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TEXAS TECH
UNIVERSITY
HEALTH SCIENCES CENTER

SCHOOL OF NURSING

1998-99 Bulletin



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Web Site Information:

For more information on Texas Tech Health
Sciences Center visit our World Wide Web site at:

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

BULLETIN

This bulletin is an official publication of Texas Tech University Health Sciences Center (TTUHSC) School of Nursing containing policies, regulations, procedures, programs, courses, schedules and fees in effect as the publication went to press. TTUHSC and the School of Nursing reserve the right, without notice in this catalog, to change, amend, add to, or otherwise alter any or all fees, rates, other charges, and degree requirements, to reflect board policies, administrative regulations and procedures, amendments to state law and actions of the TTUHSC Board of Regents or the Texas State Legislature, as the case may be. This publication is not intended to be a contract. It should be used as information only.

TTUHSC is open to all persons regardless of race, color, religion, disability, sex, national origin or sexual orientation who are otherwise 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, sex, national origin or sexual orientation during the course of education at this institution.

Once admitted, it is the responsibility of students to keep themselves apprised of rules and regulations pertaining to the School of Nursing found in the *Student Handbook* and the Texas Tech University *Student Affairs Handbook and Code of Student Conduct*.

FAMILY EDUCATIONAL RIGHTS & PRIVACY ACT OF 1974 (FERPA)

FERPA is a federal law designed to protect the privacy of a student's educational records. FERPA gives certain rights to parents until the student reaches age 18 and/or is attending school beyond secondary education level at which time those rights are transferred to the student. After the transfer of those rights, information pertaining to the student records will only be released upon written authorization of the student. For more information on FERPA, contact the US Department of Education, Family Compliance Office, 600 Independence Avenue SW, Washington, DC 20202-4605

NOTES:

TEXAS TECH UNIVERSITY HEALTH SCIENCES CENTER ADMINISTRATION

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Texas Tech University Health Sciences Center

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David R. Smith, President for the Health Sciences Center
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Susan Pollock, RN, PhD, FAAN, Associate Dean for Research and Professor
Sharon I. Decker, RN, MSN, CS, CCRN, Professor of Clinical Nursing and Director of Clinical Simulations
Ana M. Valadez, RN, EdD, CNAA, FAAN, Director of the Undergraduate Program and Associate Professor

TTUHSC Presidents

Grover Elmer Murray (1966-1976)
Maurice Cecil Mackey (1976-1979)
Lauro Fred Cavazos (1980-1988)
Robert Lawless (1988-1996)
Donald Haragan (interim 1996)
David Smith (1996-present)



The Texas Tech University Health Sciences Center was created to help alleviate the shortage of health care professionals in West Texas. Since the School of Nursing first opened its doors, dedicated professionals have focused their energies and skills in educating the finest nurses to serve our region.

TTUHSC's School of Nursing has graduated more than 1000 students, and more than eighty percent of those graduates have remained in West Texas to touch thousands of lives.

Our School of Nursing continues its pioneering efforts today, developing new programs and strategies to educate tomorrow's best nurses.

At TTUHSC, we require that each school and department be committed to excellence. I am happy to say the School of Nursing fulfills this mandate each and every day. I invite you to join us as part of the Texas Tech family as we look forward to a great and rewarding future.

**John T. Montford, Chancellor, Texas Tech University &
Texas Tech University Health Sciences Center**



From its inception, Texas Tech University Health Sciences Center has provided the best for our region and for our country through a unique ability to use West Texas' natural assets and resources--outstanding students and teachers. As a result, our School of Nursing at the Health Sciences Center is visionary in both curriculum and programming.

The School of Nursing was among the first nursing schools to use telecommunications for distance learning in the classroom and on the World Wide Web, and we were among the first to implement an advanced nurse practitioner program that provides essential support for several rural towns.

The legacy of the Texas Tech University Health Sciences Center is one of professionals dedicated to providing the best possible education to students, and thereby providing the best possible care to West Texans.

**David R. Smith, MD, President
Texas Tech University Health Sciences Center**



As we approach the next millennium, we know that what we do today will set our future. Through today's efforts in education, scholarship, practice and service, what we call Reintegration, we are simultaneously meeting today's needs and tomorrow's vision.

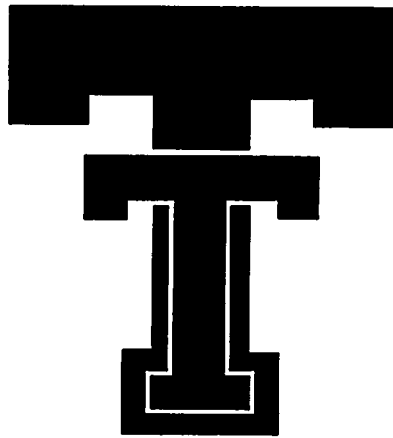
Caring, the core of nursing, is the hallmark of our profession. As we engage in Reintegration, this is the guiding light.

Students of the School of Nursing at Texas Tech University Health Sciences Center are uniquely positioned to capitalize on the rich resources available through the School of Nursing. From interactive video to computer access, from simulations to preceptorships and mentorships, all opportunities lead to a way in which individuals can create new roles in nursing.

Many have gone before, many will come behind. It is, however, each group of students each year that creates the impact that the School has on education in the community. We invite you to be a student of impact for today and tomorrow.

**Patricia S. Yoder Wise, RN, C, EdD, CNAA, FAAN, Dean and Professor
Texas Tech University Health Sciences Center School of Nursing**

TEXAS TECH UNIVERSITY HEALTH SCIENCES CENTER



Mission

TO PROVIDE the highest standard of excellence in higher education while pursuing continuous quality improvement;
TO STIMULATE the greatest degree of meaningful research; and
TO SUPPORT faculty and staff in satisfying those whom we serve.

Vision

By the year 2001, Texas Tech **WILL BE** the institution of choice for higher quality students and **BE** recognized as the best public institution of higher education in the state.

SCHOOL OF NURSING



Mission

The Mission of the TTUHSC School of Nursing is to provide high quality nursing education programs that prepare graduates to practice nursing and contribute to the availability and quality of health care services to the diverse populations in Texas.

Vision

The faculty of the School of Nursing envisions the future where people's nursing and health needs are met through the care of highly educated professional nurses who are skilled in practice, research and service. The vision reflects a dynamic realization of the faculty's commitment to the ideal of Reintegration of education, scholarship, practice and service in a rapidly changing global environment into the 21st century.

BRIEF HISTORY

Texas Tech University and Texas Tech University Health Sciences Center:

Texas Tech University (TTU), which was founded in 1923 and enrolled its first students in the fall of 1925, is a state-supported, coeducational institution comprising the instructional colleges of Agricultural Sciences and Natural Resources, Architecture, Arts and Sciences, Business Administration, Education, Engineering and Human Sciences; the School of Law; the Graduate School and a number of special departments and divisions. Graduate work has been offered at TTU since 1927. The 61st Legislature of the State of Texas authorized the creation of the Texas Tech University School of Medicine as a separate educational institution. The Texas Tech University Health Sciences Center (TTUHSC) was officially designated by the 66th Texas State Legislature. Together they are classified as a Research I institution.

Lubbock, the home of TTU & TTUHSC, has over 193,000 people residing here. It is situated on the South Plains of West Texas at an altitude of 3,250 feet. Dry, crisp air and sunny days throughout practically the entire year provide a healthful and invigorating climate. The university campus, a contiguous tract of 1,839 acres, lies at the western edge of the business section of the city. University buildings number 225, including the Lubbock campus, Junction campus, Pantex campus, agricultural field laboratories at New Deal, and campuses in Amarillo, El Paso and the Permian Basin. The present plant value is over \$3.5 million.

TTUHSC School of Nursing:

The School of Nursing was officially approved for funding by the 67th Legislature in 1981. This followed a period of development beginning with its initial approval by the Coordinating Board, Texas College and University System, in 1975, and approval for program development by the Board of Nurse Examiners for the State of Texas that same year. The Continuing Nursing Education (CNE) program was initiated in 1979. The first students were admitted to the undergraduate degree program in the Fall, 1981. This marked the initiation of a curriculum designed to admit students with no previous nursing course work, Licensed Vocational Nurses and Registered Nurses into a program culminating in the Bachelor of Science in Nursing degree. The Permian Basin program began in Fall 1985. In Fall 1988, a graduate program was initiated to meet the increasing demands for nurses prepared at the graduate level to provide complex, comprehensive care. Students are able to enroll in the required non-nursing courses at TTU (a separate legal entity).

Texas Tech Foundation:

The Texas Tech Foundation was formed in August, 1969, and was chartered by the Secretary of the State of Texas as a non-profit corporation with a perpetual duration on February 18, 1970. The Foundation is responsible for administering funds on a charitable, educational or non-profit basis that are received via donations, gifts, grants of money and property. In addition, the Foundation helps provide support for training facilities, research and financial assistance for students. The Foundation serves the School of Nursing in its advancement activities.

Accreditation:

In July, 1980, the TTUHSC Continuing Nursing Education Program was accredited by the Western Regional Accrediting Committee of the American Nurses' Association as a provider for continuing education in nursing. That accreditation, now offered through the American Nurses Credentialing Center, remains in effect.

