times as faculty and interest are present
- (V) Variable Credit

# Three Year Accelerated BSN to DNP Degree Plan - Family Nurse Practitioner Track

(Total Credit Hours Required for Completion - 78)

BSN to DNP Degree Plan - FNP Track		
SEMESTER I (6 credit hours)		
Number	Course Name	Credits
NURS 5345	Advanced Practice Nursing: Application of Pathophysiology	(3:3:0 0)
NURS 6304	Foundations for Advanced Practice DNP Role	(3:3:0 0)

SEMESTER II (9 credit hours)		
Number	Course Name	Credits
NURS 5320	Diagnostic Methods for Advanced Practice	(3:3:0 0)
NURS 5342	Advanced Health Assessment	(3:3:0 0)
NURS 5345	Pharmacotherapeutics for Nurses in Advanced Practice	(3:3:0 0)

SEMESTER III (9 credit hours)		
Number	Course Name	Credits
NURS 6310	Practical Application of Statistics in Health Care	(3:3:0 0)
NURS 6318	Mental Health in Primary Care	(3:3:0 0)
NURS 6343	Advance Pharmacologic Management in Primary Care	(3:3:0 0)

SEMESTER IV (10 credit hours)		
Number	Course Name	Credits
NURS 6305	Scientific Foundations for the Practice Scholar	(3:3:0 0)
NURS 6353	Financial Intelligence for the APRN DNP Leader	(3:3:0 0)
NURS 6439	Primary Healthcare I, CL	(4:2:2 0)

SEMESTER V (11 credit hours)		
Number	Course Name	Credits



NURS 6330	Evidence Based Inquiry I	(3:3:0 O)
NURS 5309	Foundations for the Well Child	(3:3:0 O)
NURS 6541	Primary Healthcare II, CL	(5:2:3 O)

SEMESTER VI (9 credit hours)		
Number	Course Name	Credits
NURS 6325	Informatics and Technology to Improve Health Care	(3:2:1 O)
NURS 7660	Family Nurse Practitioner Practicum, CL	(6:1:5 O)

SEMESTER VII (7 credit hours)		
Number	Course Name	Credits
NURS 7450	DNP: Advanced Practicum I, CL	(4:2:2 O)
NURS 6320	Systems Leadership for Effectiveness, Quality and Safety, CL	(3:2:1 O)

SEMESTER VIII (7 credit hours)		
Number	Course Name	Credits
NURS 7451	DNP:Advanced Practicum II, CL	(4:1:3 O)
NURS 6345	Population Health and Epidemiology	(3:3:0 O)

SEMESTER IX (9 credit hours)		
Number	Course Name	Credits
NURS 7452	DNP: Advanced Practicum III, CL	(4:1:3 O)
NURS 6340	Advancing Policy and Politics in Health Care, CL	(3:2:1 O)
NURS 6326	Telehealth and Rural Service Delivery	(2:2:0 O)

NOTE: BSN to DNP FNP Track applicants must have 2 years of experience as a RN at the time of application submission.

### KEY:

- Courses are listed in numerical order
- (F) Face-to-face
- (O) Online
- (H) Hybrid (combination of face-to-face and online)
- (CL) Concurrent enrollment in a Clinical Section is required
- (#:#:#) First # represents the number of credit hours, Second # represents the number of lecture hours per week, Third # represents the number of clinical hours per week

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- (V) Variable Credit

# Three Year Accelerated BSN to DNP Degree Plan - Psychiatric Mental Health Nurse Practitioner Track

(Total Credit Hours Required for Completion - 77)

BSN to DNP Degree Plan - Psychiatric Mental Health Nurse Practitioner Track		
SEMESTER I (13 credit hours)		
Number	Course Name	Credits
NURS 5345	Advanced Practice Nursing: Application of Pathophysiology	(3:3:0 0)
NURS 6304	Foundations for DNP APRN Role	(3:3:0 0)
NURS 5402	Psychotherapeutic Modalities with Individuals, Families and Groups	(4:4:0 0)
NURS 5342	Advanced Health Assessment	(3:3:0 0)

SEMESTER II (10 credit hours)		
Number	Course Name	Credits
NURS 6207	Diagnostics and Management I: Advanced Mental Health Assessment Across the Lifespan	(2:2:0 0)
NURS 5203	Neuroscience and Epigenetics: A lifespan approach	(2:2:0 0)
NURS 5204	Psychopharmacology	(2:2:0 0)
NURS 5343	Pharmacotherapeutics for Nurses in Advanced Practice	(3:3:0 0)

SEMESTER III (7 credit hours)		
Number	Course Name	Credits
NURS 6310	Practical Application of Statistics in Health Care	(3:3:0 0)
NURS 6604	Diagnostics & Management III: Evidence based management of children & adolescents with mental health disorders, CL	(4:1:3 0)

SEMESTER IV (11 credit hours)		
Number	Course Name	Credits
NURS 6305	Scientific Foundations for the Practice Scholar	(3:3:0 0)
NURS 6353	Financial Intelligence for the APRN DNP Leader	(3:3:0 0)

NURS 6603	Diagnostics and Management II: Evidence-Based Management of Adults with Mental Health Disorders, CL	(5:2:3 0)
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SEMESTER V (9 credit hours)		
Number	Course Name	Credits
NURS 6330	Evidence Based Inquiry I	(3:3:0 0)
NURS 7500	Diagnostics and Management IV: Interprofessional Collaboration in the Management of the Complex Psychiatric Patient Across the Lifespan, CL	(6:1:5 0)

SEMESTER VI (8 credit hours)		
Number	Course Name	Credits
NURS 6325	Informatics and Technology to Improve Health Care, CL	(3:2:1 0)
NURS 6320	Systems Leadership	(3:3:0 0)
NURS 6326	Telehealth and Rural Service Delivery	(2:2:0 0)

SEMESTER VII (4 credit hours)		
Number	Course Name	Credits
NURS 7450	DNP: Advanced Practicum I, CL	(4:2:2 0)

SEMESTER VIII (7 credit hours)		
Number	Course Name	Credits
NURS 7451	DNP: Advanced Practicum II, CL	(4:1:3 0)
NURS 6345	Population Health and Epidemiology	(3:3:0 0)

SEMESTER IX (7 credit hours)		
Number	Course Name	Credits
NURS 7452	DNP: Advanced Practicum III, CL	(4:1:3 0)
NURS 6340	Advancing Policy and Politics in Health Care, CL	(3:2:1 0)

NOTE: BSN to DNP PMHNP Track applicants must have 1 year of previous RN experience at the time of application submission.

**KEY:**

- Courses are listed in numerical order
- (F) Face-to-face
- (O) Online

- (H) Hybrid (combination of face-to-face and online)
- (CL) Concurrent enrollment in a Clinical Section is required
- (#:#:#) First # represents the number of credit hours, Second # represents the number of lecture hours per week, Third # represents the number of clinical hours per week
- \* Elective Courses are offered at select times as faculty and interest are present
- (V) Variable Credit

# Graduate Programs Course Descriptions

## Graduate Programs Course Descriptions

### MSN, Post-Graduate, and Doctoral

Graduate programs courses are delivered via face-to-face, online, or hybrid methodologies. All pre- or co-requisites and any designated conditions/criteria for previous courses apply throughout the curriculum.

#### KEY:

- Courses are listed in numerical order
- (F) Face-to-face
- (O) Online
- (H) Hybrid (combination of face-to-face and online)
- (CL) Concurrent enrollment in a Clinical Section is required
- (#:#:#) First # represents the number of credit hours, Second # represents the number of lecture hours per week, Third # represents the number of clinical hours per week
- \* Elective Courses are offered at select times as faculty and interest are present
- (V) Variable Credit

## Graduate Programs Course Descriptions Course Descriptions

**NURS 5060 Individual Studies (0-6:0:0-6,O)** Designed to meet special needs and interests of a student who proposes a specific plan of study. Course varies from 1-6 semester hours and course may be repeated as topic and/or objective of study changes.

**NURS 5101 The Advanced Practice Nurse Role for the Post-MSN APRN Student (1:1:0,O)** This course is designed for the student who has completed an MSN or DNP in a non APRN role. Content focuses on nurse practitioner competencies and role development including scope of practice, legal and ethical considerations, quality improvement and financial considerations.

**NURS 5120 Specialty Practice: PMH-BSN-DNP (1:0:1,O)** Prerequisites: NURS 5207. This clinical course of 52.5 clinical hours provides the student with additional experiences in a focused area of practice to further enhance critical thinking and decision-making skills within a specific area of clinical practice

**NURS 5131 Informatics I: Foundations of Nursing Informatics Specialization: Theories of Practice (1:1:0,O)** This course explores the intersection of computer science by focusing on the role in functional areas of essential nursing informatics, interdisciplinary teams, evidence-based practice, patient centered care, quality improvement, and population health, and regulatory compliance.

**NURS 5171 Nurse-Midwifery V: Neonatal Care (1:1:0,O)** Prerequisites: NURS 5308 and NRP certification. This course examines the midwifery management of newborn care from birth through the first month of life, ensuring the stabilization and ongoing transition of the neonate, according to standards of care. Stabilization is followed by continued surveillance and development of a plan of care with the appropriate use of resources. Topics include the influences of perinatal history, newborn transition, the physical exam, nutrition, developmental care, discharge process, and health maintenance visits. Integrated within these topics are common screening diagnostics, pharmacotherapeutics, deviations from normal, and complications. Population health and national quality guidelines are interwoven throughout the course. Select clinical skills are practiced through simulated experiences.

**NURS 5200 Essentials of Pediatric Acute Care (2:2:0,O)** (Prerequisite: NURS 5309) This course introduces theoretical and research-based knowledge of assessment, diagnosis, and treatment of pediatric patients with acute and chronic health problems. Emphasis is on the Pediatric Acute Care Nurse Practitioner (PNP-AC) role and scope of practice caring for acutely, chronically, and complexly ill patients across the pediatric continuum. Students develop entry level competency in procedural skill and paradigms of discovery specific to pediatric acute care practice management of the chronically/acutely ill child while acquiring health promotions and disease prevention knowledge.

**NURS 5201 Telehealth and Rural Service Delivery (2:2:0,O)** This course provides the foundation for establishing a telemental health practice to improve access for individuals in rural and underserved communities. Technology requirements along with ethical and legal standards will be addressed. Business principles, cost containment, coding, reimbursement and outcome measurement will be covered. The nurse practitioner as leader and patient advocate in analyzing the effect of health care policy on accessibility, accountability, and affordability will be emphasized.

**NURS 5202 Psychotherapeutic Modalities with Individuals, Families and Groups across the Lifespan (2:2:0,O)** (Prerequisites: Admission to TTUHSC advanced practice nursing track) This course introduces students to the theory and practice of psychotherapeutic modalities as interventions in promoting mental health with individuals, couples, families and groups. The selection of evidence-based psychotherapeutic modalities and cultural considerations will be addressed to provide value-based, patient-centered care.

**NURS 5203 Neuroscience & Epigenetics: A Lifespan Approach (2:2:0,O)** (Prerequisite: NURS 5345) This course presents the latest developments in neuroscience and epigenetics as they relate to psychiatric symptom expression and symptom management throughout the lifespan. Emphasis is placed on neuroanatomical, neurophysiological and epigenetic mechanisms that impact mental health.

**NURS 5204 Psychopharmacology (2:2:0,O)** Prerequisites: NURS 5343 Pharmacotherapeutics for Nurses in Advanced Practice & NURS 5345 Advanced Practice Nursing: Application of Pathophysiology. This course builds on the student's knowledge of pharmacokinetics, pharmacodynamics, pharmacotherapeutics and neuroscience in the use of pharmacological and complementary therapies in the targeted management of psychiatric symptoms

across the lifespan. Monitoring physiologic and psychiatric treatment response, the use of genetic testing and prevention of comorbid health conditions will be addressed.

**NURS 5205 Nurse-Midwifery II : Gynecological Care (2:2:0,O)** Prerequisite: NURS 5308. This theoretical course examines the midwifery management of care for women presenting for well-woman and gynecologic services. It expands knowledge of female growth and development, health promotion based on best practices, national quality guidelines, gynecologic anatomy and physiology, the gynecologic history and physical examination, and periodic screening and health maintenance. Study of clinical care based upon the Hallmarks of Midwifery includes well-woman and gynecologic topics. Following the midwifery management process, the course will focus on the history and physical exam, selected diagnostic procedures, non-pharmacologic therapies, pharmacologic therapies, and follow-up strategies. Research skills will be further developed through course discussions. Financial acumen and information technology skills will be enhanced through course assignments. Clinical skills will be practiced through simulated experiences.

**NURS 5207 Diagnostics and Management I: Advanced Mental Health Assessment Across the Lifespan (2:2:0,O)** Prerequisites: 5345, 5343, 5342. This course provide the foundation for advanced comprehensive mental health assessment, differential diagnosis and management of clients across the lifespan. Culturally sensitive approaches in the development of a therapeutic alliance are emphasized. The role of laboratory diagnostics and neuroimaging in psychiatric conditions will be critically analyzed.

**NURS 5220 Critical Care Pharmacology (2:2:0,O)** This graduate course provides the advanced practice nurse with the knowledge needed to select and prescribe pharmacological interventions with a focus on acute and critical health conditions across the lifespan. Building on the student's previous knowledge of pharmacodynamics and pharmacokinetics, students will utilize evidence-based research to guide safe prescribing practices for patients managed in a variety of acute care settings.

**NURS 5270 Nurse-Midwifery III: Antepartum and Postpartum Care (2:2:0,O)** Prerequisite: NURS 5308. This theoretical course examines the application of the midwifery management process in the provision of comprehensive women's preconception, prenatal, and ambulatory postpartum care, with a focus on normal childbearing. It emphasizes the assessment for maternal/fetal well-being and ambulatory postpartum with screening for deviations from normal that would require consultation/collaboration and/or referral. Management strategies include diagnostics, non-pharmacologic therapies, pharmacologic therapies, and interprofessional relationships. Educational needs and social/cultural contexts are also included. Clinical skills will be practiced in simulated experiences.

**NURS 5308 Nurse-Midwifery Practice I: Primary Care of Women (3:3:0,O)** Prerequisites: NURS 5343; NURS 5345; Co-requisites or Prerequisites: NURS 5342. This course expands knowledge of the professional responsibilities of certified nurse-midwives. The course then explores theoretical knowledge of the nurse-midwifery management of primary health screening, health promotion, and care of women from the peri-menarchal period through the lifespan, based on professional philosophy, the Hallmarks of Midwifery, and the midwifery management process. Building on a scientific foundation in anatomy and physiology, growth and development, epidemiology, nutrition, pharmacology, health education, and bioethics, the student will gain knowledge in primary care. Selected diagnostic procedures, non-pharmacologic therapies, and pharmacologic therapies for the treatment of common health problems and deviations from normal will be studied, as well as the introduction of select skills for clinical practice. The financial implications and use of information technology in quality driven, value-based primary care will be interwoven throughout the course. Clinical skills will be practiced through simulated experiences.

**NURS 5309 Foundations of the Well Child (3:3:0,O)** This course provides an overview of major concepts, theories, and research related to human development from birth to young adulthood as a foundation for APRN practice. The course will focus on age specific milestones and implications for counseling, disease prevention, and health promotion based on national guidelines. Significant attention will be placed on the exploration of growth and development, nutrition, genetic/genomics, psychosocial, socioeconomic, cultural and spiritual influences.

**NURS 5312 Foundations for Advanced Practice Nursing Role (3:3:0,O)** This didactic course explores the Advanced Practice Registered Nurse (APRN) role, including the evolution of the role, current and continuing issues relevant to advanced practice nursing and clinical practice.

**NURS 5313 Leadership in Nursing Education I: The Role of the Nurse Educator (3:3:0,O)** The course focuses on the nurse educator role in multiple settings through the foundational components of learning principles, pedagogical approaches, scholarship and legal and ethical issues in education.

**NURS 5315 Leadership in Nursing Education II: Best Practices for Curriculum Development and Program Evaluation (3:3:0,O)** (Prerequisite or concurrent enrollment: 5314) This course focuses on concepts and components of course development, implementation, evaluation, and revision in academic, continuing nursing education, or staff development settings will be emphasized as critical elements of the nurse educator role.

**NURS 5316 Leadership in Nursing Education III: Best Practices in Assessment and Measurement (3:3:0,O)** Pre-requisites: NURS 5314 & NURS 5315) This course focuses on the concepts of systematic assessment, test blueprint development, critical thinking test item development, NCLEX-RN exam, interpreting test results, and grading plan development in academic, continuing nursing education, or professional development settings as critical elements of the nurse educator role.