In November, 1982, the undergraduate program received full accreditation from the Board of Nurse Examiners for the State of Texas and in December, 1983, the National League for Nursing granted initial accreditation, which was retroactive prior to the first graduation in June, 1983. The graduate program received initial accreditation in March, 1992. The school continues its full accreditation by the National League for Nursing Accrediting Commission (NLNAC) and Board of Nurses Examiners for the State of Texas. The NLNAC can be contacted at 350 Hudson Street, New York, New York 10014 or by telephone at (212) 989-9393. The Board of Nurse Examiners for the State of Texas can be contacted at PO Box 430, Austin, Texas 78767-0430, or by telephone at (512) 305-7400. In March, 1998, the School of Nursing was accredited by the Commission on Collegiate Nursing Education (CCNE) The CCNE can be contacted at One Dupont Circle, NW, Suite 530, Washington, DC, 20035-1120, or by telephone at (202) 887-6791. Additionally TTUHSC is accredited by the Southern Association of Colleges and Schools.

SCHOOL OF NURSING

Philosophy: The School of Nursing is an integral part of the TTUHSC. It is a major function of TTUHSC to concern itself with the improvement of health care in West Texas. Therefore, the School of Nursing reflects this concern as one of its major commitments; specifically, to improve the quantity and quality of nursing care available in West Texas. Further, as an element of TTUHSC, it is the responsibility of faculty and students of the School to join with members of the other health disciplines at TTUHSC to create an atmosphere in which collaborative efforts in education, patient care and research are expected. Because the School has the added advantage of connection with TTU, a general academic institution, faculty and students interact with members of other academic disciplines toward mutual understanding and benefit as well. Set in this environment, the School of Nursing has a valuable opportunity to accomplish its missions.

Since nursing is an evolving field, as time goes on, its practice may vary by changes in methods and techniques and its practitioners may assume differing or additional functions and roles in various work settings. Although these changes occur, representing adjustments to progress in science and to recognition of individual and societal needs, the unique component of the practice of nursing remains the provision of care. Nursing is the process of assisting individuals, families or other groups to meet basic human needs in order to achieve or maintain a desired state of health and to do so in a fashion which acknowledges the person as an integrated being, rather than as a series of isolated systems of functions, the family as an integrated system, and society as a whole. This emphasis on care is in contrast with the emphasis on cure which is the focus of medicine and some other health disciplines. Nursing is built on an ideal of service; and nursing, as a discipline, is one of several health-focused groups which can collaborate effectively to improve the health status of members of our society. In order to assure that potential is met, the faculty of the School is committed to demonstrating mutually effective working arrangements with members of other disciplines in practice, education and research.

As a component of an education institution, the School of Nursing has a responsibility to provide a positive influence upon nurses, the practice of nursing, and upon the health of individuals. To those ends, the faculty is committed to creating programs and activities designed to prepare students for competent practice in the current health care system, to prepare nurses to provide leadership for the future of nursing and health care, and to provide continuing additions to the knowledge upon which practice is based. This latter is developed both through research, which provides for addition to knowledge for the whole field of nursing, and through continuing education for practicing nurses. In each of these efforts, direct and continuous interchange between the School, the community of active nurses, and the larger general community is necessary to assure relevance and acceptance for the programs of the School.

Reintegration is a term chosen to reflect our belief about how professional nursing must proceed at this point in its development. Re-, meaning "again", implies that at some previous time the situation/act/concept was complete. Integrate means "to bring together parts of a whole". These are the basic elements of the word reintegrate. The action this describes is clearly what we believe professional nursing requires, a bringing back together of what was and should be a whole, nursing. As we view reintegration, of nursing, it is the process of creating a whole, professional nursing, by the synthesis of practice, education, scholarship and service. We view these elements as being present in the "whole" of professional nursing in varying amounts.

The faculty, as educators, assume that their role is one of creating an environment for learning while acknowledging that learning is an active, self-initiated process for which students, as adults, are individually responsible. As experts in their field, the faculty members are responsible for identifying or creating learning activities and for interacting with students in ways which will challenge their individual motivation. We believe that learning occurs as a unitary process, involving the whole individual rather than only as cognitive processes. Therefore, as teachers, we implement educational activities which acknowledge the importance of the individual diversity of students.

The role of the nursing faculty also includes a responsibility for continued participation in clinical practice in order to assure the competence necessary to provide models for students and serve as a major link between education and clinical practice in nursing. A further responsibility of faculty is participation in research relevant

to nursing practice and nursing education in one or more of the aspects of inquiry. Finally, as faculty in a professional school, we acknowledge the responsibility for setting and maintaining standards which will assure the students of excellence in this educational program and the public of excellence in the practice of nursing.

Purposes and Functions:

The School of Nursing, as an organizational entity within TTUHSC, implements the purposes and goals of TTU and TTUHSC within the context of nursing. The purposes of the School of Nursing are twofold; to provide high-quality nursing education programs that prepare graduates to practice nursing and contribute to the availability and quality of health care services to the diverse populations in Texas.

To these ends, the School of Nursing has delineated the following functions:

- Design, implement and evaluate high-quality degree programs that prepare graduates to practice in professional nursing;
- Develop, implement and evaluate a continuing nursing education program that provides quality educational opportunities to nurses;
- Demonstrate commitment to service in the community;
- Develop a research component that facilitates expansion of nursing knowledge and contributes to the quality of available educational and practice opportunities; and
- Provide clinical expertise in advancing nursing and health care.

Undergraduate Program Purpose and Objectives:

The purpose of the undergraduate program is to provide educational and experiential learning opportunities in liberal arts, natural and behavioral sciences, humanities, and nursing arts and sciences. Professional nursing is a practice that considers the client as a whole and also considers professional nursing as a reintegrated whole. The undergraduate program is designed to produce a graduate who is prepared to enter practice as a professional nurse. This graduate is one who:

1. Synthesizes elements of the programmatic conceptual framework to provide nursing care to individuals, families, and groups in accordance with accepted standards of care. In providing this care the graduate
 - bases nursing care decisions and actions on theories and concepts from a variety of basic and applied sciences;
 - uses a systematic process to unite the collection of relevant information and the activities of critical thinking and evaluation with the various techniques of nursing intervention, producing comprehensive professional nursing care;
 - acknowledges individual human differences resulting from biological, psychological and sociocultural factors as elements affecting both providers and recipients of care;
2. Functions as a competent reintegrated nurse generalist in a variety of entry level professional nursing positions;
3. Manages the provision of elements of nursing care in health care organizations by other nursing personnel;
4. Accepts personal accountability for practice based upon an understanding of legal and ethical factors affecting nursing practice and a recognition of continued learning as a basic requirement for professional competence;
5. Collaborates with other health care professionals and professional nurses in providing comprehensive health care;
6. Critically analyzes scholarly work in nursing to gain further knowledge and to determine the relevance of that work for incorporation into nursing practice; and
7. Participates in activities directed toward the improvement of nursing practice and the development of the nursing profession.

Graduate Program Purpose and Objectives:

The purpose of the graduate program is to produce a nursing leader who is prepared with specific functional abilities to practice with a specified patient/client population. In synthesizing this clinical and functional focus, the graduate assumes a perspective of a reintegrated nursing role. In assuming a leadership role, the graduate:

1. Exhibits scientific analysis of nursing theories and therapies in providing high quality care to a defined patient/client population;
2. Evaluates issues of legal and ethical accountability and demonstrates, as well as promotes, accountability in a defined clinical area;
3. Creates a role that incorporates specific functional abilities with the general expectations of collaborator and facilitator of scholarly works; and
4. Contributes to the advancement of the nursing profession through performance in a reintegrated role.

In order to meet these objectives the TTUHSC School of Nursing offers collaborative programs with Midwestern State University and The University of Texas at Tyler, allowing the Masters of Science in Nursing students at those universities to obtain the Family Nurse Practitioner Certificate from TTUHSC. This is accomplished through the use of HealthNet, a two-way interactive video system, linking the campuses together. Additionally, a collaborative program with The University of Texas at Arlington provides the opportunity for students to obtain the Psychiatric-Mental Health Nurse Practitioner major. The degree for this program is granted by the University of Texas at Arlington.

Continuing Nursing Education:

TTUHSC School of Nursing Continuing Nursing Education (CNE) program provides many learning opportunities for nurses. The TTUHSC School of Nursing CNE Program is accredited as a provider of continuing education in nursing by the American Nurses Credentialing Center's Commission on Accreditation. General service offerings are held at TTUHSC in Lubbock and Odessa as well as TTU at Junction. *Nursing students are invited to attend the general service offerings for half price.* Calendars listing these offerings may be obtained in the CNE program office which is located in the Faculty Support Services atrium. Personal Order Service offerings, courses specifically designed and taught on-site, are held with ten hospitals and/or agencies in West Texas. This service has been referred to as "CNE on Wheels" and is very beneficial to nursing staff who find it difficult to travel across West Texas to seek their continuing education.

The CNE program also co-provides offerings with the Office of Continuing Medical Education, TTUHSC School of Nursing Faculty Practice and other various agencies throughout West Texas, thereby offering nurses additional learning opportunities. Additionally, the CNE program is a distributor of home study courses. For additional information about the CNE program, please visit the web page at <http://www.ttuhs.edu/pages/cne.htm> or call the office at (806) 743-2734.

Practice Program:

The School of Nursing maintains an active Practice Program. Many practice activities are implemented through health care agencies in West Texas. The faculty operate sites for direct access to services by community clients at the Wellness Center (Lubbock) and the Nursing Center (Permian Basin). The school also operates the Nursing Department at Lubbock Regional MHMR Sunrise Canyon, an agency accredited by the Joint Commission on Accreditation of Healthcare Organizations, as well as many other services through various West Texas facilities.

Research Program:

This program is designed to provide assistance and support for faculty to promote their research interests and to develop proposals for their funding and implementation of research projects. Current research initiatives include:

- improve the health of a diverse population through collaborative efforts that focus on delivery of primary health care;
- measurements of practice-based nursing research outcomes in conjunction with the practice program; and
- provide opportunities for all nursing students to be actively involved in faculty research projects.

For more information on the Research Program contact the Associate Dean of Research at (806) 743-2749.

ADMISSION REQUIREMENTS:

Essential Eligibility Requirements for Participation in the School of Nursing:

The following essential eligibility requirements for participation in the School of Nursing and examples of necessary activities (not all inclusive) should be used to assist each applicant/student in determining whether accommodations or modifications are necessary.

Essential Functions	Some Examples of Necessary Activities
Critical thinking abilities sufficient for clinical judgment.	Identify cause/effect relationships in clinical situations, develop nursing care plans.
Interpersonal abilities sufficient to interact with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds.	Establish rapport with patients/clients and colleagues.
Communication abilities sufficient for interaction with others in verbal and written form.	Explain treatment procedures, initiate health teaching, document and interpret nursing actions and patient/client responses.
Abilities sufficient to move from room to room and to maneuver in small places.	Move around in patients' rooms, work spaces, and treatment areas, and administer cardio-pulmonary procedures.
Abilities sufficient to provide safe and effective nursing care.	Calibrate and use equipment; position patients/clients.
Abilities sufficient to monitor and assess health needs.	Hear monitor alarms, emergency signals, auscultatory sounds, and cries for help.
Abilities sufficient for observation and assessment necessary in nursing care.	Observe patient/client responses.
Abilities sufficient for physical assessment.	Perform palpitation, functions of physical examination and/or those related to therapeutic intervention, e.g. insertion of a catheter.

ADA Guidelines apply to all qualified disabled persons. A qualified disabled 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. Students should be prepared to present a disability verification form from their physician.

Undergraduate Program Admissions Policy

Applicants to the Undergraduate Program can seek admission to the School of Nursing through one of the three entry points in the school's curriculum. Those applicant levels are as follows:

LEVEL A Option 1 (A1): Applicants with proof of graduation from an accredited high school who have less than 24 semester credit hours of college course work completed prior to enrollment: To be considered for admission the following are required:

- a minimum cumulative grade point average of 2.0;
- proof of graduation from an accredited high school; and
- a minimum score of 1000 on the SAT or 21 on the ACT.

Generally, credits earned at an accredited college or university are accepted for transfer provided the course content is equivalent to those required. A grade below "C" is not acceptable for transfer credit. Level A1 entrance into the program is designed for completion in four years.

LEVEL A Option 2 (A2): Applicants with 24 or more semester credit hours of college work, but does not have all of the specified courses for admission to Level B: To be considered for admission a minimum cumulative grade point average of 2.0 is required. Generally, credits earned at an accredited college or university are accepted for transfer provided the course content is equivalent to those required. A grade below "C" is not acceptable for transfer credit.

LEVEL B: Applicants with 34 or more semester credit hours of specified college course work: A minimum cumulative grade point average of 2.0 is required to be considered for admission. Generally, credits earned at an accredited college or university are accepted for transfer provided the course content is equivalent to those required. A grade below "C" is not acceptable for transfer credit. The following non-nursing course work is required prior to admittance into this level (see *Bachelors Degree Requirements* for specific course numbers):

Required prior to Admission:	CREDIT	
Human Growth & Development	3	
Psychology	3	
Sociology OR Anthropology	3	
Chemistry	4	
Anatomy & Physiology	8	
Food & Nutrition	3	
	3	24
An additional 10 credits from the following list must also be completed prior to admission.		
• English	6	
• History	6	
• Political Science	6	
• Second Science Course	3-4	
• Microbiology	4	
• Statistics	3-4	
• Humanities	3	
	3	10
Total credits required for admission to this level		34

NOTE: If the applicant has more than 34 semester credit hours of college work, but does not have all of the above specified courses required for admission to Level B, the applicant may be considered for Level A2. Additionally applicants that currently hold licensure as a Vocational or Practical Nurse may seek admission to Level A2 or B.

LEVEL C: Applicants with a valid/current Texas RN License: Licensure and graduation from a nationally discipline accredited program with a 2.0 or higher GPA are required for consideration to this level. Generally, credits earned at an accredited college or university are accepted for transfer provided the course content is equivalent to those required. A grade below "C" is not acceptable for transfer credit.

Texas Assessment of Skills Program (TASP):

The Texas State Education Code requires that all students "...who enter public institutions of higher education in the fall of 1998 and thereafter must be tested for reading, writing and mathematical skills." This includes all full-time and part-time undergraduate students enrolled in any Texas college or university. This includes student who are non-residences of the State of Texas. Therefore the School of Nursing requires proof of testing prior to enrollment for all undergraduate students. In addition to proof of testing a passing test score must be presented by the end of the first semester of enrollment. For testing information, please contact TTU Testing Center, Box 45002, Lubbock, Texas 79406, or call (806) 742-3671.

Nurse Entrance Test:

Students admitted to Levels A & B are required to take the Nurse Entrance Test (NET) during new student orientation. The NET is designed to assist the student and faculty in identifying essential elements that will predict success in the undergraduate program.

Eligibility To Take NCLEX-RN Exam:

An individual with a criminal/mentally ill/chemically dependent background should be aware that Texas may deny permission to take the NCLEX-RN exam and may refuse licensure to practice. Those who can answer “yes” to any of the following questions need to request a declaratory order from the Board of Nurse Examiners prior to submitting an application to the School of Nursing.

1. Have you ever been convicted of a crime other than a minor traffic violation?
2. Have you ever been hospitalized or treated for mental illness and/or chemical dependency?
3. Have you ever had disciplinary action taken against you by a licensing authority for nurses (LVN/LPN or RN)?

Declaratory Orders may be obtained by contacting: Education/Examination Department, Board of Nurse, Examiners for the State of Texas, P.O. Box 430, Austin, Texas 78767-0430

Graduate Program Admissions Policy

The minimum requirements that must be met by all applicants to the graduate programs are the same. Each applicant must meet the following criteria before applying.

- Have a valid RN License in the State of Texas;
- Have a baccalaureate nursing degree from a nationally discipline accredited college or university;
- Have successfully completed an undergraduate statistics course;
- Have one year full time experience in nursing by the time of enrollment;
- Have a minimum 3.0 gpa or better (on a 4.0 scale) in upper division work and all graduate level work; and
- Meet one of the following test score minimums:
 - a GRE score of 1000 total on 2 of the 3 sections (verbal, quantitative, analytical);
 - a GRE score of 1400 on all three sections combined (verbal, quantitative, analytical);
 - a MAT score of 50;
 - a GMAT of 500.

Applicants to the collaborative programs with Midwestern State University, Texas Tech University College of Business, The University of Texas at Arlington, The University of Texas at Tyler and The University of Texas Health Science Center at San Antonio are required to contact those schools regarding further admissions criteria. For consideration, applicants to these programs will be required to meet the minimum requirements set by both institutions. Additionally, applicants for the Fall and Spring semesters from the MSU and UT-Tyler programs must apply based on the Summer Application Deadlines because those programs have one admission cycle per year.

Special Student Enrollment:

Under certain circumstances, it may be appropriate for an individual to seek admission as a special 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 be eligible for admission under generally acceptable criteria as follows, depending on space available basis:

1. is currently enrolled at a college or university, and is in good academic standing; or
2. is a registered nurse not enrolled in an educational institution; or
3. the above requirements have been waived by the programmatic administrator.

Recognition of Previous Learning:

The basic premise of TTUHSC's degree program in nursing includes an emphasis on acknowledging previous learning in order to provide for career mobility unhampered by unnecessary delays. Three different methods are used, depending on the student's background, to acknowledge previous learning. They are transfer of credit, credit by examination, and advanced placement. Those methods are briefly described below. For specific policies, contact the TTUHSC School of Nursing Student Affairs Office.

A. Transfer of Credit

- Official transcripts of the entire academic record from all institutions that have been or are enrolled in must be submitted at the time of application.
- A transfer student must be eligible to return to the institution from which he or she is transferring.
- All courses, including courses retaken for grade replacement, for which a student has enrolled are used in computing the grade point average.
- In general, all credit hours with a grade of C (B for graduate students) or higher earned at another accredited educational institution will be accepted for transfer.
- A former TTUHSC School of Nursing student who has attended another institution afterward, will be considered a transfer student when applying for readmission and will be required to meet the standards for transfer.
- The number of credit hours acceptable for transfer from a community college should not exceed one-half of the total number of hours required for the degree program.
- Undergraduate applicants may choose to request that the grades for all non-nursing courses greater than 10 years old not be considered in the GPA calculation for admission or eligible to be considered as transfer credits. The applicant must have at least 34 semester credit hours within the past 10 years to use this option. RNs are not eligible for this option.

B. Advanced Placement: Students who are graduates of diploma or associate degree programs in nursing are eligible to receive advanced placement in the nursing program. Decisions regarding the specific level of advancement are based on careful review of the student's previous academic background by the programmatic administrator and subsequent demonstration of that previous learning.

C. Credit by Examination (CBE): It is the general policy of TTU and TTUHSC to recognize academic achievement of students gained by means other than through performance in organized classes. Students will be given the opportunity to receive CBE in all courses where proficiency may be practicably determined by examination. CBE may be used to satisfy 15 of the 30 hour minimum residence credit requirement for undergraduate graduation. The School of Nursing offers CBE for all but two of its required nursing courses in the undergraduate program only. CBEs are offered the week prior to the beginning of each semester. A student must petition the course director and the undergraduate program administrator in order to register for a CBE. The petition must be approved two months prior to the CBE test date. Courses available by CBE are noted as such in the Course Description section of this bulletin. For more information regarding CBE, contact the School of Nursing Student Affairs Office.