**NURS 5317 Comprehensive Clinical Care (3:3:0,O)** (Prerequisite: MSN student enrolled in the Nursing Education track) Utilizing knowledge and skills from the core curriculum, this course builds on the opportunity for the nurse educator to employ the skills of risk analysis, complex care planning with multiple disciplines, skillful use of technology for care coordination as well as efficient use of resources for quality patient care, staff and student development.

**NURS 5318 Simulation and Clinical Teaching (3:2.5:1.5,O)** This course encompasses the use of simulation, clinical skills, and clinical teaching in nursing education, professional development, and continuing education. The course will cover the development of simulation activities, debriefing, and hands on experience conducting simulation exercises. Evidence and theoretical based methods of teaching in the simulation and clinical setting will be explored in this course.

**NURS 5319 Foundations for Care of the Sick Child (3:3:0,O)** Prerequisite NURS 5309. This didactic course focuses on the care of the sick child across the pediatric age spectrum. Necessary content expands primary health care, health promotion, and disease prevention, for assessment and management of common problems. The APRN role emphasizes the family-centered and development perspective.

**NURS 5320 Diagnostic Methods for the Advanced Practice Nursing Role (3:3:0,O)** This course focuses on clinical diagnostic reasoning and procedural skills for the Advanced Practice Registered Nurse (APRN). Students will use evidence-based research to appropriately gather, differentiate and manage clinical data for various health problems across the lifespan. Requires an on-campus skills lab.

**NURS 5324 Population Health: Essentials for Advanced Nursing Practice (3:3:0,O)** This course addresses the theoretical basis for population and environmental health, the principles of epidemiology, models/frameworks of health and health management systems and major population health concepts foundational to advanced nursing practice.

**NURS 5328 Public Health Informatics (3:2:3,O)** Public Health Informatics as an area of expertise was recently identified as a high priority for workforce and competency development, mainly due to rising challenges with infectious diseases globally. This course will develop students' understanding of public health informatics, the role of the public health informatics professional in public health, and health systems. Students will gain a solid foundation in public health data standards, data analytics for public health, community health assessment methods, and interoperability and health information exchange challenges.

**NURS 5332 Informatics II: Health Information Management and Knowledge (3:2:3,O)** This course establishes the major concepts with foundational emphasis on understanding nomenclature and vocabularies. Students will understand data transformation, beginning with raw sources and generating information, knowledge, and wisdom. This will be a practically oriented course with opportunity for hands on data analysis using healthcare data from the clinical setting, work with clinical decision support and analytic toolsets, and EHRs.

**NURS 5333 Informatics III: Information Technology (3:2:1,O)** This course addresses the nursing informaticist's role in computer science and in supporting hardware, software, communication, and network technologies. Human-computer interaction and related concepts are addressed. Practical hands-on experiences in programming and managing technical aspects of the healthcare information technology (HIT) support systems will reinforce the nursing informaticist's role in bridging technology and clinical gaps in communication.

**NURS 5334 Informatics IV: Health Information Technology Life Cycle (3:2:3,O)** (Prerequisite MSN student enrolled in the Nursing Administration or Nursing Informatics Specialty Track or Corequisites: NURS 5231, 5333) This course emphasizes the role of the nursing informaticist in system development life cycle (SDLC), mastering skills necessary for the role in all phases of the development life cycle of health information technology. The SDLC concepts covered include system planning, analysis, implementation, and testing. Competencies related to project management, system selection and deployment, as well as developing and deploying system requirements documentation, RFIs and RFPs will be covered.

**NURS 5335 Informatics V: Managing and Leading in Informatics (3:2:3,O)** (Pre or Corequisites: NURS 5333, 5334) This course will focus on the nursing informaticist's leadership role in organizations, as well as local, state and national policy agendas addressing an evolving utilization of health information technology and health information exchange within the industry. Additionally, the course will cover business management concepts necessary for nursing informaticists within the healthcare setting further emphasizing project management, strategic planning, budget planning and business planning processes. Quality improvement methods will be emphasized to enhance information systems through leading teams to achieve quality.

**NURS 5336 Project Management for Health Information Technology (3:3:0,O)** Project management is fundamental to the role of the nursing informaticist. This course will develop the students understanding of what a project is, and the role of the project manager, while building a solid foundation of the project management essentials. The student will gain a solid foundation in project management and a complete understanding of the multiple aspects of managing health information technology (IT) projects. The course will emphasize the role of the project manager, types of projects and organizations, stages of a project, terminology, and the process and interactive skills expected of a good project manager. There will be emphasis on the Systems Development Life Cycle framework and building competencies explicit to monitoring, tracking and managing a health IT project.

**NURS 5339 Pharmacology for Women's Health (3:3:0,O)** This course focuses on the application of pharmacokinetics, pharmacodynamics, and pharmacotherapeutics in the care for women across the lifespan and their newborns. Using an evidence-based approach, learners will develop rational, ethical decision-making skills for managing pharmacologic therapies.

**NURS 5342 Advanced Health Assessment (3:3:0,O)** Building upon basic physical assessment and history taking knowledge and skills, this course focuses on advanced practice nursing concepts in assessment, evidence-based health promotion and clinical reasoning processes. Requires on-campus OSCE.

**NURS 5343 Pharmacotherapeutics for Nurses in Advanced Practice (3:3:0,O)** This graduate course focuses on application of pharmacokinetic and pharmacodynamic principles to medication regimens for patients, male and female, across the life span. Students will utilize assessment data and evidence-based protocols to guide safe prescriptive decision-making in a master's prepared nursing role.

**NURS 5345 Advanced Practice Nursing: Application of Pathophysiology (3:3:0,O)** Study of the physiologic basis of disease for advanced practice nursing. Emphasis is on application of pathophysiologic concepts to the recognition of pathologic conditions and the management of clients with a variety of health problems across the life span.

**NURS 5346 The Nursing Administrator: Standards for Excellence (3:2.5:2,O)** This course provides an overview of the current, major forces driving nursing services toward quality and nursing administrators toward competence. The focus is to develop an appreciation for the numerous quality initiatives that influence how nursing leaders lead their areas of accountability toward better patient care.

**NURS 5351 Scientific Foundations of Advanced Nursing Practice (3:3:0,O)** This course focuses on developing an understanding of research and evidence-based processes as a foundation for using evidence to support advanced nursing practice. Research critique relevant to advanced practice nursing including qualitative and quantitative approaches are applied to clinical practice problems. Examination of instrument design and evaluation is highlighted. Advanced skills for the systematic evaluation of evidence for advanced nursing practice are developed and refined. Practice problems form the basis for examining evidence application in nursing.

**NURS 5352 Leadership for Healthcare (3:3:0,O)** This course engages the student in an examination of leadership concepts and theories, with an emphasis on skills that are critical to understanding the role of the leader in political advocacy and impacting health care systems and policies. Key issues will be presented within the framework of health care delivery systems, organizations, and evaluation of the impact on health. Special emphasis will be placed on the role of advanced practice nursing and its impact on policy for all, and in particular vulnerable populations. Principles of leadership will provide the foundation for integrating concepts of systems thinking, ethical and critical decision-making, communication, collaboration, negotiation, change facilitation, transparency, political advocacy and economics in the advanced practice nursing role.

**NURS 5353 Informatics, Quality and Safety (3:3:0,O)** This course prepares the student with foundational informatics and quality improvement skills. Students are engaged in the use of patient care, communication and other technologies to deliver, improve and coordinate care. Fundamental quality improvement methods to monitor, analyze, and prioritize outcomes using techniques such as: root cause analysis, failure mode effect analysis, workflow redesign, and control charts are introduced. Students gain knowledge and skills in evidence-based practice, human factors science and basic safety design principles relevant to optimizing technology for safe and effective care, while fostering a culture of safety within high reliability organizations.

**NURS 5385 Health Law Survey for the Nurse Executive (3:3:0,O)** (Pre-Requisite: MSN student enrolled in Nursing Administration specialty track) Students will explore legal issues and government regulations impacting the health care arena and the delivery of care. Topics in the law and impinging ethical issues are explored using court cases and clinical case studies.

**NURS 5386 Finance and Budgeting for Nurse Leaders (3:3:0,O)** (Prerequisite: MSN student enrolled in the Nursing Administration or Nursing Informatics Specialty track) This course is designed to provide graduate students with information and skills for developing budgets and managing financial issues in health care facilities, clinics, independent practice or a nursing unit.

**NURS 5402 BSN-DNP Psychotherapeutic Modalities with Individuals, Families and Groups across the Lifespan (4:4:0,O)** This course introduces students to the theory and practice of psychotherapeutic modalities as interventions in promoting mental health with individuals, couples, families and groups. The selection of evidence-based psychotherapeutic modalities and cultural considerations will be addressed to provide value-based, person-centered care. Prerequisites: Admission to PMHNP Program

**NURS 5410 Essentials of Acute Care (4:4:0,O)** This course is designed to introduce theoretical and research-based knowledge of assessment, diagnosis, and treatment of adult and geriatric patients with acute and chronic health problems by the Adult-Gerontology Acute Care Nurse Practitioner (AGACNP). Emphasis will be placed on the role and scope of practice of the AGACNP in caring for acutely, chronically, and complexly ill male and female patients across the adult-geriatric continuum. Students will develop entry level competency in procedural skill and paradigms of discovery specific to adult gerontology acute care practice. Management of the chronic and acutely ill patient will include acquiring knowledge related to health promotion and disease prevention.

**NURS 5440 Primary Care I (4:2:2,O)** (Prerequisites: NURS 5312, 5320, 5342, 5343, 5345, ACLS certification) This is a didactic and clinical course that builds upon concepts and skills derived from prerequisite courses. Advanced practice nursing (APRN) students will integrate theoretical and evidence-based knowledge of assessment, diagnosis, treatment, and evaluation of patients with acute and chronic health problems across the lifespan. The focus is on development of clinical reasoning and decision making skills necessary for the provision of safe and effective primary health care in the nurse practitioner role.

**NURS 5447 Administrative Role Development (4:3:5:2,O)** (Prerequisite: NURS 5346) The focus of this course is on creation of an effective workplace in which safe patient care can occur. The traditional elements of managing are the avenues through which learners gain insight into the effectiveness and influence of the administrative role.

**NURS 5448 Administrative Role Development: The Nurse Administrator as Leader (4:3:4,O)** (Prerequisite: NURS 5347) This course centers on interpreting the social and political impact on the organization and the issues that influence how the nurse administrator enacts the role of leader.

**NURS 5460 Adult-Gerontology Acute Care I (4:2:2,O)** (Prerequisites: NURS 5312, 5320, 5342, 5343, 5345, 5410, ACLS certification) This course is designed to develop a beginning theoretical and research based knowledge of assessment diagnosis and treatment of adult and geriatric patients with acute and chronic health problems. Emphasis will be placed on applying this knowledge to the assessment and management of both health and illness states including disease prevention. Clinical activities focus on enhancing health assessment skills, delineating differential diagnoses, and learning initial clinical management of clients experiencing acute and chronic health problems. The role and competencies of the Adult-Gerontology Acute Care Nurse Practitioner will be examined.

**NURS 5471 Nurse-Midwifery Integrated Clinical Practicum, Level A (4:0:14,O)** Prerequisites: NURS 5308, NURS 5205, and NURS 5270. In this precepted clinical course, the student applies the cognitive and clinical skills learned in N-M I, II, and III in the office/clinic setting, as well as becoming involved in the professional organization. In addition to "hands-on" skills in clinical practice, the student will apply skills of professional communication through documentation exercises and interprofessional activities. Research skills will be reinforced by initiating a literature review of peer-reviewed sources on emerging trends surrounding a clinical topic. The student will also learn to use relevant evidence-based mobile applications and websites for clinical practice. Additional skills learning and an objective simulated/structured clinical examination (OSCE) will be conducted in this course. Depending upon the clinical assignment, the student may have the opportunity to begin applying N-M IV skills during the latter part of the semester. Although semester clinical hours equate to 210 hours, you are evaluated on practice competency. Achieving competency may require more than the listed number of hours.

**NURS 5500 Pediatric Acute Care I (5:2:3,O)** (Prerequisites: NURS 5200, NURS 5309, NURS 5312, NURS 5320, NURS 5342, NURS 5343, NURS 5345) This course focuses on care of children with acute, complex acute, and chronic, illness across the entire pediatric age spectrum, from birth to young adult. Students will develop advanced practice skills in comprehensive assessment, diagnosis, and management strategies that reflect current evidence based practice. Students will have opportunities to implement the role of the acute care pediatric nurse practitioner across the continuum of care settings.

**NURS 5541 Primary Care II (5:2:3,O)** (Prerequisite: NURS 5440, ACLS certification) This course is a didactic and clinical course that builds upon the study of advanced practice nursing (APRN) concepts and skills derived in Primary Care I (NURS 5440). APRN students will integrate theoretical and evidence-based knowledge of assessment, diagnosis, management, and evaluation of patients with acute and chronic health problems across the lifespan. The course focuses on APRN role development and synthesis of data from a variety of sources to make clinical decisions regarding appropriate management, consultation, or referral necessary for the provision of safe and effective care.

**NURS 5561 Adult-Gerontology Acute Care II (5:2:0,O)** (Prerequisite: NURS 5460) This course is designed to build on major components critical to the knowledge of diagnosis, treatment, and evaluation of adult and geriatric patients with acute and chronic health problems. Clinical experiences include a spectrum of care ranging from disease prevention to acute and critical care management. Clinical practice focuses on research-based clinical decision-making process in close collaboration with preceptors.

**NURS 5580 Pediatric Primary Care I (5:2:3,O)** (Prerequisites: NURS 5309, NURS 5312, NURS 5319, NURS 5320, NURS 5342, NURS 5343, and NURS 5345) This is a didactic and clinical course building upon concepts and skills derived from prerequisite courses. Pediatric Nurse Practitioner Primary Care (PNP-PC) students will develop advanced practice skills in caring for children from birth through young adult including well child assessment and prevention/management of common pediatric acute illnesses and chronic conditions. Students will develop advanced practice skills in comprehensive assessment, diagnosis, and management strategies that reflect current evidence based practice. The focus is on development of critical thinking and decision-making skills necessary for the provision of safe and effective care of children.

**NURS 5581 Pediatric Primary Care II (5:2:3,O)** (Prerequisite: NURS 5580) This course emphasizes the role of the Primary Care Pediatric Nurse Practitioner (PC-PNP) in managing acute and chronic health conditions across the entire pediatric age spectrum from birth to young adult. The student will assimilate and apply knowledge from prerequisite courses. The focus on this course is to formulate diagnoses, develop family centered treatment and evaluation plans and use evidence to provide expert pediatric care.

**NURS 5600 Pediatric Acute Care II (6:2:4,O)** (Prerequisite: NURS 5500 and PALS certification) This course emphasizes the role of the Acute Care Pediatric Nurse Practitioner (PNP-AC) as a member of an interprofessional team managing complex acute, critical and chronic, illness across the entire pediatric age spectrum, from birth to young adult. The student will assimilate knowledge from prerequisite courses. Emphasis is placed on formulating diagnoses, treatment plans, and use of evidence to provide expert pediatric clinical care. The student will perform consultations and make referrals in a variety of setting.

**NURS 5603 Diagnostics & Management II: Evidence-Based Management of Adults with Mental Health Disorders (6:3:3,O)** (Prerequisites: NURS 5207, 5204, 5327. Pre or co-requisites: NURS 5202) This course provides the essential knowledge and theoretical foundations for assessing, diagnosing, and managing adult and geriatric clients who have dysfunctional coping patterns and psychiatric disorders. This course provides an integrated learning experience during which the student implements the role of the psychiatric-mental health nurse practitioner in the clinical setting utilizing current evidence-based practice guidelines along with targeted, individualized care management. Emphasis is given to mental health promotion and collaboration with clients, their support systems and the interprofessional team. (157.5 clinical hours)

**NURS 5604 Evidence-Based Management: Children & Adolescents with Mental Health Disorders (6:3:3,O)** (Pre-requisites: NURS 5207, 5204, 5327. Pre or corequisites: NURS 5202) This course provides the essential knowledge and theoretical foundations for assessing, diagnosing, and intervening in dysfunctional coping patterns and psychiatric disorders in children and adolescents. This course provides an integrated learning experience during which the student implements the role of the psychiatric-mental health nurse practitioner in the clinical setting utilizing current evidence-based practice guidelines along with targeted, individualized care management. Emphasis is given to mental health promotion and collaboration with the child and adolescent, their support system and interprofessional team. 157.5 clinical hours

**NURS 6001 Graduation Station (0:0:0,O)** Prerequisites: Student must be in their last semester of enrollment prior to graduation. Students are required to enroll in this course in the semester in which they are scheduled to graduate. The course serves as the vehicle for students to pay their graduation fee and complete the School of Nursing's Graduation Assessment. There is no tuition charged for this course, the student does not generate semester credit hours for the course, and the course is not graded.