Offer of Admission:

Offers of admission will be made approximately two to three weeks following the application deadline. Due to the limited number of positions available each semester applicants should to respond to the offer of admission within two weeks by returning a "seat" deposit fee (refundable during first semester, if enrolled) and orientation fee (non-refundable) as well as a signed statement accepting the offer. Failure to respond within the two weeks results in withdrawal of the offer of admission.

NOTES:

APPLICATION REQUIREMENTS:

All applicants are selected on the basis of past academic achievement and references. Historically a 3.0 gpa or higher is considered competitive, but it is dependent on the academic quality of the overall applicant pool. Although the materials required for admission consideration vary from one program to another, the general qualities which are considered are:

- Academic performance and aptitude
- Ability to perform capably in positions of responsibility for self and others

All qualified applicants are carefully evaluated by the appropriate committee with regard to their potential for successfully completing a professional curriculum. Admission to the nursing program is highly competitive and only the most competitive applicants are selected.

Application Deadlines: Only complete application files as of, or before, the File Completion Deadline as listed below are forwarded to the Admissions Committee for consideration. Each applicant considered for admission is notified in writing of the Admission Committee's decision.

Semester Applying for:	Fall	Spring	Summer
Programs available to apply to:	Undergraduate Levels A1 & A2 All Graduate Programs	Undergraduate Levels A1 & A2 All Graduate Programs	Undergraduate Levels B & C All Graduate Programs
File Completion Deadline	Undergraduate: March 1 Graduate: July 15	Undergraduate: August 1 Graduate: Nov. 15	Undergraduate: December 1 Graduate: April 15

International (Non-Citizen) Application Policy:

Graduates of foreign secondary schools who have completed the equivalent of at least an American high school diploma may apply for admission to TTUHSC School of Nursing. International students who are not living in the United States (US) at the time of application should apply one year in advance. In addition to the official application form, international applicants must furnish:

- A \$50 non-refundable international (non-citizen) fee is required for all applicants on an Education or Work Visa, Work Permits, etc., who are not permanent residents or naturalized citizens of the US **at the time of application** (in addition to the application fee);
- Official certified translations of all transcripts not in written in English;
- Documentation of citizenship status (copy of visa, resident alien card or affidavit of certificate of naturalization);
- Statement of financial support (minimum of \$17,300 for the academic year in addition to travel money is necessary; this is subject to change if tuition, fees, or room and board charges are modified).
- ***Test of English as a Foreign Language (TOEFL):*** Students whose native tongue is not English must also present a score of least 550 on the TOEFL, unless they have graduated from a US high school with a minimum of two years attendance. (This includes permanent residents of the US.) Applicants holding degrees from US colleges and/or universities are not required to submit TOFEL scores. Information concerning the TOEFL may be obtained from Educational Testing Service, P.O. Box 899, Princeton, New Jersey 08540, US. Further testing may be given once the student arrives on campus to verify competency. Students lacking adequate English proficiency will be required to enroll in basic English courses.
- ***Commission on Graduates of Foreign Nursing Schools (CGFNS):*** Applicants who are graduates from nursing schools located outside of the US must also provide test scores from CGFNS. For testing dates and information contact CGFNS, 3600 Market Street, Suite 400, Philadelphia, PA 19104-2651, US, or call (215) 222-8454. The English section of this test can not be used as substitute for the TOEFL scores.

DEGREE REQUIREMENTS

Graduation Under a Particular Bulletin: A student is expected to complete the degree requirements set forth in the School of Nursing *Bulletin* in effect at the time the student enters the program. Only with the specified approval of the programmatic administrator may a different bulletin be selected. In no case may a student complete the requirements set forth in a bulletin more than seven years old. The *Bulletin* is published at least biennially and its provisions are applicable during the following school year September through August. However, a student who registers for the first time at TTUHSC during a summer semester is subject to the degree requirements set forth in the bulletin effective for the fall semester immediately following that summer semester.

Minimum Academic Requirements: The minimum gpa for continuance in the undergraduate program is 2.0 (3.0 for graduate program) overall, per semester. Additionally a minimum grade of "C" is required in each course (nursing and non-nursing) required for degree completion.

Residence Credit: The minimum actual residence credit required of each undergraduate student is 30 hours at TTU/TTUHSC, including the final 15 hours in nursing courses taken for a grade. The remaining hours may include correspondence course work and credit by examination. Ordinarily, the minimum residence for the graduate program is a full academic year or its equivalent of graduate work carrying residence credit, as required for the degree. The term "residence" as a degree requirement should not be confused with "residence" in the State of Texas for enrollment purposes. Residence credit as used here means credit for work done while enrolled in and attending classes at TTU/TTUHSC.

Second Bachelor's Degree/Minor: No second bachelor's degree is conferred until the candidate has completed at least 24 semester hours in addition to the courses counted toward the first bachelor's degree. Because most second degree opportunities exist at TTU, early consultation with the programmatic administrator is required. Students with interests in other fields may pursue a minor in addition to the BSN. Approval for a minor is obtained by consultations with both the major and minor advisors. A minor is not noted on the transcript or the diploma.

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 programmatic administrator. In determining this load, the programmatic administrator 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.

Semester Credit hours required for undergraduate program completion (includes transfer credits): A total of 125-127 semester credit hours is required for all levels. Levels A1, A2 & B are required to complete 55-57 hours of non-nursing courses and 70 hours of nursing courses. Level C students (RN) are required to complete 55-57 hours of non-nursing courses, 34 hours of nursing courses with 36 hours of advanced placement.

Semester Credit hours required for graduate program completion (includes transfer credits):

Masters of Science in Nursing	36
Masters of Science in Nursing Family Nurse Practitioner Certificate Program	48
Midwestern State University Collaborative MSN-FNP Certificate Program	48
MSN/MBA Collaborative Program	68
University of Texas at Tyler Collaborative MSN-FNP Certificate Program	48
Post Masters-Family Nurse Practitioner Certificate	18

BACHELORS DEGREE REQUIREMENTS

Required Non-Nursing Courses (Pass/Fail courses are not acceptable)

Course numbers listed are from Texas Tech University. These courses provided from other institutions with equivalent course content are acceptable for transfer credit if a "C" or better was received.

HD 2303	Human Growth & Development (3:3:0)
English 1301	Essentials of College Rhetoric (3:3:0)
English 1302	Advanced College Rhetoric (3:3:0)
Psychology 1300	General Psychology (3:3:0)

Sociology 1301 OR Anthropology 2302	Introduction to Sociology (3:3:0) Cultural Anthropology (3:3:0)
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Chemistry 1305 & Laboratory 1105 OR Chemistry 1307 & Laboratory 1107	Chemistry & Society I (3:3:0) Chemistry & Society I Lab (1:0:3) Principles of Chemistry I (3:3:0) Principles of Chemistry I Lab (1:0:3)
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Zoology 2403	Human Anatomy & Physiology I (4:3:3)
Zoology 2404	Human Anatomy & Physiology II (4:3:3)
Food & Nutrition	3 credits; Preferably F&N 3320
Microbiology 3400	Microbiology (4:3:4)
Another Science Course*	3-4 Credits
History **	6 credits; HIST 2300 & 2301
Political Science 1301***	6 credits; POLS 1301 & 2302

Mathematics 2300 OR Psychology 3403 OR Sociology 3391	Statistical Methods (3:3:0) Statistical Methods (4:3:2) Introduction to Social Research I (3:3:0)
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Humanities 3 Credits

Required Nursing Courses

NURS 1200 (CL)	Basic Assessment (2:1:3)
NURS 1201 (CL)	Basic Physical Assessment (2:1:3)
NURS 2201 (CL)	Nursing Management of Pharmacological Therapy (2:1:3)
NURS 2600 (CL)	Nursing in Wellness & Illness I (6:3:9)
NURS 2601 (CL)	Nursing in Wellness & Illness II (6:3:9)
NURS 3202	Nursing Management of Complex Pharmacological Therapy (2:2:0)
NURS 3402	Complex Health Problems (4:4:0)
NURS 3601 (CL)	The Role of the Nurse in Complex Health Situations (6:0:18)
NURS 3101	Theoretical Basis of Nursing Practice (1:1:0)
NURS 3201	Family & Group Development & Interaction (2:2:0)
NURS 3304	Issues & Trends in Multicultural Environments (3:3:0)
NURS 3400 (CL)	Childbearing & Child Rearing Family Nursing (4:2:6)
NURS 3401 (CL)	Mental Health Nursing (4:2:6)
NURS 4801 (CL)	Professional Nursing Practice (8:6:9) <i>(For level C students ONLY)</i>
NURS 4300	Research (3:2.5:1.5)
NURS 4301	Roles of the Nurse & Patient as Collaborators in Health Care (3:2.5:1.5)
NURS 4400 (CL)	The Role of the Nurse Manager (4:2:6)
NURS 4302	Conceptual Basis for Community Health Nursing (3:2.5:1.5)
NURS 4303 (CL)	The Role of the Nurse in Community Health (3:0.5:7.5)
NURS 4402 (CL)	The Role of the Nurse as Leader (4:2:6)
NURS 4305 (CL)	The Reintegrated Professional Nurse (3:1:6)
NURS Electives	3 Credits

* An additional chemistry as a second (lab) science or another science course such as biology, botany, zoology, (other than Zoology 2403 or 2404) or computer science.

**3 credit hours of History of Texas may be substituted for 3 credit hours of American History, 3 of the 6 credit hours must be taken in a classroom setting, as required by the State of Texas.

***3 credit hours in upper division POLS may be substituted for POLS 2302 if an A or B was earned in POLS1301, 3 of the 6 credit hours must be taken in a classroom setting, as required by the State of Texas.