**NURS 6030 Leadership in Education IV: Role and Practicum (3:5:7.5,O)** (Prerequisite: NURS 5313, 5315, 5316) Immersion in all leadership aspects of the faculty role in an academic, CE, or staff development setting with guidance of a preceptor.

**NURS 6102 Transition to Nurse-Midwifery Practice (1:1:0,O)** Prerequisite: NURS 6520. This course prepares the student for practice as a master's prepared certified nurse-midwife. All ACNM standard-setting documents are reviewed, as well as the legal basis of practice, current legislation, policies, and processes for entry into practice. The student is guided in the development of a professional resume' and writes an "Entry Into Practice" paper in preparation for seeking or formalizing one's first nurse-midwifery position.

**NURS 6110 DNP I: Project Identification (1:5:5,O)** DNP I Project Identification is the first course in a four course series that prepares students to conduct a final project in a focused area of practice inquiry. This course builds on the foundation laid in prerequisite coursework for students to identify their phenomenon of interest including key theories and concepts associated with their inquiry and development of a comprehensive literature review strategy.



During this course, students will complete a minimum of 37.5 DNP core clinical hours. These hours should be focused on making a formal identification of the DNP Project.

**NURS 6111 DNP II: Project Development (1:5:5,0)** Prerequisite: DNP I: Project Identification. DNP Project Development is the second course in a four course series that prepares the student to conduct a scholarly DNP project in an area of practice inquiry for improving health outcomes. During this course students develop the written proposal for the full implementation of the project including project design and methods, any system change, outcomes measurement and dissemination of findings. The student will work collaboratively with an approved faculty, site or organization. (37.5 Hours of non-patient care management clinical hours required).

**NURS 6200 DNP Role Transition I (2:2:0,0)** Prerequisites: DNP student status. The course is designed to provide students with the philosophy, background, and issues related to developing the DNP degree and range of roles. Students will have the opportunity to engage in a self-assessment of leadership strengths and emotional intelligence. Students will also develop a conceptual framework for the DNP role and action plans for self-knowing and reflective leadership, essential attributes of transformational leaders in complex health care systems.

**NURS 6201 DNP Role Transition II (2:2:0,0)** Prerequisites: N6200, N6310, N6320, N6325, N6330, N6340, N6345, N6344. In this course, students continue their transition to advanced nursing practice as DNP prepared leaders by integrating their conceptual framework and action plan for self-knowing and reflective leadership. By advancing their DNP Project, students continue to develop the competencies required for DNP-level practice and scholarship, which are essential for leading change to improve the health of populations.

**NURS 6207 BSN-DNP: Diagnostics and Management I: Advanced Mental Health Assessment Across the Lifespan (2:2:0,0)** Prerequisites: 5345, 5343, 5342. This course provides the foundation for advanced comprehensive mental health assessment, differential diagnosis and management of clients across the lifespan. Culturally sensitive approaches in the development of a therapeutic alliance are emphasized. The role of laboratory diagnostics and neuroimaging in mental health conditions will be critically analyzed.

**NURS 6243 Advanced Pharmacologic Management for Primary Care (2:2:0,0)** This course focuses on differentiating pharmacological treatment options for selected disease processes in primary care. Building on previous knowledge of pharmacodynamics and pharmacokinetics, students adapt evidence-based research to the individuals' unique characteristics to guide pharmacotherapy across the lifespan.

**NURS 6244 Advanced Practice Development (2:1:6,0)** This course prepares the DNP student to gain a deeper understanding of emerging knowledge and issues in a distinct specialty area related to the Capstone Project topic. The student will have the opportunity to engage in collaboration with other experts and specialists in the topic area and to develop advanced reasoning skills. Students will determine with faculty guidance specific goals for individualized advanced practice experiences.

**NURS 6304 Foundations for the Doctor of Nursing Practice APRN Role (3:3:0,0)** This didactic course explores the Advanced Practice Registered Nurse (APRN) role, including the evolution of the APRN and DNP roles, current and continuing issues relevant to advanced practice nursing and clinical practice. Leadership and professional competencies are also explored.

**NURS 6305 Scientific Foundation for the Practice Scholar (3:3:0,0)** In this course, students examine the scientific and philosophical foundations of the discipline of nursing within the context of advanced nursing practice. Students develop skills in critical appraisal of studies grounded in research and quality improvement perspectives. Examination of the ethical conduct of research and quality improvement forms the foundation for students to develop skills in clinical inquiry and scholarship.

**NURS 6310 Practical Application of Statistics in Health Care (3:3:0,0)** Prerequisites: Doctor of Nursing Practice program student. The course will provide the basics of statistical analysis, measurement theory and data management. The course will focus on the application of statistics to health services research and to clinical healthcare settings. The student will have hands-on experience using SPSS statistical software in computer labs with data preparation, statistical analysis, and data display. Statistical tests covered in the course will range from simple T-test through multiple regression with an introduction to statistical modeling. Fundamentals of biostatistics and quality improvement measurement methods will also be provided with application of use in hands on exercises.

**NURS 6318 Mental Health in Primary Care (3:3:0,0)** Prerequisites: Family Nurse Practitioner program student. This didactic course addresses the Advanced Practice Registered Nurse (APRN) role in the primary care setting in exploring the initial assessment and management of individuals, families and groups at risk for and experiencing psychiatric disorders. Theoretical and evidence based knowledge of assessment, diagnosis, and management of individuals and families at risk for and experiencing psychiatric acute and chronic psychiatric disorders are explored. The use of critical thinking, communication and decision-making skills necessary for provision of safe and effective primary mental health care across the lifespan within the family nurse practitioner role will be explored.

**NURS 6320 Systems Leadership for Effectiveness, Quality and Safety (3:3:1.5,0)** (Prerequisite: Doctorate of Nursing Practice student) The course will explore the scientific underpinnings of leadership, organizational effectiveness and quality improvement. Students will be provided with strategies and tools for transformational leadership and systems thinking in complex adaptive systems including effective communication, process analysis, measuring and tracking quality and safety data, and facilitating change to improve health outcomes.

**NURS 6321 Nurse-Midwifery IV: Intrapartum Care (3:3:0,0)** Prerequisites: NURS 5270, EFM certification. In this course, the student studies, analyzes, and applies the concepts of the midwifery management process to the intrapartum and immediate postpartum care of women. Using scientific fundamentals and the Hallmarks of Midwifery, the student examines labor triage, assessment and evaluation of maternal and fetal status, facilitation of physiologic labor progress, psychosocial support, pharmacologic and non-pharmacologic therapies, and birth attendance. Extra attention is placed on the pharmacotherapeutics surrounding the prescribing of opioids. In addition, the immediate management of postpartum healing and discomforts, as well as facilitation of lactation is studied. Management of emergencies and deviations from normal are also introduced. The health policy and fiscal implications associated with care management are interwoven throughout the course. Clinical skills will be introduced in simulated experiences.

**NURS 6325 Informatics & Technology to Improve Health Care (3:3:1.5,0)** Prerequisites: DNP program student. The course will explore health care informatics and apply quality improvement methods to optimize health information technology for improving efficiency, patient safety, quality and the health of the population. Students will appraise information technology and research methods to collect appropriate and accurate data to generate evidence for practice and to inform and guide the design of databases and systems that generate meaningful information for patient care and contribute to industry standards. The role of the DNP is emphasized and students gain advanced skills in applying quality improvement science to optimize technology for safe and effective care, while fostering a culture of safety within high reliability organizations. Regulatory requirements and policies that influence the US healthcare system provide the foundation for analysis of the importance of the healthcare information technology infrastructure. Students explore the critical role of DNP-prepared nurses as members and leaders of Interprofessional teams to transform the healthcare delivery systems with strategies to effectively and efficiently deploy healthcare information technologies. Students examine common challenges with health IT, design strategies to improve care, measure the effectiveness, as well as examine new and emerging point of care technologies (e.g. nanotechnology, genomics, mobile, telehealth).

**NURS 6326 Rural Health and Telehealth Service Delivery (3:3:0,0)** This course facilitates dialogue and collaboration among health science students in addressing patient management issues in rural and medically underserved health care settings. The course provides the foundation for establishing telehealth services to improve access to care through exploration of health care barriers and benefits. The student will understand the role and integration of technology in patient care and evaluation of outcomes.

**NURS 6330 Evidence-Based Inquiry I (3:3:0,0)** Prerequisites: Doctor of Nursing Practice program student. In this course, students develop competence in scholarly inquiry and appraisal and synthesis of research and other evidence as the foundation for leading sustainable change that improves the health of

populations. They explore a clinical/practice topic or phenomenon of interest, the current evidence, and strategies to address the topic or phenomenon of interest.

**NURS 6340 Advancing Policy and Politics in Health Care (3:3:1.5,O)** (Prerequisite: Doctorate of Nursing Practice student) The course provides opportunities for nursing leaders to value the political processes that influence policy decisions through analyzing public policies, health policies, and legislation at the organizational, local, state, national, and international level. This course includes opportunities to advocate and participate in political and policy-making processes for a health issue in the student's area of interest and career trajectory.

**NURS 6343 Advanced Pharmacologic Management for Primary Care (3:3:0,O)** This course focuses on differentiating pharmacological treatment options for selected disease processes in primary care. Building on previous knowledge of pharmacodynamics and pharmacokinetics, students adapt evidence-based research and practice guidelines to the individuals' unique characteristics to guide pharmacotherapy across the lifespan.

**NURS 6345 Population Health and Epidemiology (3:3:0,O)** (Prerequisite: Doctorate of Nursing Practice student) This course provides a comprehensive investigation into the application of public health and epidemiology principles. Emphasis will be placed on using technologically advanced clinical information systems that aggregate patient data so that group and/or population-based clinical profiles, practice patterns and variations, genetic problems, and health disparities can be identified, analyzed and compared to regional and national benchmark norms and data bases.

**NURS 6350 Financial Intelligence for the DNP Leader. (3:3:0,O)** (Prerequisite: Doctorate of Nursing Practice student) The course is designed to increase the nurse leaders understanding of health care economics and financing mechanisms as well as to advance skills in managing financial issues, developing budgets, making sound financial decisions, and managing projects to achieve strategic goals in health care. Students will gain hands-on experience in analyzing financial statements, developing business plans, establishing procedures for accurate charging mechanisms, and educating patient care teams on financial implications of patient care decisions.

**NURS 6353 Financial Intelligence for the APRN DNP Leader (3:3:0,O)** The course will explore the financial and business aspects of health care practice related to the delivery of services by DNP APRNs. Students will examine the supply and demand of healthcare economics, implications for access, cost of care, and quality of outcomes. This will include the structure and flow of healthcare billing, coverage through public mechanisms (Medicare and Medicaid), private insurance, and regulations pertaining to coding/billing. DNP APRN students will appraise and evaluate the financial implications of healthcare, develop entrepreneurship skills, and understand strategies influencing optimal patient outcomes. Prerequisite: Bachelor of Nursing (BSN) to Doctorate of Nursing Practice (DNP) student

**NURS 6410 Application of Administrative Practice (4:1:12,O)** (Prerequisites: Successful completion of the administrative course sequence; authorization from a clinical agency willing to support the practice experience) This course provides learners with the opportunity to implement ideas into a practice setting. It is designed to allow learners to use ideas from the literature, their peers, conferences and other approved sources to create an application project designed to change practice from a clinical or administrative perspective.

**NURS 6439 Primary Health Care I (BSN-DNP) (4:2:2,O)** Prerequisite(s): NURS 5312, NURS 5320, NURS 5342, NURS 5343, NURS 5345; ACLS must be current. This is a didactic and clinical course that builds upon concepts and skills derived from prerequisite courses. Advanced practice nursing (APRN) students will integrate theoretical and evidence-based knowledge of assessment, diagnosis, treatment, and evaluation of patients with acute and chronic health problems across the lifespan. The focus is on development of clinical reasoning and decision making skills necessary for the provision of safe and effective primary health care in the APRN role.

**NURS 6440 Informatics VI: Practicum (4:1:9,O)** (Pre or Corequisites: NURS 5334, 5335) This practicum experience is designed to be a comprehensive and integrated application of the curriculum which will allow the students to demonstrate professional competency in nursing informatics in a clinical health information technology specialty area of interest. The clinical field experience will be focused on a Capstone major project deliverable involving practice oriented research, quality improvement, clinical decision support, analytics, programming or other major project in specialty area of interest approved by faculty.

**NURS 6500 Interprofessional Collaboration in Mgmt of Complex Psychiatric Patients Across the Lifespan (5:2:3,O)** Prerequisites: NURS 5603 & 5604; Pre or Co-requisite NURS 5201. This capstone course focuses on interprofessional collaboration in the management of clients with complex and comorbid mental health disorders including crisis interventions and stabilization. Additionally, the prevention and management of co-occurring chronic health conditions such as diabetes, heart disease and COPD will be addressed in optimizing the client's overall health. 157.5 clinical hours

**NURS 6520 Nurse-Midwifery Integrated Clinical Practicum, Level B (5:0:17.5,F)** Prerequisite: NURS 6321, EFM, NRP. In this precepted clinical course, the student applies the cognitive and clinical knowledge learned in N-M I-IV, with the major focus on care of the childbearing woman. In the second half of the semester, the student will begin applying N-M V (neonatal) knowledge as well. In addition to "hands-on" skills, the student will apply skills of professional communication through documentation and verbal reporting exercises, as well as an illustrative case study paper. The student will also participate in monthly virtual faculty/student clinical rounds and professional service/community activities. Expanding on the previous level A practicum, the student will gain proficiency in the use of relevant mobile apps and websites for clinical practice, as well as developing evaluation expertise related to labor progress, labor support, pharmacotherapeutic use, and fetal evaluation. Additional skills learning and an objective simulated/structured clinical examination (OSCE) will be conducted during this course. Although semester clinical hours equate to 262.5 hours, you are evaluated on practice competency. Achieving competency may require more than the listed number of hours.

**NURS 6541 Primary Health Care II (BSN-DNP) (5:2:3,O)** Prerequisites: NURS 6439; ACLS must be current. This is a didactic and clinical course that builds upon the study of advanced practice nursing (APRN) concepts and skills derived in Primary Care I. APRN students will integrate theoretical and evidence-based knowledge of assessment, diagnosis, management, and evaluation of patients across the lifespan. This course focuses on APRN role attainment, reflecting challenges, barriers, and strategies for successful role implementation.

**NURS 6603 Diagnostics and Management II: Evidenced-based Management of Adults with Mental Health Disorders (6:3:3,O)** This course provides the essential knowledge and theoretical foundations for assessing, diagnosing, and managing adult and geriatric clients who have dysfunctional coping patterns and psychiatric disorders. This course provides an integrated learning experience for the student to implement the role of the psychiatric-mental health nurse practitioner in the clinical setting utilizing current evidence-based practice guidelines along with targeted, individualized care management. Emphasis is given to mental health promotion and collaboration with clients, their support systems and the interprofessional team.

**NURS 6604 Diagnostics and Management III: Evidenced-based Management of Children and Adolescents with Mental H (6:3:3,O)** This course provides the essential knowledge and theoretical foundations for assessing, diagnosing, and intervening in dysfunctional coping patterns and psychiatric disorders in children and adolescents. This course provides an integrated learning experience during which the student implements the role of the psychiatric-mental health nurse practitioner in the clinical setting utilizing current evidence-based practice guidelines along with targeted, individualized care management. Emphasis is given to mental health promotion and collaboration with clients, their support systems and the interprofessional team.

**NURS 6610 Nurse-Midwifery Clinical Immersion Practicum (6:0:21,O)** Prerequisite: NURS 5471 and NURS 6520. In this precepted clinical course, the student synthesizes previously learned theory and clinical knowledge, providing comprehensive, full scope basic nurse-midwifery care according to the ACNM Standards of Practice and Code of Ethics. In addition to "hands-on" skills, professional presentations and peer review of selected activities will be conducted. Review activities to prepare the student for national certification board examination will also be offered. An objective simulated/structured clinical examination (OSCE) and proctored "Mock Board" comprehensive exam will be administered during this course. Although semester clinical hours equate to 315 hours, you are evaluated on practice competency. Achieving competency may require more than the listed number of hours.

**NURS 6652 Adult-Gerontology Acute Care Practicum (6:1:5,O)** (Prerequisite: NURS 5561, 5460) This course emphasizes clinical practice and role

development to prepare the graduate to implement the full scope of the Adult-Gerontology Acute Care NP role. Clinical activities allow for immersion in the advanced practice nursing role. Function and responsibility on selected topics of the advanced practice role are addressed.

**NURS 6660 Family Nurse Practitioner Practicum (6:1:5,O)** (Prerequisites: NURS 5440, 5541, ACLS must be current) This course provides a clinical immersion experience to integrate and synthesize the APRN role. APRN students will integrate theoretical and evidence-based knowledge of assessment, diagnosis, management, and evaluation of patients with increasingly complex acute and chronic health problems across the lifespan. Issues related to APRN responsibilities and competencies are addressed.

**NURS 6680 Pediatric Nursing Practicum (6:1:5,O)** (Prerequisites: NURS 5312, NURS 5320, NURS 5342, NURS 5343, NURS 5345, NURS 5581) This course provides a clinical immersion experience to integrate and synthesize the Advanced Practice Registered Nurse (APRN) role for the Primary Care Pediatric Nurse Practitioner (PC-PNP). Issues related to APRN responsibilities, competencies and scope of practice for the PC-PNP are included.

**NURS 6690 Pediatric Acute Care III (6:1:5,O)** (Prerequisites: NURS 5600 and PALS certification) This course provides a clinical immersion experience to integrate and synthesize the Advanced Practice Registered Nurse (APRN) role for the Acute Care Pediatric Nurse Practitioner (PNP-AC). Issues related to APRN responsibilities, competencies, and scope of practice for the PNP-AC are included.

**NURS 7110 DNP III: Project Implementation (1:5:5,O)** DNP Project Implementation is the third course in a four course series that prepares the student to conduct a scholarly DNP project in an area of practice inquiry for improving health outcomes. During this course, the DNP project will be implemented. Prerequisite: DNP II: Project Planning and Development

**NURS 7111 DNP IV: Project Evaluation and Dissemination (1:5:5,O)** DNP Project IV Evaluation and Dissemination is the fourth and final component of the DNP project culminating in the evaluation of project outcomes and a podium presentation to faculty and peers. Additionally the student will select one state, national or international conference for abstract submission for a poster or podium presentation and one journal for manuscript publication. Prerequisite: DNP III Project Implementation

**NURS 7299 The DNP Role in Complex Care (2:2:0,O)** This seminar course facilitates dialogue and collaborations among BSN to DNP nurse practitioner students in addressing management issues in complex patients from the micro-system through macro-system levels. Students will present complex patients from practice and facilitate an analysis of health care barriers and gaps including policies, health systems, health care financing and legal and ethical issues that impact outcomes.

**NURS 7310 Health Innovations in Chronic Illness (3:1:2,O)** Prerequisites: Concurrent enrollment in or completion of core leadership courses and core evidence-based science courses. The course provides the opportunity for advanced exploration of theory, cultural influence, environmental exposures, and evidence-based research for the prevention, management and palliative care of chronic conditions. Students will apply and evaluate theories and principles of chronic illness for individuals, groups and populations in rural and/or urban settings.

**NURS 7311 Leading Teams in Complex Health Care Environments (3:1:2,O)** (Prerequisites: Concurrent enrollment in or completion of DNP core leadership courses and DNP core evidence-based courses) Leading and managing interprofessional groups, as well as nursing groups, is a critical leadership skill. Numerous strategies exist to develop teams. This course focuses on knowing oneself as a leader, forecasting future needs, understanding the team, coaching others, balancing data driven decisions with innovation, and valuing the complexity of the evolving healthcare environment.

**NURS 7321 Health Care Economics and Finance (3:3:0,O)** (Prerequisites: Concurrent enrollment in or completion of DNP core leadership courses and DNP core evidence-based courses) This course is designed to provide an in-depth look at the economics of U.S. health care and major issues that have prompted the current attempt at health care reform. Health care represents nearly fifteen percent of the U.S. Gross Domestic Product, and more importantly, has profound effect on almost all individuals. Resources in the health care industry are scarce and a source of conflict. This course will attempt to utilize many traditional tools of economics to illustrate how limited resources can be applied to the health care sector. Additionally, certain health care related topics pertaining to other industrialized and developed countries will be discussed. Students will be introduced to a variety of economic theories, models and tools that will facilitate the understanding of the breadth of subjects introduced during the semester.

**NURS 7331 Population Health at the Organizational and Public Policy Level (3:2.5:4.5,O)** Prerequisites: Concurrent enrollment in or completion of core leadership courses and core evidence-based courses. The course prepares nurse leaders in the DNP role with the skills to evaluate care delivery models and strategies related to community, environmental, occupational, cultural, and socioeconomic dimensions of health. Students will learn to access and analyze population-level health data, design evidence-based interventions at the organizational and public policy level and predict and analyze outcomes to improve population health.

**NURS 7332 Evidence Based Inquiry II (3:3:0,O)** (Prerequisite: NURS 6330) The course will build on Evidence Based Inquiry I, refining the student's ability to evaluate and synthesize evidence for integration into clinical practice. Emphasis will be placed on translating the evidence into actual clinical or management practice as well as creating an environment for the integration of evidence based practice within an organization. Students will further develop their capstone project in this course.

**NURS 7334 DNP Integrating Community Mental Health Concepts into Health Care Systems (3:3:1,O)** Prerequisites: DNP student status. This course provides theoretical and clinical experience designed to improve the student's ability to analyze and impact political, legal, and ethical issues inherent in the mental health care system today. Students will focus on recognition of mental health issues and care disparities encountered in the DNP role. Students will utilize a population-based approach to reduce stigma, promote advocacy, and identify and recommend changes needed to improve the overall quality of care, treatment and other services for at-risk communities.

**NURS 7352 DNP Project Seminar & Practice Immersion (3:1:2,O)** (Prerequisites: Completion of advanced APN or executive leadership specialization courses) This seminar designed course focuses on the culmination of a DNP scholarly project and integration of the competencies of a DNP leader. Students complete 144 hours of clinical/practice immersion and engage in advanced nursing practice experiences to (a) complete and disseminate a DNP Project; (b) lead sustainable systems change that improves population health; and, (c) achieve competence in the eight American Association of Colleges of Nursing (AACN) (2006) DNP Essentials.

**NURS 7353 The FNP Role in Caring for Special Populations in Primary Care (3:2:1,O)** This didactic and clinical course allows students to care for patients within a population of interest in the primary care realm. Students will present complex patients from practice and facilitate an analysis of health care barriers including policies, health care financing and legal and ethical issues that impact outcomes.

**NURS 7450 DNP Advanced Practicum I (4:2:2,O)** This course provides Doctor of Nursing Practice students the beginning of their final immersion experiences in their population focused area of clinical practice to move them from competent to proficient in the APRN role. Students will analyze systems to advance evidence-based principles, patient safety, inter-professional teamwork, and continuous learning.

**NURS 7451 DNP Advanced Practicum II (4:1:3,O)** This course provides Doctor of Nursing Practice students further clinical immersion, allowing them to continue to care for patients within a population focused area of clinical practice and to facilitate improvement of competencies in the APRN role. Students will incorporate leadership principles in collaborating with members of the healthcare team, applying a systems-based approach to clinical practice.

**NURS 7452 DNP Advanced Practicum III (4:1:3,O)** This course provides Doctor of Nursing Practice students with an immersion experience in population focused clinical practice, enabling them to further build competencies in direct patient care. This course facilitates dialogue and collaboration among APRN students and members of the healthcare team in addressing issues in complex patients from the microsystem through macrosystem levels.

**NURS 7500 Diagnostics and Management IV: Interprofessional Collaboration in Management of Complex Psychiatric (5:2:3,O)** This course focuses on interprofessional collaboration in the management of clients with complex and co-morbid mental health disorders across the lifespan including crisis interventions and stabilization. Additionally, the prevention and management of co-occurring chronic health conditions such as diabetes, heart disease and COPD will be addressed in optimizing the client's overall health.

**NURS 7660 Family Nurse Practitioner Practicum BSN-DNP (6:1:5,O)** Prerequisites: NURS 6439, NURS 6541, ACLS must be current. This course provides a clinical immersion experience to integrate and synthesize the APRN role. APRN students will integrate theoretical and evidence-based knowledge of assessment, diagnosis, management, and evaluation of patients with increasingly complex acute and chronic health problems across the lifespan. Issues related to APRN responsibilities and competencies are addressed.

# Rural Community Health and Global Health

## Rural Community Health and Global Health

### Interprofessional Certificates

#### Purpose

The purpose for certificates is to meet the supplemental education needs of professionals. As jobs and job-related responsibilities change, a person often needs additional training in a specific area. A certificate program is a set of courses providing in-depth knowledge in a subject matter.

## Overview

#### Certificate in Rural Community Health

The Interprofessional Certificate in Rural Community Health is designed for professionals practicing or planning to practice in rural counties. Upon completion of the Rural Community Health Certificate, graduates will have the necessary knowledge and skills to excel in a variety of settings in medically underserved areas around the world. This online interprofessional certificate in Rural Community Health is completed in 12 semester credit hours. A 67.5 hour clinical field experience in the principle area of interest is expected as part of the program requirements.

#### Certificate in Global Health

The Interprofessional Certificate in Global Health is designed for professionals practicing or planning to practice in developing countries. Upon completion of the Global Health Certificate, graduates will have the necessary knowledge and skills to excel in a variety of settings in medically underserved areas around the world. This online interprofessional certificate in Global Health is completed in 12 semester credit hours. A 67.5 hour clinical field experience in the principle area of interest is expected as part of the program requirements.

## Interprofessional Certificate Application and Admission Information

Semester	Application Open	Application Deadline
Fall	September 1	August 1

#### Certificate Application Deadlines

Consideration for admission is given to applicants meeting all admission criteria who submitted all admission requirements by the application deadline as noted below.

#### Admission Requirements

All applicants must complete and submit an online application as directed on the Interprofessional Certificate [website](#). All applicants must meet requirements listed below for admission consideration:

- Personal statement

- Letters of reference (3)
- Official transcripts from all colleges/ universities attended
- 3.0 GPA
- A resume or CV is required
- Students enrolled at another institution are required to provide a letter of good standing

**Non-Academic Admission Considerations**

- Ability to perform capably in positions of responsibility for self and others
- Extracurricular activities
- Diversity of experience, such as study abroad, knowledge of other cultures, proficiency in other languages
- First-generation college student
- English as a second language
- Prior enrollment at Texas Tech University
- Evidence of leadership in professional organizations, committees, etc.
- Military service
- Permanent resident of TTUHSC service area county All applicants will be reviewed in an individual and holistic manner. No single factor will determine a student’s admission.

## Additional Requirements for Prospective Students

**Computer Requirements**

See **Computer Requirements** under the Student Information section of this catalog.

**Criminal Background Checks**

See **Criminal Background Check Requirements** under the Eligibility Requirements section of this catalog.

**Immunizations**

See **Immunization Requirements** under the Eligibility Requirements section of this catalog.

**Drug Screening**

Drug screenings may be necessary if required by the clinical institution site. The cost of all drug screens are the responsibility of the student. See **Drug Screening Requirements** under the Eligibility Requirements section of this catalog.

# Course Requirements for Rural Community Health and Global Health Interprofessional Certificates

## Interprofessional Certificate in Rural Community Health

(Total Credit Hours Required for Completion - 12)

Required Courses	

Number	Course Name	Credits
NURS 5420	Foundations of World Health	(4:4:0 O)
NURS 5421	Issues in World Health	(4:4:0 O)
NURS 5422	Practicum: Application of the World Health Concepts, CL	(4:3:1.5 O)

## Interprofessional Certificate in Global Health

(Total Credit Hours Required for Completion - 12)

Required Courses		
Number	Course Name	Credits
NURS 5420	Foundations of World Health	(4:4:0 O)
NURS 5421	Issues in World Health	(4:4:0 O)
NURS 5422	Practicum: Application of the World Health Concepts, CL	(4:3:1.5 O)

### KEY:

- (F) Face-to-face
- (O) Online
- (H) Hybrid (combination of face-to-face and online)
- (CL) Concurrent enrollment in a Clinical Section is required
- (#:#:#) First # represents the number of credit hours, Second # represents the number of lecture hours per week, Third # represents the number of clinical hours per week
- \* Elective Courses are offered at select times as faculty and interest are present
- (V) Variable Credit

## Rural Community Health and Global Health Course Descriptions

**NURS 5420 Foundations of World Health (4:4:0,O)** This course provides a conceptual and ethical foundation for rural community and global health practice. Students are introduced to the fundamental social, political, and economic determinants of health in rural communities and developed/developing countries. A multi-professional approach to teaching the course concepts is employed.

**NURS 5421 Issues in World Health (4:4:0,O)** The course focuses on the rural/global burden of disease and the pattern of disease variations within and among communities/countries. The course explores management of disease and the empowerment of people within their communities to manage their health with limited resources. A multi-professional approach to teaching the course concepts is employed.

**NURS 5422 Practicum: Application of the World Health Concepts (4:3:1.5,H)** This course focuses on clinical application for improving health in rural/global health communities. Students will complete a project and clinical experience in an approved global/rural health setting under the supervision of the TTUHSC faculty member.

# School of Nursing Faculty

## Full Time

Last Name	First Name	Title	Degrees
Acton	Cindy	Associate Professor and Program Director, MSN Administration Track	DNP, Case Western Reserve University; MSN, West Texas A&M University; BSN, West Texas A&M University
Acton	Cindy	Associate Professor and Program Director, MSN Administration Track	DNP, Case Western Reserve University; MSN, West Texas A&M University; BSN, West Texas A&M University
Allen	Patricia	Professor and Associate Dean/Department Chair for Leadership Studies	EdD, Florida International University; MSN, Catholic University of America; BSN, Old Dominion University
Allen	Patricia	Professor and Associate Dean/Department Chair for Leadership Studies	EdD, Florida International University; MSN, Catholic University of America; BSN, Old Dominion University
Ashcraft	Alyce	Professor and Associate Dean for Research and Scholarship, Roberts Endowed Practicship in Nursing	PhD, University of Texas at Austin; MSN, University of Texas at Arlington; BSN, Texas Woman's University
Ashcraft	Alyce	Professor and Associate Dean for Research and Scholarship, Roberts Endowed Practicship in Nursing	PhD, University of Texas at Austin; MSN, University of Texas at Arlington; BSN, Texas Woman's University
Ashley	Morgan	Assistant Professor	MSN, Liberty University; BSN, York College of Pennsylvania
Ashley	Morgan	Assistant Professor	MSN, Liberty University; BSN, York College of Pennsylvania
Baker	Rebecca	Instructor	MSN, Texas Tech University Health Sciences Center; BSN, University of Texas at Arlington
Baker	Rebecca	Instructor	MSN, Texas Tech University Health Sciences Center; BSN, University of Texas at Arlington
Barron	Alison	Assistant Professor	MSN, Lubbock Christian University; BSN, West Texas A&M University
Barron	Alison	Assistant Professor	MSN, Lubbock Christian University; BSN, West Texas A&M University
Boothe	Amy	Associate Professor	DNP, Texas Tech University Health Sciences Center; MSN, University of Phoenix; BSN, Adams State University



Boothe	Amy	Associate Professor	DNP, Texas Tech University Health Sciences Center; MSN, University of Phoenix; BSN, Adams State University
Brewer	Sharon	Assistant Professor	MSN, West Texas A&M University; BSN, West Texas State University; Diploma, Northwest Texas Hospital School of Nursing
Brewer	Sharon	Assistant Professor	MSN, West Texas A&M University; BSN, West Texas State University; Diploma, Northwest Texas Hospital School of Nursing
Brown	Ashley	Assistant Professor	DNP, Texas Tech University Health Sciences Center; MSN, Texas Tech University Health Sciences Center; BSN, Midwestern State University
Brown	Ashley	Assistant Professor	DNP, Texas Tech University Health Sciences Center; MSN, Texas Tech University Health Sciences Center; BSN, Midwestern State University
Bruce	Kellie	Professor and Program Director, Family Nurse Practitioner Track	PhD, Touro University International; MSN, West Texas A&M University; BSN, West Texas A&M University; ADN, Eastern New Mexico University
Bruce	Kellie	Professor and Program Director, Family Nurse Practitioner Track	PhD, Touro University International; MSN, West Texas A&M University; BSN, West Texas A&M University; ADN, Eastern New Mexico University
Caballero	Sandra	Assistant Professor, Director of The F. Maire Hall SimLife Center	MSN, Texas Tech University Health Sciences Center; BSN, Texas Tech University Health Sciences Center
Caballero	Sandra	Assistant Professor, Director of The F. Maire Hall SimLife Center	MSN, Texas Tech University Health Sciences Center; BSN, Texas Tech University Health Sciences Center
Canada	Kenadee	Instructor	DNP, Texas Tech University Health Sciences Center; MSN, Texas Tech University Health Sciences Center; BSN, Midwestern State University
Canada	Kenadee	Instructor	DNP, Texas Tech University Health Sciences Center; MSN, Texas Tech University Health Sciences Center; BSN, Midwestern State University
Cannon	Sharon	Professor and Medical Center Hospital Regional Dean Endowed Chair and Co-Director for the TTUHSC Center of Excellence in Evidence-Based Practice	EdD, Southern Illinois University; MSN, Southern Illinois University; BSN, Saint Louis University
Cannon	Sharon	Professor and Medical Center Hospital Regional Dean Endowed Chair and Co-Director for the TTUHSC Center of Excellence in Evidence-Based Practice	EdD, Southern Illinois University; MSN, Southern Illinois University; BSN, Saint Louis University