MASTERS OF SCIENCE IN NURSING:

Required Non-Nursing Courses

Physiology (3)

Statistics (3)

Computer Services (3)

REQUIRED CORE COURSES

NURS 5330

Theories and Therapies (3:3:0)

NURS 5390

Foundations of Nursing Research (3:3:0)

NURS 5370

Issues in Nursing (3:3:0)

Clinical Tracks:

A minimum of 6 credits is required from a sequential combination of any of the following courses

NURS 5300

Community Health I: Foundations of Community Health Nursing (3:1:6)

NURS 5301

Community Health II: Role Design and Implementation (3:1:6)

NURS 5310

Gerontics I: Foundations of Gerontic Nursing (3:1:6)

NURS 5311

Gerontics II: Role Design and Implementation (3:1:6)

Functional Tracks:

A minimum of 6 credits is required from a sequential combination of any of the following courses.

NURS 5410

Facilitating Learning (4:3:3)

NURS 5210

Developing Nursing Education Programs (2:2:0)

NURS 5230

The Middle Manager in Nursing (2:2:0)

NURS 5240

Managerial Role Development (2:0:6)

NURS 6220

The Nurse Manager as Leader (2:2:0)

NURS 6000

Thesis (6 hours minimum)

MASTERS OF SCIENCE IN NURSING-FAMILY NURSE PRACTITIONER CERTIFICATE:

Required Non-Nursing Courses

Statistics (3) & Computer Science (3) can be transferred from any graduate institution.

Required Core Courses

NURS 5330

Theories and Therapies (3:3:0)

NURS 5390

Foundations of Nursing Research (3:3:0)

NURS 5370

Issues in Nursing (3:3:0)

NURS 5300

Community Health I: Foundations of Community Health Nursing (3:1:6)

NURS 5301

Community Health II: Role Design and Implementation (3:1:6)

NURS 5340*

Primary Health Care I: Advanced Assessment, Pathology, and Management (3:1:6)

NURS 5341

Primary Health Care II: Advanced Role Application (3:1:6)

NURS 5342

Advanced Health Assessment (3:1:6)

NURS 5343

Pharmacotherapeutics for Nurses in Advanced Practice (3:3:0)

NURS 5345

Advanced Practice Nursing: Application of Pathophysiology (3:3:0)

NURS 6000

Thesis (6 hours minimum)

NURS 6060

Nursing Practicum-A majority of clinical must be completed in medically underserved settings. (3:0:18 or 6:0:36)

* All Nurse Practitioner students are required to hold Advanced Life Support Certification appropriate to their clinical specialty as a pre- or co-requisite to NURS 5340. NURS 5344 is offered for those who wish to become certified through the School of Nursing.

MSN/MBA PROGRAM:

Required Nursing Courses	
NURS 5330	Physiology (3)
NURS 5390	Theories and Therapies (3:3:0)
NURS 5370	Foundations of Nursing Research (3:3:0)
NURS 5300	Issues in Nursing (3:3:0)
NURS 5301	Community Health I: Foundations of Community Health Nursing (3:1:6)
NURS 5230	Community Health II: Role Design and Implementation (3:1:6)
NURS 5240	The Middle Manager in Nursing (2:2:0)
NURS 6220	Managerial Role Development (2:0:6)
NURS 6000	The Nurse Manager as Leader (2:2:0)
	Thesis (6 hours minimum)
Required Business Courses*	
ACCT 5300	Principles of Accounting (3)
FIN 5320	Financial Management I (3)
MKT 5350	Marketing Foundations (3)
ACCT 5301	Managerial Accounting (3)I
FIN 5321	Financial Management II (3)
MGT 5371	Organizational Behavior & Management (3)
MKT 5361	Marketing Administration (3)
ECO 5337	Health Care Economics (3)
MGT 5391	Business Policy (3)
MGT 5307	Managed Care Organizations (3)
MGT 5308 or 5309	Medical Groups and Ambulatory Health Care or Hospitals & Integrated Delivery Systems (3)
Joint Requirements	
ISQS 5337	Surveys of Management Information Systems (3)
ISQS 5347	Advanced Statistical Methods (3)

* It is the student's responsibility to verify specific requirements for the MBA with the TTU College of Business.

MIDWESTERN STATE UNV. FAMILY NURSE PRACTITIONER CERTIFICATE:

Required Non-Nursing Courses	
Statistics (3) & Computer Science (3) can be transferred from any graduate institution.	
Required transfer courses from Midwestern State University	
NURS 5043	Pathophysiology for Advanced Practice (3)
NURS 5023	Research in Nursing (3)
NURS 5103	Theoretical Foundations in Nursing (3)
NURS 5053	Contemporary Perspectives (3)
NURS 5133	Advanced Pharmacotherapeutics (3)
NURS 5113	Health Assessment for Advanced Nursing Practice (3)
Required Courses from TTUHSC	
NURS 5300	Community Health I: Foundations of Community Health Nursing (3:1:6)
NURS 5301	Community Health II: Role Design and Implementation (3:1:6)
NURS 5340*	Primary Health Care I: Advanced Assessment, Pathology, and Management (3:1:6)
NURS 5341	Primary Health Care II: Advanced Role Application (3:1:6)
NURS 6000	Thesis (6 hours minimum)
NURS 6060	Nursing Practicum-A majority of clinical must be completed in medically underserved settings. (3:0:18 or 6:0:36)

* All Nurse Practitioner students are required to hold Advanced Life Support Certification appropriate to their clinical specialty as a pre- or co-requisite to NURS 5340. NURS 5344 is offered for those who wish to become certified through the School of Nursing.

UNIVERSITY OF TEXAS-TYLER FAMILY NURSE PRACTITIONER CERTIFICATE:

Required Non-Nursing Courses

Statistics (3) & Computer Science (3) can be transferred from any graduate institution.

Required transfer courses from University of Texas-Tyler

NURS 5350	Advanced Pathophysiology (3)
NURS 5317	Biometric Methods (3)
NURS 5310	Research Methods in Nursing (3)
NURS 5312	Nursing Theory (3)
NURS 5324	Application of Computer Technology (3)
NURS 5316	Nursing Ethics (3)
NURS 5352	Advanced Health Assessment (3)
NURS 5354	Advanced Nursing Pharmacotherapeutics (3)

Required Courses from TTUHSC

NURS 5300	Community Health I: Foundations of Community Health Nursing (3:1:6)
NURS 5301	Community Health II: Role Design and Implementation (3:1:6)
NURS 5340*	Primary Health Care I: Advanced Assessment, Pathology, and Management (3:1:6)
NURS 5341	Primary Health Care II: Advanced Role Application (3:1:6)
NURS 6000	Thesis (6 hours minimum)
NURS 6060	Nursing Practicum-A majority of clinical must be completed in medically underserved settings. (3:0:18 or 6:0:36)

* All Nurse Practitioner students are required to hold Advanced Life Support Certification appropriate to their clinical specialty as a pre- or co-requisite to NURS 5340. NURS 5344 is offered for those who wish to become certified through the School of Nursing.

POST MASTERS-FAMILY NURSE PRACTITIONER CERTIFICATE:

This program is also available to through the collaborative programs with Midwestern State University and The University of Texas at Tyler. Requirements for each campus are as follows:

Pre- or co-requisite of the required Core Courses:

The Graduate Programmatic Administrator will review the applicant's academic preparation and/or competency in epidemiology, pathophysiology and community health. Any deficiencies are remedied with additional coursework as listed below.

NURS 5140	Laboratory Methods for Primary Health Care (1:0.5:1.5)
NURS 5345	Advanced Practice Nursing (3:3:0)
NURS 5300	Community Health I: Foundations of Community Health Nursing (3:1:6)
NURS 5301	Community Health II: Role Design and Implementation (3:1:6)

Required Courses:

NURS 5340*	Primary Health Care I: Advanced Assessment, Pathology, and Management (3:1:6)
NURS 5341	Primary Health Care II: Advanced Role Application (3:1:6)
NURS 5342	Advanced Health Assessment (3:1:6)
NURS 5343	Pharmacotherapeutics for Nurses in Advanced Practice (3:3:0)
NURS 6060	Nursing Practicum-A majority of clinical must be completed in medically underserved settings. (3:0:18 or 6:0:36)

* All Nurse Practitioner students are required to hold Advanced Life Support Certification appropriate to their clinical specialty as a pre- or co-requisite to NURS 5340. NURS 5344 is offered for those who wish to become certified through the School of Nursing.

STUDENT LIFE

Activities, Athletics, Entertainment, and Recreation: The Texas Tech Double-T is a familiar sight at state tournaments and is gaining recognition nationally. As a member of the National Collegiate Athletic Association and the Big 12 Conference, Texas Tech provides intercollegiate programs for men and women. TTU participates in football, volleyball, basketball, baseball/softball, soccer, track and field, golf and tennis with other members of the conference. The other universities of the Big 12 Conference are Baylor, Texas, Texas A&M, Colorado, Oklahoma, Oklahoma State, Kansas, Kansas State, Iowa State, Nebraska and Missouri.

In Lubbock, TTUHSC is contiguous with the TTU campus, affording students easy access to both campus' recreational and entertainment facilities at student rates. The Recreational and University Centers (Lubbock) are two of the most popular buildings on campus for out-of-class activities for students. The various cultural, social, educational and recreational programs include:

- | | | |
|--------------|--------------------------------------|-----------------------------|
| ☞ ballrooms | ☞ meeting rooms | ☞ gymnasium facilities |
| ☞ theaters | ☞ lounge & TV areas | ☞ weight rooms & saunas |
| ☞ snack bars | ☞ intramural sports | ☞ indoor archery range |
| ☞ cafeteria | ☞ indoor-outdoor swimming pool | ☞ multipurpose arenas |
| ☞ games area | ☞ lighted tennis and handball courts | ☞ music & drama productions |

For more information about student organizations, fraternities or sororities you may contact the Student Organizations Services Office at 742-3621.