Casida	Debbie	Assistant Professor	MSN, University of Phoenix; BSN, West Texas A&M University; ADN, Amarillo College
Casida	Debbie	Assistant Professor	MSN, University of Phoenix; BSN, West Texas A&M University; ADN, Amarillo College
Chapman	Rachel	Assistant Professor	MSN, Lubbock Christian University; BSN, Texas Tech University Health Sciences Center
Chapman	Rachel	Assistant Professor	MSN, Lubbock Christian University; BSN, Texas Tech University Health Sciences Center
Chovanetz	Courtney	Instructor, Clinical Site Coordinator	MSN, American Sentinel College of Nursing and Health Sciences; BSN, Arkansas State University
Chovanetz	Courtney	Instructor, Clinical Site Coordinator	MSN, American Sentinel College of Nursing and Health Sciences; BSN, Arkansas State University
Church	Cory	Associate Professor	PhD, The University of Texas at Tyler; PhD, The University of Texas at Tyler; MSN, Angelo State University; BSN, Angelo State University; AAS, Angelo State University
Church	Cory	Associate Professor	PhD, The University of Texas at Tyler; PhD, The University of Texas at Tyler; MSN, Angelo State University; BSN, Angelo State University; AAS, Angelo State University
Clark	Rebecca	Assistant Professor	DNP, Texas Tech University Health Sciences Center; MSN, West Texas A&M University; BSN, West Texas A&M University
Clark	Rebecca	Assistant Professor	DNP, Texas Tech University Health Sciences Center; MSN, West Texas A&M University; BSN, West Texas A&M University
Cockerell	Kimber	Assistant Professor	DNP, Texas Tech University Health Sciences Center; MSN, Texas Tech University Health Sciences Center; BSN, Texas Tech University Health Sciences Center
Cockerell	Kimber	Assistant Professor	DNP, Texas Tech University Health Sciences Center; MSN, Texas Tech University Health Sciences Center; BSN, Texas Tech University Health Sciences Center
Coffman	Tammie	Assistant Professor	EdD, Hardin Simmons University; MSN, Hardin Simmons University; BSN, McMurry University
Coffman	Tammie	Assistant Professor	EdD, Hardin Simmons University; MSN, Hardin Simmons University; BSN, McMurry University
Craft	Jillian	Instructor	MSN, Texas Tech University Health and Science Center; BSN, Abilene Christian University
Craft	Jillian	Instructor	MSN, Texas Tech University Health and Science Center; BSN, Abilene Christian University
Crossland	Johnna	Instructor	MSN, University of Texas at Arlington; BSN, University of Texas at El Paso
Crossland	Johnna	Instructor	MSN, University of Texas at Arlington; BSN, University of

Texas at El Paso			
Crowe	Cynthia	Instructor	MSN, University of Northern Colorado; BSN, Regis University; ASN, Arapahoe Community College
Crowe	Cynthia	Instructor	MSN, University of Northern Colorado; BSN, Regis University; ASN, Arapahoe Community College
Davenport	Deb	Assistant Professor	EdD, Northcentral University; MSN, Texas Tech University Health Sciences Center; BSN, Baylor University
Davenport	Deb	Assistant Professor	EdD, Northcentral University; MSN, Texas Tech University Health Sciences Center; BSN, Baylor University
Davis	Jennifer	Instructor	MSN, Texas Tech University Health Sciences Center; BSN, Lubbock Christian University; ADN, South Plains College
Davis	Jennifer	Instructor	MSN, Texas Tech University Health Sciences Center; BSN, Lubbock Christian University; ADN, South Plains College
Day	Mercedes	Assistant Professor	DNP, Texas Tech University Health Sciences Center; Post-Master's FNP, Texas Tech University Health Sciences Center; MSN, Texas Tech University Health Sciences Center; BSN, Midwestern State University
Day	Mercedes	Assistant Professor	DNP, Texas Tech University Health Sciences Center; Post-Master's FNP, Texas Tech University Health Sciences Center; MSN, Texas Tech University Health Sciences Center; BSN, Midwestern State University
Eastling	Sandra	Assistant Professor	MSN, Georgetown University; BSN, University of Oklahoma Health Sciences Center
Eastling	Sandra	Assistant Professor	MSN, Georgetown University; BSN, University of Oklahoma Health Sciences Center
Edwards	Carrie	Assistant Professor	PhD, Texas Woman's University; MSN, Texas Tech University Health Sciences Center; BSN, Texas Tech University Health Sciences Center
Edwards	Carrie	Assistant Professor	PhD, Texas Woman's University; MSN, Texas Tech University Health Sciences Center; BSN, Texas Tech University Health Sciences Center
Esperat	Chris	Professor	PhD, University of Texas at Austin; MN, Silliman University, Dumaguete City, Philippines; BSN, Silliman University, Dumaguete City, Philippines
Esperat	Chris	Professor	PhD, University of Texas at Austin; MN, Silliman University, Dumaguete City, Philippines; BSN, Silliman University, Dumaguete City, Philippines
Evans	Michael	Dean and Gover E. Murray Professor, UMC Endowed Chair for Excellence in Nursing	PhD, University of Texas; MSN, University of Texas Health Science Center; BSN, West Texas State University; Diploma, Northwest Texas Hospital School of Nursing;

			BA, Texas Tech University
Evans	Michael	Dean and Gover E. Murray Professor, UMC Endowed Chair for Excellence in Nursing	PhD, University of Texas; MSN, University of Texas Health Science Center; BSN, West Texas State University; Diploma, Northwest Texas Hospital School of Nursing; BA, Texas Tech University
Franco	Hollis	Associate Professor, Assistant Dean of Wellness	PhD, University of Texas at Tyler; MSN, Lubbock Christian University; BSN, Lubbock Christian University; Diploma, Covenant School of Nursing
Franco	Hollis	Associate Professor, Assistant Dean of Wellness	PhD, University of Texas at Tyler; MSN, Lubbock Christian University; BSN, Lubbock Christian University; Diploma, Covenant School of Nursing
Frizzi	Candace		
Frizzi	Candace		
Fry	Jodi	Instructor	MSN, Hardin-Simmons University; BSN, Hardin-Simmons University; ADN, Cisco Junior College
Fry	Jodi	Instructor	MSN, Hardin-Simmons University; BSN, Hardin-Simmons University; ADN, Cisco Junior College
Gallegos	Belinda	Assistant Professor	PhD(c) in progress, Texas Tech University; MSN, Texas Tech University Health Sciences Center; BSN, Texas Tech University Health Sciences Center
Gallegos	Belinda	Assistant Professor	PhD(c) in progress, Texas Tech University; MSN, Texas Tech University Health Sciences Center; BSN, Texas Tech University Health Sciences Center
Gary	Annette	Associate Professor	PhD, University of Texas Health Science Center; MSN, Texas Tech University Health Sciences Center; BSN, Texas Tech University Health Sciences Center; AS, Howard College
Gary	Annette	Associate Professor	PhD, University of Texas Health Science Center; MSN, Texas Tech University Health Sciences Center; BSN, Texas Tech University Health Sciences Center; AS, Howard College
Gautam	Bibha	Associate Professor and Clinical Site Coordinator	PhD, University of North Dakota; BSN, Trivuvan University, Lalitpur, Nepal; BEd, Trivuvan University, Kathmandu, Nepal; PCL, Trivuvan University, Maharajgunj, Kathmandu, Nepal
Gautam	Bibha	Associate Professor and Clinical Site Coordinator	PhD, University of North Dakota; BSN, Trivuvan University, Lalitpur, Nepal; BEd, Trivuvan University, Kathmandu, Nepal; PCL, Trivuvan University, Maharajgunj, Kathmandu, Nepal
Gibson	Erin	Associate Professor, Director of Clinical and Simulation, Traditional BSN Program	PhD, University of Texas at Tyler; MSN, Lubbock Christian University; BSN, Lubbock Christian University; ADN, South Plains College

Gibson	Erin	Associate Professor, Director of Clinical and Simulation, Traditional BSN Program	PhD, University of Texas at Tyler; MSN, Lubbock Christian University; BSN, Lubbock Christian University; ADN, South Plains College
Goodwin	Diana	Instructor	MSN, Benedictine University; BSN, Texas Tech University Health Sciences Center; BS, Texas Tech University
Goodwin	Diana	Instructor	MSN, Benedictine University; BSN, Texas Tech University Health Sciences Center; BS, Texas Tech University
Guerin	April	Instructor	MSN, Texas Tech University Health Sciences Center; BSN, Lubbock Christian University; ADN, New Mexico State University;
Guerin	April	Instructor	MSN, Texas Tech University Health Sciences Center; BSN, Lubbock Christian University; ADN, New Mexico State University;
Guerrero	Mandy	Instructor	MSN, Western Governors University; BSN, West Texas A&M University
Guerrero	Mandy	Instructor	MSN, Western Governors University; BSN, West Texas A&M University
Guest	Heather	Assistant Professor, Director of Curriculum, Traditional BSN Program	MSN, Grand Canyon University; BSN, Grand Canyon University; ADN, Cisco Junior College
Guest	Heather	Assistant Professor, Director of Curriculum, Traditional BSN Program	MSN, Grand Canyon University; BSN, Grand Canyon University; ADN, Cisco Junior College
Hagstrom	Ann	Assistant Professor, Program Director of Admissions, Progressions and Retention for the Traditional BSN Program	EdD, University of Alabama; MSN, Lubbock Christian University; BSN, Texas Tech University Health Sciences Center
Hagstrom	Ann	Assistant Professor, Program Director of Admissions, Progressions and Retention for the Traditional BSN Program	EdD, University of Alabama; MSN, Lubbock Christian University; BSN, Texas Tech University Health Sciences Center
Hammond	Lori	Associate Professor	DNP, Capella University; MSN, Texas Tech University Health Sciences Center; ADN, Austin Community College
Hammond	Lori	Associate Professor	DNP, Capella University; MSN, Texas Tech University Health Sciences Center; ADN, Austin Community College
Harding	Julie	Instructor	MSN, Texas Christian University; BSN, Loyola University; BS, Texas Christian University
Harding	Julie	Instructor	MSN, Texas Christian University; BSN, Loyola University; BS, Texas Christian University
Harkness	Laneigh	Assistant Professor	MSN, Texas Tech University Health Sciences Center; BSN, Texas Tech University Health Sciences Center; ADN, Angelina College

Harkness	Laneigh	Assistant Professor	MSN, Texas Tech University Health Sciences Center; BSN, Texas Tech University Health Sciences Center; ADN, Angelina College
Harris	Shonna	Assistant Professor	MSN, Midwestern State University; BSN, Midwestern State University
Harris	Shonna	Assistant Professor	MSN, Midwestern State University; BSN, Midwestern State University
Hedtke	Amanda		MSN, Texas Tech University Health Sciences Center; BSN West Texas A&M University
Hedtke	Amanda		MSN, Texas Tech University Health Sciences Center; BSN West Texas A&M University
Hernandez	Christina	Assistant Professor	DNP, University of Texas at Austin; MSN, University of Texas Health Sciences Center; BSN, University of Texas Health Science Center
Hernandez	Christina	Assistant Professor	DNP, University of Texas at Austin; MSN, University of Texas Health Sciences Center; BSN, University of Texas Health Science Center
Hill	Terry	Assistant Professor, Director of Curriculum, Traditional BSN Program	DNP, Texas Tech University Health Sciences Center; MSN, Lubbock Christian University; BS, Texas Tech University; Diploma, Covenant School of Nursing
Hill	Terry	Assistant Professor, Director of Curriculum, Traditional BSN Program	DNP, Texas Tech University Health Sciences Center; MSN, Lubbock Christian University; BS, Texas Tech University; Diploma, Covenant School of Nursing
Hilliard	Tara	Associate Professor and Program Director, Adult-Gerontology Acute Care NP Track	PhD, Capella University; MSN, Texas Tech University Health Sciences Center; BSN, Texas Tech University Health Sciences Center
Hilliard	Tara	Associate Professor and Program Director, Adult-Gerontology Acute Care NP Track	PhD, Capella University; MSN, Texas Tech University Health Sciences Center; BSN, Texas Tech University Health Sciences Center
Hilliard	Wanda	Associate Professor	DNP, University of Alabama at Birmingham; MSN, University of Texas Health Sciences Center; MBA, Millsaps College; BS, Texas Woman's University
Hilliard	Wanda	Associate Professor	DNP, University of Alabama at Birmingham; MSN, University of Texas Health Sciences Center; MBA, Millsaps College; BS, Texas Woman's University
Hillin	Elaine	Assistant Professor	MSN, Nebraska Wesleyan University; BSN, University of Texas at Arlington; ADN, Amarillo College
Hillin	Elaine	Assistant Professor	MSN, Nebraska Wesleyan University; BSN, University of Texas at Arlington; ADN, Amarillo College
Hoelscher	Steph	Associate Professor and	DNP, Texas Tech University Health Sciences Center;

		Program Director, MSN Nursing Informatics	MSN, Texas Tech University Health Sciences Center; BSN, Texas Tech University Health Sciences Center
Hoelscher	Steph	Associate Professor and Program Director, MSN Nursing Informatics	DNP, Texas Tech University Health Sciences Center; MSN, Texas Tech University Health Sciences Center; BSN, Texas Tech University Health Sciences Center
Hogan	LaMicha	Assistant Professor and Associate Dean/Department Chair, APRN Programs	PhD, Texas Tech University; MSN, West Texas A&M University; BSN, Lubbock Christian University; Diploma, Methodist Hospital School of Nursing
Hogan	LaMicha	Assistant Professor and Associate Dean/Department Chair, APRN Programs	PhD, Texas Tech University; MSN, West Texas A&M University; BSN, Lubbock Christian University; Diploma, Methodist Hospital School of Nursing
Holder	Rachael	Instructor	MSN, Southwestern Oklahoma State University; BSN, Texas Tech Health Sciences Center
Holder	Rachael	Instructor	MSN, Southwestern Oklahoma State University; BSN, Texas Tech Health Sciences Center
Holter	Virginia	Assistant Professor	DNP, Texas Tech University Health Sciences Center; MSN, University of Texas of Houston; BSN, University of Texas at Galveston
Holter	Virginia	Assistant Professor	DNP, Texas Tech University Health Sciences Center; MSN, University of Texas of Houston; BSN, University of Texas at Galveston
Howard	Christy	Assistant Professor	MSN, Texas A&M University at Corpus Christi; BSN, Texas Tech University Health Sciences Center; BS, Texas Tech University
Howard	Christy	Assistant Professor	MSN, Texas A&M University at Corpus Christi; BSN, Texas Tech University Health Sciences Center; BS, Texas Tech University
Hutson	Elizabeth	Associate Professor and Program Director, Psychiatric Mental Health Nurse Practitioner Track	PhD, Ohio State University; Post Masters PMHNP, Ohio State University; BSN, Kent State University; BA, Ohio State University
Hutson	Elizabeth	Associate Professor and Program Director, Psychiatric Mental Health Nurse Practitioner Track	PhD, Ohio State University; Post Masters PMHNP, Ohio State University; BSN, Kent State University; BA, Ohio State University
Jimenez	Rosalinda	Associate Professor	EdD, Walden University; MSN, West Texas A&M University; BSN, Lubbock Christian University; ADN, South Plains College
Jimenez	Rosalinda	Associate Professor	EdD, Walden University; MSN, West Texas A&M University; BSN, Lubbock Christian University; ADN, South Plains College
Johnson	Kyle	Associate Professor, Associate Dean of Simulation	PhD, Indiana University; MSN, Lubbock Christian University; BSN, Texas Tech University Health Sciences

			Center
Johnson	Kyle	Associate Professor, Associate Dean of Simulation	PhD, Indiana University; MSN, Lubbock Christian University; BSN, Texas Tech University Health Sciences Center
Johnson	Patricia Francis	Assistant Professor	DNP, Texas Tech University Health Sciences Center; MSN, Texas Tech University Health Sciences Center; BSN, Lubbock Christian University; ASN, Miami Dade Community College; BS, Texas Tech University
Johnson	Patricia Francis	Assistant Professor	DNP, Texas Tech University Health Sciences Center; MSN, Texas Tech University Health Sciences Center; BSN, Lubbock Christian University; ASN, Miami Dade Community College; BS, Texas Tech University
Jones	Melinda Mitchell	Professor	JD, Texas Tech University; MSN, University of North Carolina; BSN, Baylor University
Jones	Melinda Mitchell	Professor	JD, Texas Tech University; MSN, University of North Carolina; BSN, Baylor University
Jowers	Chris	Instructor and Clinical Site Coordinator	MSN, Capella University; BSN, University of Louisiana at Lafayette; , Austin Community College
Jowers	Chris	Instructor and Clinical Site Coordinator	MSN, Capella University; BSN, University of Louisiana at Lafayette; , Austin Community College
Kearney	Kathleen	Associate Professor	JD, Suffolk University; MSN, Emory University; BSN, Boston College
Kearney	Kathleen	Associate Professor	JD, Suffolk University; MSN, Emory University; BSN, Boston College
Keesee	Lea	Assistant Professor	DNP, Boise State University; MSN, West Texas A&M University; BSN, Texas Tech University Health Sciences Center School of Nursing; BA, Texas A&M University
Keesee	Lea	Assistant Professor	DNP, Boise State University; MSN, West Texas A&M University; BSN, Texas Tech University Health Sciences Center School of Nursing; BA, Texas A&M University
Kesey	Jenna	Assistant Professor	PhD, Texas Woman's University; MSN, Texas Tech University Health Sciences Center; BSN, Texas Woman's University
Kesey	Jenna	Assistant Professor	PhD, Texas Woman's University; MSN, Texas Tech University Health Sciences Center; BSN, Texas Woman's University
Kiper	Valerie	Associate Professor and Regional Dean, Amarillo	DNP, Texas Tech University Health Sciences Center; MSN, West Texas State University; BSN, West Texas State University
Kiper	Valerie	Associate Professor and Regional Dean, Amarillo	DNP, Texas Tech University Health Sciences Center; MSN, West Texas State University; BSN, West Texas State University



Kuzin	Julia	Assistant Professor and Program Director, Pediatric Nurse Practitioner Program	DNP, Chatham University; Post-Master's Pediatric NP Certificate, Rush University; MSN, University of Texas Health Science Center at Houston; BSN, University of Texas Health Science Center at Houston
Kuzin	Julia	Assistant Professor and Program Director, Pediatric Nurse Practitioner Program	DNP, Chatham University; Post-Master's Pediatric NP Certificate, Rush University; MSN, University of Texas Health Science Center at Houston; BSN, University of Texas Health Science Center at Houston
Lacy	Darlene	Associate Professor	PhD, Texas A&M University; MSN, West Texas State University; BSN, West Texas State University; Diploma, Northwest Texas Hospital School of Nursing
Lacy	Darlene	Associate Professor	PhD, Texas A&M University; MSN, West Texas State University; BSN, West Texas State University; Diploma, Northwest Texas Hospital School of Nursing
Leal	Melissa	Instructor and Clinical Simulation Coordinator	EdD, Northcentral University; MSN, Western Governors University; BSN, University of Texas at Arlington; ASN, Odessa College
Leal	Melissa	Instructor and Clinical Simulation Coordinator	EdD, Northcentral University; MSN, Western Governors University; BSN, University of Texas at Arlington; ASN, Odessa College
Lee	Molly	Assistant Professor	MSN, University of Texas at Arlington; BSN, Midwestern State University
Lee	Molly	Assistant Professor	MSN, University of Texas at Arlington; BSN, Midwestern State University
Martin-Geist	Becky	Associate Professor	DNP, Texas Tech University Health Sciences Center; MSN, Lubbock Christian University; BSN, Angelo State University; ADN, Angelo State University
Martin-Geist	Becky	Associate Professor	DNP, Texas Tech University Health Sciences Center; MSN, Lubbock Christian University; BSN, Angelo State University; ADN, Angelo State University
Masten	Yondell	Professor and Associate Dean for Outcomes Management and Evaluation	Post-Master's WHNP, University of Texas Medical Branch at Galveston; PhD, Texas Tech University; MSN, University of Texas at Austin; MS, Texas Tech University; BSN, West Texas State University; BS, West Texas State University; Diploma, Methodist Hospital School of Nursing
Masten	Yondell	Professor and Associate Dean for Outcomes Management and Evaluation	Post-Master's WHNP, University of Texas Medical Branch at Galveston; PhD, Texas Tech University; MSN, University of Texas at Austin; MS, Texas Tech University; BSN, West Texas State University; BS, West Texas State University; Diploma, Methodist Hospital School of Nursing
Matos	Liz	Associate Professor	PhD, Walden University; MSN, West Texas A&M University; BSN, West Texas State University

Matos	Liz	Associate Professor	PhD, Walden University; MSN, West Texas A&M University; BSN, West Texas State University
McCasland	Toni	Assistant Professor, Clinical Coordinator	MSN, Lubbock Christian University; BSN, Lubbock Christian University; Diploma, Covenant School of Nursing
McCasland	Toni	Assistant Professor, Clinical Coordinator	MSN, Lubbock Christian University; BSN, Lubbock Christian University; Diploma, Covenant School of Nursing
McKimmy	Mandy	Associate Professor	DNP, University of Alabama; MSN University of Texas Medical Branch; BSN, University of Texas Medical Branch
McKimmy	Mandy	Associate Professor	DNP, University of Alabama; MSN University of Texas Medical Branch; BSN, University of Texas Medical Branch
McMurry	Linda	Professor and Executive Director, Larry Combest Community Health and Wellness Center, Associate Dean for Clinical Services and Community Engagement	DNP, Texas Tech University Health Sciences Center; MSN, Texas Tech University Health Sciences Center; BSN, West Texas A&M University
McMurry	Linda	Professor and Executive Director, Larry Combest Community Health and Wellness Center, Associate Dean for Clinical Services and Community Engagement	DNP, Texas Tech University Health Sciences Center; MSN, Texas Tech University Health Sciences Center; BSN, West Texas A&M University
Meeks	Sherron	Assistant Professor	PhD, University of Texas at Tyler; MPA, University of Texas Permian Basin; BSN, University of Texas at Arlington; BA, University of Texas Permian Basin; ADN, McLennan Community College
Meeks	Sherron	Assistant Professor	PhD, University of Texas at Tyler; MPA, University of Texas Permian Basin; BSN, University of Texas at Arlington; BA, University of Texas Permian Basin; ADN, McLennan Community College
Mello	Inola	Professor and Program Director, BSN to DNP Program	DNP, Texas Tech University Health Sciences Center; MSN, West Texas A&M University; BSN, Texas Tech University Health Sciences Center
Mello	Inola	Professor and Program Director, BSN to DNP Program	DNP, Texas Tech University Health Sciences Center; MSN, West Texas A&M University; BSN, Texas Tech University Health Sciences Center
Menchaca	Jon	Instructor, Clinical Site Coordinator	MSN, Grand Canyon University, 2021; BSN, Texas Tech University Health Sciences Center, 2018; BHSc, Grand Canyon University, 2015; MSN, Grand Canyon University, 2021; BSN, Texas Tech University Health Sciences

			Center, 2018
Menchaca	Jon	Instructor, Clinical Site Coordinator	MSN, Grand Canyon University, 2021; BSN, Texas Tech University Health Sciences Center, 2018; BHSc, Grand Canyon University, 2015; MSN, Grand Canyon University, 2021; BSN, Texas Tech University Health Sciences Center, 2018
Merritt	Pearl	Professor and Regional Dean, Abilene, Regional Director, Laura Bush Institute	EdD, Texas Tech University; MSN, Abilene Christian University; MS, Abilene Christian University; BSN, McMurry University
Merritt	Pearl	Professor and Regional Dean, Abilene, Regional Director, Laura Bush Institute	EdD, Texas Tech University; MSN, Abilene Christian University; MS, Abilene Christian University; BSN, McMurry University
Mintz-Binder	Ronda	Associate Professor and Program Director, MSN Nursing Education	DNP, Case Western Reserve University; MSN, University of California, Los Angeles; BSN, University of California Los Angeles; BA, University of California Riverside
Mintz-Binder	Ronda	Associate Professor and Program Director, MSN Nursing Education	DNP, Case Western Reserve University; MSN, University of California, Los Angeles; BSN, University of California Los Angeles; BA, University of California Riverside
Moellenberg	Kara	Instructor, Clinical Site Coordinator	Post-Masters Certificate, Pediatric Nurse Practitioner, Texas Tech University Health Sciences Center; MSN, University of Texas at Austin; BSN, University of Texas at Austin
Moellenberg	Kara	Instructor, Clinical Site Coordinator	Post-Masters Certificate, Pediatric Nurse Practitioner, Texas Tech University Health Sciences Center; MSN, University of Texas at Austin; BSN, University of Texas at Austin
Moore	Amy	Professor, Assitant Dean of Global Health	DNP, University of Colorado; MSN, West Texas A&M University; BSN, West Texas A&M University; ADN, Western Oklahoma State College
Moore	Amy	Professor, Assitant Dean of Global Health	DNP, University of Colorado; MSN, West Texas A&M University; BSN, West Texas A&M University; ADN, Western Oklahoma State College
Moore	Courtnie	Assistant Professor	MSN, Texas Tech University Health Sciences Center; BSN, Texas Tech University Health Sciences Center; Diploma, Covenant School of Nursing
Moore	Courtnie	Assistant Professor	MSN, Texas Tech University Health Sciences Center; BSN, Texas Tech University Health Sciences Center; Diploma, Covenant School of Nursing
Moseley	Kelly	Assistant Professor	DHSc, Nova Southeastern University; MSN, San Angelo State University; BSN, San Angelo State University; ADN, Odessa College
Moseley	Kelly	Assistant Professor	DHSc, Nova Southeastern University; MSN, San Angelo State University; BSN, San Angelo State University; ADN,

			Odessa College
Mwaura	Mary	Assistant Professor	MSN, Texas Woman's University; BAS, Abilene Christian University
Mwaura	Mary	Assistant Professor	MSN, Texas Woman's University; BAS, Abilene Christian University
Nease	Sandy	Assistant Professor	MSN, University of Texas at Arlington; BSN, University of Texas at Arlington; ADN, Odessa College
Nease	Sandy	Assistant Professor	MSN, University of Texas at Arlington; BSN, University of Texas at Arlington; ADN, Odessa College
Newman	Jamie	Instructor	MSN, The University of Texas at Arlington; BSN, The University of Texas at the Permian Basin
Newman	Jamie	Instructor	MSN, The University of Texas at Arlington; BSN, The University of Texas at the Permian Basin
Ochs	Nancy	Assistant Professor	MSN, Grand Canyon University; BSN, Hardin-Simmons University
Ochs	Nancy	Assistant Professor	MSN, Grand Canyon University; BSN, Hardin-Simmons University
Opton	Laura	Professor and Associate Dean/Department Chair for Non-Traditional BSN Undergraduate Programs	DHSc, Nova Southeastern University; MSN, Lubbock Christian University; BSN, Texas Tech University Health Sciences Center
Opton	Laura	Professor and Associate Dean/Department Chair for Non-Traditional BSN Undergraduate Programs	DHSc, Nova Southeastern University; MSN, Lubbock Christian University; BSN, Texas Tech University Health Sciences Center
Owen	Donna	Professor	PhD, Case Western Reserve University; MSN, Boston University; BSN, Case Western Reserve University; BA, Case Western Reserve University
Owen	Donna	Professor	PhD, Case Western Reserve University; MSN, Boston University; BSN, Case Western Reserve University; BA, Case Western Reserve University
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Page	Jeni	Assistant Professor	MSN, Texas Tech University Health Sciences Center; BSN, Texas Tech University Health Sciences Center; BA, Pacific Lutheran University
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Paris	Donna	Associate Professor	DNP, Texas Tech University Health Sciences Center; MSN, Texas Tech University Health Sciences Center;

			BSN, University of Central Oklahoma Edmond
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Parker	Kathryn	Associate Professor	DNP, Texas Tech University Health Sciences Center; MSN, Angelo State University; BSN, Angelo State University; ASN, Nashua Community Technical College
Parks	Kamie	Assistant Professor	MSN, Texas Tech University Health Sciences Center; BSN, Texas Tech University Health Sciences Center; Diploma, Covenant School of Nursing
Parks	Kamie	Assistant Professor	MSN, Texas Tech University Health Sciences Center; BSN, Texas Tech University Health Sciences Center; Diploma, Covenant School of Nursing
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Perez	Elisa	Assistant Professor	MSN, Lubbock Christian University; BSN, Texas Tech University Health Sciences Center; ADN, Angelo State University
Perryman	Kashiris	Assistant Professor	MSN, University of Texas at Arlington; BSN, Southern Mississippi
Perryman	Kashiris	Assistant Professor	MSN, University of Texas at Arlington; BSN, Southern Mississippi
Pitts	Brandy	Assistant Professor	DNP, Texas Tech University Health Sciences Center; MSN, Lubbock Christian University; BSN, Lubbock Christian University; ADN, South Plains College
Pitts	Brandy	Assistant Professor	DNP, Texas Tech University Health Sciences Center; MSN, Lubbock Christian University; BSN, Lubbock Christian University; ADN, South Plains College
Pullen	Richard	Professor, RN to BSN Program Director	EdD, Nova Southeastern University; MSN, West Texas State University; BSN, West Texas State University; AAS, Amarillo College
Pullen	Richard	Professor, RN to BSN Program Director	EdD, Nova Southeastern University; MSN, West Texas State University; BSN, West Texas State University; AAS, Amarillo College
Ragsdale	Vickie	Associate Professor	PhD, The University of Texas at Austin; MSN, The University of Texas at Austin; BSN, The University of Texas at Austin; ADN, Meridian Community College
Ragsdale	Vickie	Associate Professor	PhD, The University of Texas at Austin; MSN, The University of Texas at Austin; BSN, The University of Texas at Austin; ADN, Meridian Community College
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Reid	Priscila	Assistant Professor	DNP, Texas Woman's University; MSN, Texas Woman's University; BSN, Texas Woman's University
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Rice	Louise	Assistant Professor	DNP, Walden University; MSN, West Texas A&M University; ADN, Amarillo College
Ritchie	Sonya	Instructor	MSN, Western Governors' University; BSN, Grand Canyon University
Ritchie	Sonya	Instructor	MSN, Western Governors' University; BSN, Grand Canyon University
Saed	Jihane	Instructor	MSN, Lubbock Christian University; BSN, Lubbock Christian University; ADN, South Plains College; BS, State University of New York
Saed	Jihane	Instructor	MSN, Lubbock Christian University; BSN, Lubbock Christian University; ADN, South Plains College; BS, State University of New York
Salinas	Irene	Assistant Professor, Accelerated BSN Program Director	DNP, Texas Tech University Health Sciences Center; MSN, West Texas A&M University; BSN, Texas Tech University Health Sciences Center
Salinas	Irene	Assistant Professor, Accelerated BSN Program Director	DNP, Texas Tech University Health Sciences Center; MSN, West Texas A&M University; BSN, Texas Tech University Health Sciences Center
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Sawyer	Brandi	Assistant Professor	DNP, Texas Tech University Health Sciences Center; MSN, Texas Tech University Health Sciences Center; BSN, Texas Tech University Health Sciences Center
Schalles	Ryan	Assistant Professor	MSN, Texas Tech University Health Sciences Center; BSN, Texas Tech University Health Sciences Center
Schalles	Ryan	Assistant Professor	MSN, Texas Tech University Health Sciences Center; BSN, Texas Tech University Health Sciences Center
Schnetter	Vicki	Assistant Professor	MSN, Arizona State University; BSN, Arizona State University; ADN, Iowa Central Community College
Schnetter	Vicki	Assistant Professor	MSN, Arizona State University; BSN, Arizona State University; ADN, Iowa Central Community College
Scott	Tammy	Assistant Professor	PhD, New Mexico State University; MSN, Lubbock Christian University; BSN, West Texas A&M University
Scott	Tammy	Assistant Professor	PhD, New Mexico State University; MSN, Lubbock Christian University; BSN, West Texas A&M University