Awards: The School of Nursing participates in and offers numerous awards including:

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|---|--|
| » Charles W. Sargent Award | » Human Potential Award |
| » National Dean's List Directory | » Outstanding Service to the School of Nursing |
| » Excellence in Research | » Excellence in Reintegrated Nursing. |
| » US Army Nurse Corps Spirit of Nursing | » Excellence in Professional Nursing Practice |
| » Excellence in Writing | » Excellence in the Practice of Community Health |
| » Excellence in Clinical Performance | » Who's Who Among American Univ. & Colleges Students |

Clinical Simulation Center: The Clinical Simulation Center (CSC) is an invaluable part of the learning experience at TTUHSC School of Nursing. It is recognized as one of the leaders in technological applications in nursing. The CSC provides a hands-on training field for students to rehearse the health assessment and applications learned, in a non-stress environment. This unique facility, located within the School of Nursing, is designed to prepare students for patient care in a health care facility, home health setting or to handle life-or-death emergency room situations. With the help of mannequins that simulate many bodily functions, including heart and lung sounds, students learn firsthand about symptoms of illnesses and how to make important decisions about patient care. Through this multidisciplinary center, students, assisted by faculty, experience procedures prior to performing them during clinical rotations. A computer simulation center is also located in the CSC.

Computer Requirements: A considerable amount of time will be spent utilizing the resources available via the internet in all School of Nursing programs, including email. Owning a personal computer also facilitates time management and is an invaluable asset in some courses. Daily computer access is required for all students. A listing of required computer features is available in the Student Affairs Office.

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. A student employed in a healthcare agency has responsibility, personally and professionally, to accept and engage in only those activities which fall within the position description for which he/she is qualified and which are not in conflict with legal and accreditation expectations.

Health Services: Students enrolled at TTUHSC Lubbock campus can access Student Health Services through the Family Practice Clinic located on the first floor. All students enrolled in TTUHSC are expected to carry personal health insurance.

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 Housing Office at (806) 742-2661.

Library of the Health Sciences: The Library of the Health Sciences in Lubbock, Amarillo, El Paso, and Odessa presently contain more than 245,668 bound volumes, of which 144,701 are located in Lubbock and 21,284 in Odessa. The system has 2,330 subscriptions and 1,316 journal titles; of these 1045 are located in Lubbock facility while Odessa holds 377. Over 13,273 audiovisuals are also available. The libraries feature study carrels, photocopy services, reference services, Internet access and connectivity. A new 50,000 square foot library opened during the Summer of 1998 on the Lubbock campus, featuring 30 group study rooms and a 64 station Learning Resources Centers (LRC). Online databases available for use include MEDLINE, CINAHL, INTERNATIONAL PHARMACY ABSTRACTS, and MICROMEDEX, as well as web links to a variety of external databases; GRATEFUL MED, PUBMED, and ERIC. The four libraries of the TTUHSC system have a common online catalog for access to holdings at all TTUHSC libraries. Nursing students also enjoy access to the TTU Library, with more than 1.5 million items, including U.S. Government documents and science holdings.

Organizations:

Ambassadors: This group of nursing students serves the school and TTUHSC as diplomats at public events. Selection is competitive and participants are honored during graduation ceremonies.

Graduate Student Network: The Graduate Student Network is available for graduate students enrolled in the School of Nursing. The organization seeks to coordinate extra-curricular activities, provide a source of communication between graduate students and the school, and collaborate with other student groups.

Professional Societies: Membership in the Iota Mu chapter of Sigma Theta Tau, the International Nursing honor society, is by invitation and is based on outstanding scholarly activities. Phi Kappa Phi an international interdisciplinary society and golden key are available through TTU to TTUHSC School of Nursing students.

Student Senate: The School of Nursing is represented on the TTUHSC Student Senate. The positions on the TTUHSC Student Senate are elected from the undergraduate and graduate programs. For more information regarding the senate contact the Student Services Office at (806) 743-2300.

Texas Nursing Students' Association: Voluntary membership in the Texas Nursing Students' Association, a pre-professional society, is available. This award winning group is highly active at school, state and national levels.

University Counseling Center: The University Counseling Center (Lubbock) offers a number of services to TTU and TTUHSC students including:

- career, vocational, and academic counseling;
- personal problems, crisis intervention and adjustment counseling;
- marital and premarital counseling;
- group experiences such as interpersonal skills and personal growth groups;
- study techniques program;
- assertiveness and relaxation training; and
- occupational information reading room.

All of the above services are offered free of cost by calling (806) 742-3674.

FINANCIAL INFORMATION

Immediately upon acceptance of an offer of admission the student pays: \$50 deposit which will be refunded at the beginning of the first semester, and \$50 non refundable orientation fee. Failure to pay either of these fees will result in forfeiture of the offer of acceptance.

To enable the student to approximate expenses an estimated average cost for a 12 month period is provided from the Financial Aid Office. These estimates are based on the 1998-1999 school year.

	Undergraduate Program		Graduate Program	
	Resident	Non-Resident	Resident	Non-Resident
Tuition	\$1,386	\$9,684	\$1,278	\$6,408
Fees	2,340	2,340	1,827	1,827
Books/Supplies	1,117	1,117	1,189	1,189
Sub-Total	\$4,843	\$10,000	\$4,295	\$9,424
Housing/Food	6,871	6,871	6,805	6,805
Transportation	2,124	2,124	3,023	3,023
Personal/Misc.	2,252	2,252	2,831	2,831
Loan Fees	420	420	678	740
Total	\$16,510	\$24,808	\$17,631	\$22,823

The minimum tuition for both TTU and TTUHSC is \$120 for a long term and \$60 for a summer term. For students taking courses at both TTU and TTUHSC, the minimum is paid to TTUHSC since it is the primary academic institution for nursing students. Telecommunications fees are attached to courses broadcast to areas outside of the Lubbock campus. The tuition and fees requirements are posted on an annual basis to the NLNAC, which serves as a national information resource regarding tuition, fees and program lengths for Schools of Nursing.

Financial Aid:

Grants and loans are available through the TTUHSC Financial Aid Office. All students interested in receiving grants, loans and scholarships are required to complete a Free Application for Federal Student Aid (FAFSA) to be sent to TTUHSC. **Financial aid award letters to other colleges and universities including TTU are not transferable to TTUHSC. Separate financial aid applications are required for TTU and TTUHSC. Contact the TTUHSC Financial Aid Office during the School of Nursing application process.**

Scholarships: The School of Nursing has the following dedicated scholarships:

- | | | |
|-------------------------------------|-----------|----------------------------|
| § Franklin | § Heath | § President's Council |
| § General Scholarship | § Holland | § Presidential Scholarship |
| § Graduate Potential for Excellence | § Ketner | § Roberts |
| § Hearst | § Larabee | § Tinney |

In addition, there are general scholarships and loans administered by the Financial Aid Director for which School of Nursing students are eligible. Some organizations such as the United Methodist Women, the Texas Tech Ex-Student Association, the Lubbock-Crosby-Garza Medical Auxiliary, Texas Higher Education Coordinating Board, a private Permian Basin area Foundation, and the Lubbock Foundation provide scholarships on a consistent basis for nursing students. Some traineeships are available for graduate students. The application deadline is April 1 for the following academic year.

For further information regarding grants, loans, and scholarships policies, please contact:

TTUHSC Financial Aid Department
3601 4th Street, Room 3B310
Lubbock, Texas 79430
(806) 743-3025

DOCTORAL PROGRAM

The PhD in Nursing program is a partnership of The University of Texas Health Science Center at San Antonio School of Nursing (UTHSCSASN) and TTUHSC School of Nursing. There are two sites for doctoral course offerings - San Antonio and Lubbock. The PhD degree is awarded by the UTHSCSA Graduate School of Biomedical Sciences.

Philosophy: The doctoral program in nursing is designed to enable the graduate to engage in clinical nursing research by virtue of curriculum content in philosophy of science, research methods and techniques, and nursing theories coupled with a mentorship program in a specific area of clinical nursing. The objective of the program is to prepare the student for a career as an independent researcher who through course selection and experience, develops as a teacher and disseminator of knowledge within professional, academic and clinical arenas.

The process of doctoral education addresses values of life long intellectual inquiry, communication and collaboration with others to improve technology and its applications, executive management, the processes and content of developing data bases in nursing, the interdigitation of the natural/behavioral and health sciences, and the responsibilities of the researcher vis-a-vis other researchers, the patient/subject and the community at large. Students who graduate from the program will have developed the interactive nature of practitioner, theorist and researcher, as well as be prepared to participate in and lead the multi-disciplinary and multi-sited research efforts needed to address current nursing problems.

The opportunity to develop breadth and depth in the health/natural/behavioral sciences is afforded every student through cognate courses. A physiological base, as the cornerstone of understanding human responses and the foundation for further study in the varied sciences, is provided early in the program. Elective courses allow continuing individualization in the learning process.

All students will have the advantage of working with nursing and other interdisciplinary faculty who are nationally acknowledged experts in their areas and who will mentor students in the role behaviors critical to excellence in creative scholarly productivity. Faculty are skilled in addressing the multidisciplinary nature of the human response to health status and health alterations and the bio-psycho-social and cultural elements inherent in such responses.