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Sikes	Deborah	Professor, Director of Veteran Education Initiatives for Non-Traditional BSN Programs	DNP, Texas Tech University Health Sciences Center; MSN, The University of Texas at El Paso; BSN, University of Missouri
Sikes	Deborah	Professor, Director of Veteran Education Initiatives for Non-Traditional BSN Programs	DNP, Texas Tech University Health Sciences Center; MSN, The University of Texas at El Paso; BSN, University of Missouri
Sing	Erin	Associate Professor and Program Director, Nurse-Midwifery Track	DNP, Emory University; MSN, University of Pennsylvania; BSN, University of Texas Health Science Center Houston; BA, Rice University
Sing	Erin	Associate Professor and Program Director, Nurse-Midwifery Track	DNP, Emory University; MSN, University of Pennsylvania; BSN, University of Texas Health Science Center Houston; BA, Rice University
Spencer	Michelle		MSN, Chamberlain University; BSN, University of Illinois; BS, University of Illinois
Spencer	Michelle		MSN, Chamberlain University; BSN, University of Illinois; BS, University of Illinois
Sridaromont	Kathryn	Associate Professor	PhD, Texas Woman's University; MSN, University of Texas at Austin; BSN, Incarnate Word College; Diploma, Hotel Dieu School of Nursing
Sridaromont	Kathryn	Associate Professor	PhD, Texas Woman's University; MSN, University of Texas at Austin; BSN, Incarnate Word College; Diploma, Hotel Dieu School of Nursing
Stamps	Adrian	Associate Professor	PhD, University of Nevada; MSN, Texas Tech University Health Sciences Center; BSN, Texas Tech University Health Sciences Center
Stamps	Adrian	Associate Professor	PhD, University of Nevada; MSN, Texas Tech University Health Sciences Center; BSN, Texas Tech University Health Sciences Center
Stansell	Priscilla	Associate Professor	DNP, Texas Tech University Health Sciences Center; MSN, Lubbock Christian University; BSN, Baylor University
Stansell	Priscilla	Associate Professor	DNP, Texas Tech University Health Sciences Center;

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Stegall	Gayle	Assistant Professor	MSN, Grand Canyon University; BSN, West Texas State University
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Sun	Grace	Associate Professor	DNP, Texas Tech University Health Sciences Center; MSN, Johns Hopkins University; BSN, Johns Hopkins University; BS, University of California at Berkeley
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Taylor Pearson	Katherine	Assistant Professor	DNP, University of Alabama at Birmingham; MSN, University of Maryland Baltimore; BSN, Seattle University; MA, Webster University;
Thal	Wendy	Professor	DNP, University of Arizona; MSN, West Texas A&M University; BSN, Lubbock Christian University; Diploma, Methodist School of Nursing; BS, Texas Tech University
Thal	Wendy	Professor	DNP, University of Arizona; MSN, West Texas A&M University; BSN, Lubbock Christian University; Diploma, Methodist School of Nursing; BS, Texas Tech University
Thomas	Laura	Professor and Program Director, Post-Master's DNP Program	PhD, Texas Woman's University; MSN, Lubbock Christian University; BSN, Texas Tech University Health Sciences Center; Diploma, Saskatchewan Institute of Applied Sciences and Technology
Thomas	Laura	Professor and Program Director, Post-Master's DNP Program	PhD, Texas Woman's University; MSN, Lubbock Christian University; BSN, Texas Tech University Health Sciences Center; Diploma, Saskatchewan Institute of Applied Sciences and Technology
Thornton	Kendra	Assistant Professor	MSN, Lubbock Christian University; BS, Texas Tech University; ADN, Regent University
Thornton	Kendra	Assistant Professor	MSN, Lubbock Christian University; BS, Texas Tech University; ADN, Regent University
Toon	Molly	Assistant Professor	DNP, Texas Tech University Health Sciences Center; Post-Master's PNP Certificate, Texas Tech University Health Sciences Center; MSN, Texas Tech University Health Sciences Center; BSN, University of Texas at Arlington
Toon	Molly	Assistant Professor	DNP, Texas Tech University Health Sciences Center; Post-Master's PNP Certificate, Texas Tech University Health Sciences Center; MSN, Texas Tech University



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Veesart	Amanda	Professor and Associate Dean/Department Chair, Traditional BSN Undergraduate Program	PhD, Texas Tech University; MSN, Texas Tech University Health Sciences Center; BSN, Lubbock Christian University; ADN, Amarillo College
Veesart	Amanda	Professor and Associate Dean/Department Chair, Traditional BSN Undergraduate Program	PhD, Texas Tech University; MSN, Texas Tech University Health Sciences Center; BSN, Lubbock Christian University; ADN, Amarillo College
Walulu	Rosemary	Associate Professor	PhD, The University of Texas Health Sciences Center; MSN, Texas Tech University Health Sciences Center; BSN, Texas Tech University Health Sciences Center
Walulu	Rosemary	Associate Professor	PhD, The University of Texas Health Sciences Center; MSN, Texas Tech University Health Sciences Center; BSN, Texas Tech University Health Sciences Center
Watson	Jeff	Associate Professor	DNP, Texas Tech University Health Sciences Center; MSN, Texas Tech University Health Sciences Center; BSN, Lubbock Christian University; Diploma, Covenant School of Nursing; Certificate in vocational Nursing, South Plains College
Watson	Jeff	Associate Professor	DNP, Texas Tech University Health Sciences Center; MSN, Texas Tech University Health Sciences Center; BSN, Lubbock Christian University; Diploma, Covenant School of Nursing; Certificate in vocational Nursing, South Plains College
Weaver	Christine	Associate Professor and ABSN Program Curriculum Coordinator	DNP, Texas Tech University Health Sciences Center; MSN, Texas Tech University Health Sciences Center; BSN, Texas Tech University Health Sciences Center
Weaver	Christine	Associate Professor and ABSN Program Curriculum Coordinator	DNP, Texas Tech University Health Sciences Center; MSN, Texas Tech University Health Sciences Center; BSN, Texas Tech University Health Sciences Center
Weems	Christi	Assistant Professor	DNP, University of Texas at Austin; MSN, Lubbock Christian University; BSN, Texas Tech University Health Sciences Center
Weems	Christi	Assistant Professor	DNP, University of Texas at Austin; MSN, Lubbock Christian University; BSN, Texas Tech University Health Sciences Center
White	Katy	Instructor	MSN, Grand Canyon University; BSN, Texas Tech University Health Sciences Center
White	Katy	Instructor	MSN, Grand Canyon University; BSN, Texas Tech University Health Sciences Center
Winckler	Debra	Assistant Professor	MSN, Grand Canyon University; BSN, Grand Canyon

			University
Winckler	Debra	Assistant Professor	MSN, Grand Canyon University; BSN, Grand Canyon University
Wise	Tiffani	Associate Professor and Regional Dean, Dallas, AACN Elevating Leaders in Academic Nursing Fellow	DNP, Liberty University; Post-Master's FNP Certificate, Texas Tech University Health Sciences Center; MSN, Texas Tech University Health Sciences Center; BSN, Texas Tech University Health Sciences Center
Wise	Tiffani	Associate Professor and Regional Dean, Dallas, AACN Elevating Leaders in Academic Nursing Fellow	DNP, Liberty University; Post-Master's FNP Certificate, Texas Tech University Health Sciences Center; MSN, Texas Tech University Health Sciences Center; BSN, Texas Tech University Health Sciences Center

## Part Time and Adjunct

Last Name	First Name	Title	Degrees
Abogadie	Annierose Joy		MSN, University of Phoenix; BA, University of Philippines
Abogadie	Annierose Joy		MSN, University of Phoenix; BA, University of Philippines
Ackerman	Christopher		
Ackerman	Christopher		
Adams	Stacey		DNP, Texas Tech University Health Sciences Center; Post-Master's Nurse Practitioner Certificate - Pediatrics, Texas Tech University Health Sciences Center; Post-Master's Nurse Practitioner Certificate - Acute Care, Texas Tech University Health Sciences Center; MSN, University of Phoenix; BSN, University of Phoenix
Adams	Stacey		DNP, Texas Tech University Health Sciences Center; Post-Master's Nurse Practitioner Certificate - Pediatrics, Texas Tech University Health Sciences Center; Post-Master's Nurse Practitioner Certificate - Acute Care, Texas Tech University Health Sciences Center; MSN, University of Phoenix; BSN, University of Phoenix
Allison-Kolb	Sarah		Post-Doctoral, The University of Texas at Austin; PhD, University of Texas Medical Branch at Galveston; MSN, University of Texas Health Science Center at San Antonio; BSN, Texas Woman's University
Allison-Kolb	Sarah		Post-Doctoral, The University of Texas at Austin; PhD, University of Texas Medical Branch at Galveston; MSN, University of Texas Health Science Center at San Antonio; BSN, Texas Woman's University
Anderson	Mary		MSN, Western Governors University; BSN, College of Mount St. Vincent
Anderson	Mary		MSN, Western Governors University; BSN, College of Mount St. Vincent
Bargainer	Ruth		MSN, Texas Tech University Health Sciences Center; ASN, McMurry University; Diploma, Hendrick Medical Center School of Vocational Nursing
Bargainer	Ruth		MSN, Texas Tech University Health Sciences Center; ASN, McMurry

		University; Diploma, Hendrick Medical Center School of Vocational Nursing
Barlow	Sally	PhD, University of Texas School of Public Health; MS, Texas Woman's University; BSN, Texas Woman's University
Barlow	Sally	PhD, University of Texas School of Public Health; MS, Texas Woman's University; BSN, Texas Woman's University
Batcheller	Joyce	DNP, Texas Tech University Health Sciences Center; MSN, University of Texas Health Science Center at San Antonio; BSN, University of Texas Health Science Center at San Antonio
Batcheller	Joyce	DNP, Texas Tech University Health Sciences Center; MSN, University of Texas Health Science Center at San Antonio; BSN, University of Texas Health Science Center at San Antonio
Bavousett	Tamara	DNP, Texas Tech University Health Sciences Center; MSN, Texas Tech University Health Sciences Center; BSN, Texas Tech University Health Sciences Center; ADN, Odessa College
Bavousett	Tamara	DNP, Texas Tech University Health Sciences Center; MSN, Texas Tech University Health Sciences Center; BSN, Texas Tech University Health Sciences Center; ADN, Odessa College
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Bhansali	Rebekah	MSN, Frontier Nursing University; BSN, Baylor University Louise Herrington School of Nursing; BS, Oklahoma State University
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Boswell	Carol	EdD, Texas Tech University; MSN, Texas Tech University Health Sciences Center; BSN, Texas Tech University Health Sciences Center; RN, Methodist Hospital School of Nursing
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Brame	Kristen	MSN, University of Texas at Arlington; BSN, Texas Tech University Health Sciences Center
Brashier	Karah	DNP, Gonzaga University; MSN, Gonzaga University; BSN, Texas Woman's University
Brashier	Karah	DNP, Gonzaga University; MSN, Gonzaga University; BSN, Texas Woman's University
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Breton-Leija	Marisol	BSN, University of Texas Health Science Center; BS, Saint Mary's University
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Brooks	Nicole	MSN, Frontier Nursing University; BSN, University of Missouri Columbia
Brooks	Nicole	MSN, Frontier Nursing University; BSN, University of Missouri Columbia
Calloway	Susan	PhD, University of Missouri at Kansas City; Post-PMHNP Certificate, University of Texas Health Science Center San Antonio; Post-MSN FNP Certificate, University of Texas Health Sciences Center San Antonio; MSN, University of Texas; BSN, Graceland University
Calloway	Susan	PhD, University of Missouri at Kansas City; Post-PMHNP Certificate, University of Texas Health Science Center San Antonio; Post-MSN FNP Certificate, University of Texas Health Sciences Center San Antonio; MSN, University of Texas; BSN, Graceland University
Camperlengo	Lori	MSN, Texas Tech University Health Sciences Center; BSN, University of Texas at Arlington
Camperlengo	Lori	MSN, Texas Tech University Health Sciences Center; BSN, University of Texas at Arlington
Canchola	Leticia	PhD, Northcentral University; MSN, University of Incarnate Word; BSN, University of Incarnate Word
Canchola	Leticia	PhD, Northcentral University; MSN, University of Incarnate Word; BSN, University of Incarnate Word
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Chavez	Priscilla	MSN, Texas Women's University; BSN, University of the Incarnate Word
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Cherry	Barbara	DNSc, University of Tennessee Health Science Center; MSN, Texas Tech University Health Sciences Center; MBA, Texas Tech University; BSN, West Texas A&M University; Diploma, Methodist Hospital School of Nursing
Clark	Cady	MSN, University of Texas at Austin; BSN, University of Oklahoma
Clark	Cady	MSN, University of Texas at Austin; BSN, University of Oklahoma
Clark	Christie	MSN, Texas Tech University Health Sciences Center; BSN, Texas Tech University Health Sciences Center

Clark	Christie	MSN, Texas Tech University Health Sciences Center; BSN, Texas Tech University Health Sciences Center
Cloke	Erin	MSN, University of Texas at Austin; BA, University of Texas at Austin
Cloke	Erin	MSN, University of Texas at Austin; BA, University of Texas at Austin
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Cottom	Nola	
Crenshaw	Jeannette	DNP, Texas Tech University Health Sciences Center; MSN, Baylor University; BSN, University of Texas at Austin
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Crespo	Yanni	
Crespo	Yanni	
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Crowder	Etasha	DNP, Louise Herrington School of Nursing Baylor University; BSN, Johns Hopkins University School of Nursing; BS, Howard University
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Davenport	Lisa	MSN, University of Texas; BS, Texas A&M University
Davis	Alison	
Davis	Alison	
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Day	Jacy	MSN, Western Governors University; BSN, University of Texas Medical Branch, School of Nursing
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Decker	Sharon	PhD, Texas Woman's University; MSN, University of Texas at Arlington; BSN, Baylor University
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Droemer	Gayle	MSN, Vanderbilt University; BSN, University of Texas at Austin
Duren	Dena	
Duren	Dena	
Eggers	Erin	MSN, Texas A&M University - Corpus Christi; BSN, Texas Tech University Health Sciences Center
Eggers	Erin	MSN, Texas A&M University - Corpus Christi; BSN, Texas Tech University Health Sciences Center

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Ellwood	Amy		MSN, Texas A&M University Corpus Christi; BSN, Texas A&M University; AAS, Tyler Junior College
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Espinoza	Enoc		MSN, Western Governors University; BSN, Midwestern State University
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Faucher	Mary Ann		PhD, Texas Women's University; MPH, Columbia University; MSN, Columbia University; BSN, Fitchburg State College
Ferguson	Whitney		
Ferguson	Whitney		
Fulton	David		MS, University of Texas Health Sciences Center; BA, University of North Texas
Fulton	David		MS, University of Texas Health Sciences Center; BA, University of North Texas
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Gerardi	Margit		PhD, University of Texas Health Science Center at San Antonio; Post-Masters Certificate, Midwestern State University; MSN, University of Texas Health Science Center at San Antonio; BSN, University of Texas at El Paso
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Gilder	Richard		MS, University of Texas Health Sciences Center at Houston; BSN, Texas Women's University; ASN, El Centro College
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Gouldy	Denise		MSN, West Texas A&M University; BSN, West Texas A&M University; ADN, Amarillo College
Green	Alexia	Professor and Dean Emerita	PhD, Texas Woman's University; MSN, University of Texas Health Science Center; BSN, University of Texas Medical Branch; ADN, Alvin Community College
Green	Alexia	Professor and Dean Emerita	PhD, Texas Woman's University; MSN, University of Texas Health Science Center; BSN, University of Texas Medical Branch; ADN, Alvin Community College
Guenther	Joanna	Associate Professor	PhD, Texas Woman's University; Post-Master's Certificate, University of Texas Health Science Center at San Antonio; MSN, University of Texas at Austin; BSN, University of Texas at Austin
Guenther	Joanna	Associate	PhD, Texas Woman's University; Post-Master's Certificate, University of