In addition to the opportunity to draw from nursing faculty expertise in a broad array of clinical/research problems of national and international importance, students may call upon a host of outstanding faculty researchers in the other departments and schools. These endeavors provide a source of stimulation and intellectual strength to the program and the institution.

Objectives:

1. Advance the discipline of nursing through the generation of new knowledge and theory.
2. Demonstrate excellence as a clinical researcher in the health sciences in a focal area of nursing.
3. Synthesize theories from natural and/or behavioral sciences for application to a specified area of nursing.
4. Advance clinical practice through research utilization.
5. Assume nurse scientist roles within academic health centers and other interdisciplinary health sciences and education centers.
6. Evaluate the value and knowledge components of philosophical and ethical dimensions of issues confronting health care and nursing.

TTUHSC School of Nursing does not set the admission and degree requirements for the Doctoral program. It is recommended that contact be made directly to UTHSCSA at (210) 567-5815 for further information on application and specific degree requirements.

Other Programs at Texas Tech University Health Sciences Center

Graduate School of Biomedical Sciences: Graduate programs leading to MS and PhD degrees are offered in the Basic Science Departments of Cell Biology and Biochemistry (both Anatomy and Medical Biochemistry graduate programs are offered in this department), Microbiology and Immunology, Pharmacology, and Physiology. These graduate programs are accredited, together with the programs of the TTU Graduate School, by the Southern Association of Colleges and Schools. Programs are structured to provide a wide variety of opportunities for the development of special research and teaching interests. Consulting with a faculty advisory committee, each student participates in the design of his or her own course of study.

School of Allied Health: The School of Allied Health's mission within higher education in Texas is to provide masters and baccalaureate studies in several disciplines: clinical laboratory science, communication disorders, occupational, physical therapies and physician assisting. In addition to these programs, the School of Allied Health also offers certificate studies in emergency medical services. The School offers baccalaureate degrees in communication disorders, clinical laboratory science, occupational therapy and physician assisting. Master's degrees are offered in communication disorders and physical therapy.

School of Medicine: The primary mission of the School of Medicine is to attract and to educate physicians for West Texas. The emphasis is directed toward primary care fields, but there is a balance between the seven responsibilities of any school of medicine; undergraduate medical education, residency training, continuing medical education, biomedical graduate education, research, patient care, and community service. The decision to develop specialty care areas consonant with the fundamental primary care mission has been made with due deliberation and with concern for breadth of an academic program which provides for the general education of the physician and also for the advancement of health care and medical science in West Texas. In training physicians, the School of Medicine concomitantly provides quality health care to the entire West Texas area comprising 108 counties and 131,000 square miles from the Mexican border through the Panhandle to Oklahoma.

School of Pharmacy: The School of Pharmacy offers the Doctor of Pharmacy (PharmD) as its single professional degree. The PharmD is a 4-year professional program, requiring at least two years of pre-professional studies that may be completed at any accredited college or university. When fully operational after the turn of the 21st Century, the School of Pharmacy is expected to have more than 350 students enrolled in professional and post-graduate programs. Continuing Education courses for pharmacists practicing in the Panhandle are also provided by the School of Pharmacy.

NOTES:

COURSE DESCRIPTIONS

KEY:

Courses are listed in numerical order.

- (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.
 * Elective Courses are offered at select times as faculty and interest are present.
 (CBE) Credit by Exam option is available

UNDERGRADUATE PROGRAM COURSE DESCRIPTIONS:

<p>NURS 1200 (CL) (2:1:3) (CBE)</p>	<p>Basic Assessment An introduction to nursing as a systematic process with emphasis on gaining skill in techniques of assessment and communication across the life span. Includes introductory concepts of data collection, health history, therapeutic communication and nursing process. Includes introduction to documentation. (Prerequisite: Admission to nursing major; or approval of programmatic administrator. Pre- or co-requisites: ZOOL 2403, CHEM 1305/1105 OR 1307/1107)</p>
<p>NURS 1201 (CL) (2:1:3) (CBE)</p>	<p>Basic Physical Assessment Further development of nursing as a systematic process with emphasis on gaining skill in techniques of assessment in multiple care settings and across the life span. Includes content about data collection, health history, physical examination, and nursing process. Includes documentation of assessment. (Pre- or co-requisite: NURS 1200, ZOOL 2404, PSY 1300; or approval of programmatic administrator)</p>
<p>NURS 2201 (CR) (2:1:3) (CBE)</p>	<p>Nursing Management of Pharmacological Therapy Introduces the concepts of Pharmacotherapeutics and pharmacological treatment of humans experiencing altered states from adaptation through dysfunction to pathological processes. Includes calculation of dosages and therapeutic ranges. Includes techniques of medication administration by all routes commonly used by nurses with practice in simulation. Includes legal/ethical concepts related to pharmacological therapy. (Pre- or co-requisites: NURS 2600)</p>
<p>NURS 2600 (CL) (6:3:9) (CBE)</p>	<p>Nursing in Wellness and Illness I Concepts of human adaptation, normal and altered states. Includes application of the five steps of the nursing process. Includes the concepts: nutrition, elimination, activity, comfort, and safety. (Prerequisite: NURS 1200/1201, Pre- or co-requisites: F&N, HD 2303, SOC 1300. Co-requisite: NURS 2201)</p>
<p>NURS 2601 (CL) (6:3:9) (CBE)</p>	<p>Nursing In Wellness and Illness II Nursing process with persons experiencing altered states from adaptation through dysfunction to pathological processes. Concepts included are immune response, oxygenation, metabolic, sexuality/reproduction, sensory stimulation & perception and pathology interrupting internal environments such as gas exchange and fluid and electrolyte balance and pharmacologic therapy for each. (Pre- or co-requisite: NURS 2600, MICRO 3400)</p>
<p>*NURS 3030</p>	<p>Independent Study in Nursing Topic and objectives of study are mutually agreed upon by the student and selected faculty member. Independent study agreement formalizes the plan for study and guides evaluation. Credit varies from 1-6 semester hours and course may be repeated as topic and/or objective of study change. (Pre-requisite: Consent of instructor and programmatic administrator)</p>
<p>*NURS 3040</p>	<p>Special Topics in Nursing Designed to focus on subjects of special interest to groups of students. May be repeated for credit as topics vary. Variable credit from 1-6 hours. (Pre-requisite: Consent of instructor and programmatic administrator)</p>
<p>*NURS 3050</p>	<p>Client Populations and Their Nursing Needs The courses in this series focus on the characteristics of particular populations and the implications of these characteristics for nursing and health care. Variable credit from 1-6 hours. (Pre-requisite: Consent of instructor and programmatic administrator)</p>

*NURS 3054	<p>Foundations for Maternal/Infant/Gynecological Nursing Includes changes in maternal/infant/gynecological nursing practice roles and the evolution of holistic nursing practice from the perspective of women, infants and mothers as depicted historically through art, literature and music. Includes the contributions of women, infants and mothers involved in parenting, nurturing, creativity, leadership, social and cultural roles as depicted historically in music, literature and art. An esthetic study of women, infants and mothers in various roles allows students to develop individual objectives for focus, course grade and course value. Variable credit from 1-6 hours. (Pre-requisite: Consent of instructor and programmatic administrator)</p>
*NURS 3060	<p>Selected Roles in Nursing The courses in this series offer the opportunity for in-depth exploration of some identified roles in nursing practice. Variable credit from 1-6 hours. (Pre-requisite: Consent of instructor and programmatic administrator)</p>
NURS 3101 (1:1:0) (CBE)	<p>Theoretical Basis of Nursing Practice Study of the historical trends in nursing as they affect modern nursing and health care practice. An overview of several philosophical/theoretical views of nursing and the relationship of these to the individual nurse's developing conceptual frameworks for practice. (Pre-requisite: successful completion of all NURS 2000 level courses or approval of programmatic administrator)</p>
NURS 3201 (2:2:0) (CBE)	<p>Family and Group Development and Interaction Development and interaction in human groups with the family as one special function group. Systems theory, symbolic interaction theory, social exchange theory, role theories, and communication theories, among others, as perspectives for analyzing and understanding behavior in these units. Cultural variations and cultural influences on groups are considered. (Pre-requisite: Successful completion of all NURS 2000 level courses or approval of programmatic administrator)</p>
NURS 3202 (2:2:0) (CBE)	<p>Nursing Management of Complex Pharmacological Therapy Focuses on medication therapy in complex health care situations. Includes an understanding of medication therapy for common health disorders and builds on previous pharmacological knowledge. (Pre-requisite: successful completion of all NURS 2000 level courses, or approval of programmatic administrator)</p>
*NURS 3304 (3:3:0) (CBE)	<p>Issues and Trends in Multicultural Environments Analyze issues of professionalism and legal/ethical issues in relation to current nursing and healthcare practice, cultural diversity in health beliefs and behaviors, and potential/actual interprofessional collaborative issues. (Pre-requisite: successful completion of all NURS 2000 level courses or approval of programmatic administrator)</p>
*NURS 3341 (CL) (3:1.4:1.6)	<p>Nursing Care of the Patient Experiencing Cardiac Dysrhythmias This course includes assessment and nursing diagnosis of adult clients experiencing cardiac dysrhythmias. Pathophysiology, therapeutic modalities, patient/family response and nursing implications are emphasized throughout the course. The importance of interdisciplinary collaboration in the care of the patient experiencing cardiac dysrhythmias is stressed. The course incorporates a variety of teaching modalities including interactive computer technology, computer assisted instruction, video, seminars, and clinical observation. (Pre-requisite: Consent of instructor and programmatic administrator)</p>
*NURS 3351/3651 (CL) (3:1:6 or 6:2:12)	<p>Nursing and Health Care in Rural Communities Considers unique features of rural communities as they affect health care of residents. Clinical activities include community assessment and practice in one or more rural health care facilities. (Pre-requisite: Consent of instructor and programmatic administrator)</p>
*NURS 3353 (CL) (3:3:2.7)	<p>Nursing Care of Children with Endocrine Disorders Builds on the techniques of assessment, planning, intervention and evaluation in relation to children with endocrine disorders. Explores physiological, pathophysiological, psychosocial and management aspects of care of the child with insulin dependent diabetes mellitus. (Pre-requisite: Consent of instructor and programmatic administrator)</p>