	Professor	Texas Health Science Center at San Antonio; MSN, University of Texas at Austin; BSN, University of Texas at Austin
Gully	Emily	MSN, Angelo State University; BSN, Angelo State University; ADN, Angelo State University
Gully	Emily	MSN, Angelo State University; BSN, Angelo State University; ADN, Angelo State University
Harvey	Megan	Post-Master's Certificate - Pediatric Acute Care, Vanderbilt University; Post-Master's Certificate - Pediatric Primary Care, Texas Tech University Health Sciences Center; MSN, Texas Tech University Health Sciences Center; BSN, Duke University; BS, University of Illinois
Harvey	Megan	Post-Master's Certificate - Pediatric Acute Care, Vanderbilt University; Post-Master's Certificate - Pediatric Primary Care, Texas Tech University Health Sciences Center; MSN, Texas Tech University Health Sciences Center; BSN, Duke University; BS, University of Illinois
Heady	Christine	MSN, Abilene Christian University; BSN, West Texas A&M University
Heady	Christine	MSN, Abilene Christian University; BSN, West Texas A&M University
Hearn	Ann	MSN, University of Phoenix; BSN, University of Texas at Austin; ADN, San Jacinto College
Hearn	Ann	MSN, University of Phoenix; BSN, University of Texas at Austin; ADN, San Jacinto College
Heinrich	Melissa	MSN, Texas Women's University; BSN, Texas Women's University; BS, University of Texas at Dallas; AS, Collin County Community College
Heinrich	Melissa	MSN, Texas Women's University; BSN, Texas Women's University; BS, University of Texas at Dallas; AS, Collin County Community College
Hobbs	Stacy	MSN, Texas Tech University Health Sciences Center; BSN, Texas Tech University Health Sciences Center; AD, McLennan Community College
Hobbs	Stacy	MSN, Texas Tech University Health Sciences Center; BSN, Texas Tech University Health Sciences Center; AD, McLennan Community College
Jain	Rupali	MSN, California State University; BSN, California State University; AAD, Los Angeles Pierce College
Jain	Rupali	MSN, California State University; BSN, California State University; AAD, Los Angeles Pierce College
Jones-Gandy	Crystal	MSN, Texas Tech University Health Sciences Center; BSN, University of Oklahoma Health Sciences Center College of Nursing; BS, University of Oklahoma
Jones-Gandy	Crystal	MSN, Texas Tech University Health Sciences Center; BSN, University of Oklahoma Health Sciences Center College of Nursing; BS, University of Oklahoma
Judd	Alanna	MSN, Texas Tech University Health Sciences Center; BSN, Texas Tech University Health Sciences Center; BS Northern Arizona University

Judd	Alanna	MSN, Texas Tech University Health Sciences Center; BSN, Texas Tech University Health Sciences Center; BS Northern Arizona University
Kennemer	Jessica	
Kennemer	Jessica	
Kerr	Justin	MS, Ohio State University
Kerr	Justin	MS, Ohio State University
Kowalski	Karren	PhD, University of Colorado; MS, University of Colorado; BSN, Indiana University
Kowalski	Karren	PhD, University of Colorado; MS, University of Colorado; BSN, Indiana University
Lachica	Rebecca	MSN, Angelo State University; BSN, University of Philippines; BS, University of Philippines
Lachica	Rebecca	MSN, Angelo State University; BSN, University of Philippines; BS, University of Philippines
Lindsey	Kerri	DNP, Aspen University; MSN, Liberty University; ADN, Tarrant County College; BA University of North Texas University
Lindsey	Kerri	DNP, Aspen University; MSN, Liberty University; ADN, Tarrant County College; BA University of North Texas University
LoCoco	Josephine	MSN, Texas Women's University; BSN, California State University San Bernardino
LoCoco	Josephine	MSN, Texas Women's University; BSN, California State University San Bernardino
Lopez	Edward	DNP, Chatham University; MSN, Texas Tech University Health Sciences Center; BSN, Texas Tech University Health Sciences Center; ADN, Midland College
Lopez	Edward	DNP, Chatham University; MSN, Texas Tech University Health Sciences Center; BSN, Texas Tech University Health Sciences Center; ADN, Midland College
Lopez	Tania	MSN, Texas Women's University; Certificate-Nurse Midwifery, Parkland School of Nurse Midwifery; BSN, University of Texas, Arlington Campus; ADN, Southwestern Adventist University
Lopez	Tania	MSN, Texas Women's University; Certificate-Nurse Midwifery, Parkland School of Nurse Midwifery; BSN, University of Texas, Arlington Campus; ADN, Southwestern Adventist University
Malone	Glaysa	MSN, University of South Alabama; BSN, University of Miami; AA, Miami Dade College
Malone	Glaysa	MSN, University of South Alabama; BSN, University of Miami; AA, Miami Dade College
McGill	Rosalynn	DNP, University of Arkansas for Medical Sciences; MSN, University of Arkansas for Medical Sciences; BSN, University of Arkansas for Medical



			Sciences
McGill	Rosalynn		DNP, University of Arkansas for Medical Sciences; MSN, University of Arkansas for Medical Sciences; BSN, University of Arkansas for Medical Sciences
Mellem	Alexis		MSN, University of Texas at Austin; BSN, University of Texas at Austin
Mellem	Alexis		MSN, University of Texas at Austin; BSN, University of Texas at Austin
Merrill	Emily	Professor Emerita	PhD, Texas Woman's University; Post-Master's FNP, Texas Tech University Health Sciences Center; MSN, Texas Woman's University; BSN, University of Oklahoma
Merrill	Emily	Professor Emerita	PhD, Texas Woman's University; Post-Master's FNP, Texas Tech University Health Sciences Center; MSN, Texas Woman's University; BSN, University of Oklahoma
Miller	Joyce		DNP, Case Western Reserve University; MSN WHCNP, University of Texas at El Paso; BSN, Texas Tech University Health Sciences Center
Miller	Joyce		DNP, Case Western Reserve University; MSN WHCNP, University of Texas at El Paso; BSN, Texas Tech University Health Sciences Center
Miller	Virginia		PhD, University of Texas at Austin; MSN, West Virginia University; BSN, Ohio State University
Miller	Virginia		PhD, University of Texas at Austin; MSN, West Virginia University; BSN, Ohio State University
Moore	Youngja		Post-Master's Certificate - Acute Care NP, Texas Tech University Health Sciences Center; MSN, Texas Tech University Health Sciences Center; BSN, University of Illinois; ADN, San Diego Community College District
Moore	Youngja		Post-Master's Certificate - Acute Care NP, Texas Tech University Health Sciences Center; MSN, Texas Tech University Health Sciences Center; BSN, University of Illinois; ADN, San Diego Community College District
Morris	Heather		MSN, Texas Tech University Health Sciences Center; BSN, Texas Tech University Health Sciences Center
Morris	Heather		MSN, Texas Tech University Health Sciences Center; BSN, Texas Tech University Health Sciences Center
Nathan	Athena		MSN, Texas Tech University Health Sciences Center; BSN, University of Texas at El Paso; BA, University of Texas at El Paso
Nathan	Athena		MSN, Texas Tech University Health Sciences Center; BSN, University of Texas at El Paso; BA, University of Texas at El Paso
Nelson	Tanna		PhD, The University of Texas at Tyler; MSN, Texas Tech University Health Sciences Center; BSN, Regis University; Diploma, Covenant Hospital School of Nursing
Nelson	Tanna		PhD, The University of Texas at Tyler; MSN, Texas Tech University Health Sciences Center; BSN, Regis University; Diploma, Covenant Hospital School of Nursing

Norbury	Amy	DNP, Duke University; MSN, University of Pennsylvania; BSN, North Dakota State University
Norbury	Amy	DNP, Duke University; MSN, University of Pennsylvania; BSN, North Dakota State University
Opeloye	Abisola	MSN, University of Texas Medical Branch; BSN, Stephen F. Austin University
Opeloye	Abisola	MSN, University of Texas Medical Branch; BSN, Stephen F. Austin University
Painter	Mia	DNP, Texas Tech University Health Sciences Center; MSN, Texas Tech University Health Sciences Center; BSN, Texas Tech University Health Sciences Center; ADN, Austin Community College
Painter	Mia	DNP, Texas Tech University Health Sciences Center; MSN, Texas Tech University Health Sciences Center; BSN, Texas Tech University Health Sciences Center; ADN, Austin Community College
Ramirez	Kelly	MSN, University of Texas - Arlington; BSN, University of Texas - Austin
Ramirez	Kelly	MSN, University of Texas - Arlington; BSN, University of Texas - Austin
Ramiro	Anthony	
Ramiro	Anthony	
Reeves	Shawn	Post-Master's Certification - PNP, University of Texas at Arlington; Post-Master's Certification - FNP, University of Texas at Arlington; MSN, Lubbock Christian University; BSN, Lubbock Christian University; Diploma, Covenant School of Nursing; BS, Texas A&M University
Reeves	Shawn	Post-Master's Certification - PNP, University of Texas at Arlington; Post-Master's Certification - FNP, University of Texas at Arlington; MSN, Lubbock Christian University; BSN, Lubbock Christian University; Diploma, Covenant School of Nursing; BS, Texas A&M University
Rice	Wendi	
Rice	Wendi	
Rogge	Mary Madeline	Post-Master's FNP Certificate, Texas Tech University Health Sciences Center; PhD, University of Texas at Austin; MA, Ball State University; BSN, Texas Woman's University
Rogge	Mary Madeline	Post-Master's FNP Certificate, Texas Tech University Health Sciences Center; PhD, University of Texas at Austin; MA, Ball State University; BSN, Texas Woman's University
Rowden	Haley	MSN, Texas Tech University Health Sciences Center; BSN, Texas Tech University Health Sciences Center; BS Angelo State University
Rowden	Haley	MSN, Texas Tech University Health Sciences Center; BSN, Texas Tech University Health Sciences Center; BS Angelo State University
Rowin	Erin	
Rowin	Erin	
Sanders	Ellarene	PhD, University of Texas Medical Branch at Galveston; MSN, University of

		Texas Medical Branch at Galveston; BSN, Northwestern State University; ASN, University of Nebraska Medical Center
Sanders	Ellarene	PhD, University of Texas Medical Branch at Galveston; MSN, University of Texas Medical Branch at Galveston; BSN, Northwestern State University; ASN, University of Nebraska Medical Center
Schwartz	Carolyn	MSN, University of Texas at Austin; BSN, University of Texas at Austin
Schwartz	Carolyn	MSN, University of Texas at Austin; BSN, University of Texas at Austin
Shafton	Amanda	DNP, John Hopkins University; MSN Marquette University
Shafton	Amanda	DNP, John Hopkins University; MSN Marquette University
Sherman	Katrina	MSN, Frontier Nursing University; BSN, Johns Hopkins University; BA, University of Florida
Sherman	Katrina	MSN, Frontier Nursing University; BSN, Johns Hopkins University; BA, University of Florida
Silvers	Charlotte	MSN, Texas Tech University Health Sciences Center; BSN, Texas Tech University Health Sciences Center; AAS, Odessa College
Silvers	Charlotte	MSN, Texas Tech University Health Sciences Center; BSN, Texas Tech University Health Sciences Center; AAS, Odessa College
Simons	Candice	MSN, Lubbock Christian University; BSN, Texas Tech University Health Sciences Center; BA, Texas Tech University
Simons	Candice	MSN, Lubbock Christian University; BSN, Texas Tech University Health Sciences Center; BA, Texas Tech University
Simonton	Amanda	PhD, University of Texas at Austin; MSN, University of Texas at Austin; BSN, University of Texas at Austin
Simonton	Amanda	PhD, University of Texas at Austin; MSN, University of Texas at Austin; BSN, University of Texas at Austin
Simpson	Patricia	PhD, University of North Texas; MSN, University of Texas at Arlington; BSN, University of Texas at Arlington
Simpson	Patricia	PhD, University of North Texas; MSN, University of Texas at Arlington; BSN, University of Texas at Arlington
Smith	Katherine	
Smith	Katherine	
Song	Huaxin	
Song	Huaxin	
St. Clair	Stephanie	MSN, Walden University; BSN, Texas Tech University Health Sciences Center
St. Clair	Stephanie	MSN, Walden University; BSN, Texas Tech University Health Sciences Center
Strickland	Beth	JD, University of Tennessee; MSN, Vanderbilt University; MA, Vanderbilt

		University; BSN, Vanderbilt University
Strickland	Beth	JD, University of Tennessee; MSN, Vanderbilt University; MA, Vanderbilt University; BSN, Vanderbilt University
Thompson	Catherine	MSN, Texas Tech University Health Sciences Center; BSN, Texas Christian University; BA, Austin College
Thompson	Catherine	MSN, Texas Tech University Health Sciences Center; BSN, Texas Christian University; BA, Austin College
Thompson-Ross	Lisa	DNP, University of Alabama; MSN, Texas Womens University; BSN Texas Womens University
Thompson-Ross	Lisa	DNP, University of Alabama; MSN, Texas Womens University; BSN Texas Womens University
Tombs	Elizabeth	Post Master's Certificate Nurse Midwifery, Texas Tech University Health Sciences Center; MSN, Texas Tech University Health Sciences Center; BSN, Texas Tech University Health Sciences Center
Tombs	Elizabeth	Post Master's Certificate Nurse Midwifery, Texas Tech University Health Sciences Center; MSN, Texas Tech University Health Sciences Center; BSN, Texas Tech University Health Sciences Center
Trepanier	Sylvain	DNP, Texas Tech University Health Sciences Center; MSN, University of Montreal, Montreal, Quebec, Canada; BSN, University of Montreal, Montreal, Quebec, Canada
Trepanier	Sylvain	DNP, Texas Tech University Health Sciences Center; MSN, University of Montreal, Montreal, Quebec, Canada; BSN, University of Montreal, Montreal, Quebec, Canada
Vandergriff	Kent	DNP, Texas Tech University Health Sciences Center; MSN, Texas Tech University Health Sciences Center; BSN, Texas Tech University Health Sciences Center; ADN, Tyler Junior College
Vandergriff	Kent	DNP, Texas Tech University Health Sciences Center; MSN, Texas Tech University Health Sciences Center; BSN, Texas Tech University Health Sciences Center; ADN, Tyler Junior College
Villegas	Whitney	DNP, The University of Texas at Arlington; MSN, Texas Tech University Health Sciences Center; BSN, Texas Tech University Health Sciences Center
Villegas	Whitney	DNP, The University of Texas at Arlington; MSN, Texas Tech University Health Sciences Center; BSN, Texas Tech University Health Sciences Center
Walker	Veronica	PhD, University of Texas at Austin; MSN, University of Texas at Austin; BSN, University of Texas at Austin
Walker	Veronica	PhD, University of Texas at Austin; MSN, University of Texas at Austin; BSN, University of Texas at Austin
Walsh	Emily	MSN, Texas Tech University Health Sciences Center, BSN, Texas Tech University Health Sciences Center
Walsh	Emily	MSN, Texas Tech University Health Sciences Center, BSN, Texas Tech University Health Sciences Center

White	Joyce		MSN, University of Texas at Austin, BA, Hollins College
White	Joyce		MSN, University of Texas at Austin, BA, Hollins College
White	Toya		JD, University of North Texas Law School; MSN, Texas Woman's University; MBA, Texas Woman's University; BSN, Texas Woman's University
White	Toya		JD, University of North Texas Law School; MSN, Texas Woman's University; MBA, Texas Woman's University; BSN, Texas Woman's University
Wigmans	Farinaz		PhD, Texas Tech University; MSBA, Texas Tech University; MBA, Texas Tech University
Wigmans	Farinaz		PhD, Texas Tech University; MSBA, Texas Tech University; MBA, Texas Tech University
Wilkinson	Crystal		DNP, Texas Tech University Health Sciences Center; MSN, University of Texas; BSN, University of Colorado at Colorado Springs; Diploma, University of Colorado at Colorado Springs
Wilkinson	Crystal		DNP, Texas Tech University Health Sciences Center; MSN, University of Texas; BSN, University of Colorado at Colorado Springs; Diploma, University of Colorado at Colorado Springs
Winner	Marnette		MSN, Lubbock Christian University; BSN, Lubbock Christian University; Diploma, Methodist School of Nursing
Winner	Marnette		MSN, Lubbock Christian University; BSN, Lubbock Christian University; Diploma, Methodist School of Nursing
Womack	Clayton		MSN, Texas Tech University Health Sciences Center; BSN, Lubbock Christian University; ADN, Vernon College
Womack	Clayton		MSN, Texas Tech University Health Sciences Center; BSN, Lubbock Christian University; ADN, Vernon College
Ydrogo-Borrego	Alejandra		MSN, Lubbock Christian University; BSN, The University of Texas Permian Basin
Ydrogo-Borrego	Alejandra		MSN, Lubbock Christian University; BSN, The University of Texas Permian Basin
Yoder-Wise	Patricia	Professor and Dean Emerita	EdD, Texas Tech University; MSN, Wayne State University; BSN, Ohio State University
Yoder-Wise	Patricia	Professor and Dean Emerita	EdD, Texas Tech University; MSN, Wayne State University; BSN, Ohio State University
Young	Charissa		MSN, West Texas A&M University; BSN, West Texas A&M University; BS, West Texas A&M University
Young	Charissa		MSN, West Texas A&M University; BSN, West Texas A&M University; BS, West Texas A&M University