<p>*NURS 3355 (CL) (3:2:1)</p>	<p>Writing for Publication Develops expertise in writing/preparing manuscripts for publication. Special emphasis on choosing journals of manuscript topics, preparing a manuscript according to journal guidelines, and learning to navigate the publication process from inquiry letter to submission of manuscript to peer review and final submission. (Pre-requisite: Consent of instructor and programmatic administrator)</p>
<p>*NURS 3356 (CL) (3:1:6)</p>	<p>Care of the Patient During the Perioperative Period Focuses on the care of the patient during the preoperative period and the nursing responsibilities inherent in this care. Clinical practice includes activities in each of the preoperative, intraoperative and postoperative stages. (Pre-requisite: Consent of the instructor and programmatic administrator)</p>
<p>*NURS 3357 (3:3:0)</p>	<p>Holistic Health Practices in Stress Management Introduction to holistic health in stress management. Includes role of the mind, body and universe in attaining high level wellness, stress and its relationship to health and interaction of holistic health practices in the management of stress. (Pre-requisite: Consent of instructor and programmatic administrator)</p>
<p>*NURS 3358 (CL) (3:2.5:1.5)</p>	<p>Nursing Care for Adolescents This course applies selected developmental and nursing theories, as well as systems theory, to examine the health care needs of adolescents. Special emphasis is placed on adolescent risk-taking behaviors and nursing strategies to reduce the morbidity and mortality associated with these behaviors. Examination of the health care system, including legal and ethical considerations, is emphasized. Nursing skills including communication, teaching, and nursing process are stressed. (Pre-requisite: Consent of the instructor and programmatic administrator)</p>
<p>*NURS 3359 (CL) (3:2.5:1.5)</p>	<p>Care of the Terminally Ill Client Utilizes readings from sociology, psychology, religion and the medical and nursing sciences as background for discussing and analyzing therapeutic nursing interventions for care of the terminally ill client. Clinical and experiential techniques will be utilized to promote thought and discussion in order to explore death in its personal, general and professional significance. (Pre-requisite: Consent of instructor and programmatic administrator)</p>
<p>*NURS 3363 (CL) (3:1.5:7.5)</p>	<p>Clinical Role Exploration Analysis of a practice in an entry level clinical nursing role. Seminar combines elements of anticipatory socialization and role theory. Clinical activity reflects this content as it focuses on the performance of all aspects of nursing process as they relate to provision of direct care in any setting except primary care. (Especially recommended for the generic student.) (Pre-requisite: Consent of instructor and programmatic administrator)</p>
<p>*NURS 3371 (3:3:0)</p>	<p>Legal and Ethical Issues in Health Care Interdisciplinary course surveying major legal and ethical issues in the delivery of health care. (Pre-requisite: Consent of instructor and programmatic administrator)</p>
<p>*NURS 3373</p>	<p>Introduction to Computers and Information Management in Nursing Introduction to computers, their applications and information management in nursing. Includes the specific areas of nursing research, nursing education, nursing practice and nursing administration. Labs provide hands-on experience with computers and information management. (Pre-requisite: Consent of instructor and programmatic administrator)</p>
<p>*NURS 3374 (3:3:0)</p>	<p>Philosophical Issues and Problems in Human Caring Exploration of different avenues of approaching philosophical dilemmas in providing care to clients whose behaviors and value system are difficult to accept. Examiners select issues from the standpoints of philosophy and nursing. (Pre-requisite: Consent of instructor and programmatic administrator)</p>
<p>*NURS 3375 (3:3:0)</p>	<p>Nurses and Technology Explores the topic of nurses and technology from various perspectives. Content relates to the impact of medical technology on nurses and nursing practice (including a historical perspective), resulting ethical, legal, and social issues, and the integration of medical technology and nursing care. The process of technology assessment is emphasized as a means of evaluating the medical</p>

	technology that nurses use and thus as a means of managing patient care technology at all levels of health care. (Pre-requisite: Consent of instructor and programmatic administrator)
*NURS 3376 (CL) (3:1:6)	Advanced Cardiac Life Support This course will expand the student's cognitive knowledge and psychomotor skills necessary to provide nursing care to individuals experiencing acute life-threatening physiological dysfunction. The course is designed to prepare the student for participation in an Advanced Cardiac Life Support providers class according to the standards set by the American Heart Association. Concepts included are advanced pathological processes, critical care skills, legal/ethical issues, collaboration, and professional role development. (Pre-requisite: Consent of instructor and programmatic administrator)
NURS 3400 (CL) (4:2:6) (CBE)	Nursing Care of the Childbearing Family Nursing processes with individuals in the childbearing process. Focuses on developing skills during the phases of nursing process in working with all members of the childbearing family unit. Special emphasis on assessment of family unit, cultural differences in the approach to the childbirth experience, traditional and alternative arrangements for the birth experience, techniques of nursing intervention, and evaluation. (Pre- or co-requisites: NURS 3201)
NURS 3401 (CL) (4:2:6) (CBE)	Mental Health Nursing Concepts of human mental health in altered states from adaptation through dysfunction to pathological processes. Focus on utilization of nursing process in the care of clients, groups, and families with mental illness. (Pre- or co-requisite: NURS 3201)
NURS 3402 (4:4:0) (CBE)	Complex Health Problems Combines an emphasis on the critical-thinking process as a major role in professional nursing practice with detailed study of the problems of care which are predominant in acute and critical care settings. (Pre- or co-requisite: NURS 3400 AND 3401; all general education requirements except for political science, history, humanities and statistics. Pre- or co-requisite: NURS 3202)
NURS 3601 (CL) (6:0:18) (CBE)	The Role of the Nurse in Complex Health Situations Combines an emphasis on the critical thinking as a major role in professional nursing practice with application of nursing process in acute and critical care settings. (Pre-requisite: Same as NURS 3402. Pre- or co-requisite: NURS 3402)
NURS 4300 (CL) (3:2.5:1.5) Honors Course (CBE)	Research Addresses basic research concepts and explores the relationship of research to theory and practice. Prepares the student as a consumer of research in order that relevant findings may be applied to clinical practice. Allows the student to participate in ongoing nursing research. (Pre-requisite: successful completion of all NURS 3000 level courses; 3 hrs. of statistics or approval of programmatic administrator)
NURS 4301 (CL) (3:2.5:1.5) (CBE)	The Roles of the Nurse and Patient as Collaborators in Health Care Focuses on collaboration between the nurse and patient with teaching as a major technique and process of nursing intervention. Includes assessment of learning needs, implementing planned learning experiences, and evaluation of the process and product of teaching. Relates teaching-learning theories/principles as the basis for education intervention. Incorporates knowledge gained from the nursing process and related general education courses in a holistic manner. Practice in the use of teaching strategies in simulated and real health care situations. (Pre-requisite: NURS 3201. Pre- or co-requisite: All NURS 3000 level courses must be successfully completed or in progress; RNs only - NURS 4801; or approval of programmatic administrator)
NURS 4302 (CL) (3:2.5:1.5) (CBE)	Conceptual Basis for Community Health Nursing Detailed study of nursing in community and public health. Incorporates previously learned nursing and sociological theories in a holistic manner. Includes collaboration with other members of the health care team. (Pre-requisite: successful completion of all NURS 3000 level courses. Pre- or co-requisite: RNs only - NURS 4801)
NURS 4303 (CL) (3:0.5:7.5) (CBE)	The Role of the Nurse in Community Health Combines an emphasis on collaboration as a professional behavior with detailed study of nursing in community and public health with clinical experience in primary care, tertiary care and home care

	settings. Incorporates previously learned nursing and sociological theories in a holistic manner. Includes practice in collaboration activities. (Pre-requisite: NURS 4302)
NURS 4305 (CL) (3:1:6)	The Reintegrated Professional Nurse Focuses on anticipatory socialization to a reintegrated nursing role. Requires synthesis of the elements of the conceptual framework of the undergraduate curriculum as the student chooses a specific focus. (Prerequisite: All required non-nursing courses. Pre- or co-requisite: all required nursing courses must be completed or in progress)
*NURS 4354 (3:3:0)	Caring for Aged Populations Interdisciplinary course provides basic content on gerontics plus strategies for caring for elders -- especially frail elderly. Emphasis on knowledge and strategies, caring qualities needed by caregivers, and on psychosocial caring for elders who are experiencing motivational, nutritional, pharmacological, and/or psychological health problems (Pre-requisite: Consent of instructor and programmatic administrator)
*NURS 4371 (CL) (3:2:3)	Utilization of Touch as a Therapeutic Intervention Interdisciplinary course which considers several theories and techniques that utilize touch as the primary source of intervention. Clinical experiences will provide the student with an opportunity to practice the methods discussed in various clinical settings. (Pre-requisite: Consent of instructor and programmatic administrator)
NURS 4400 (CL) (4:2:6) (CBE)	The Role of the Nurse as Manager Emphasizes the role of the nurse as a change agent/change participant for improving health care. Examines the use of a selected conceptual or theoretical approach to nursing when functioning in a managerial role. (Pre-requisite: successful completion of all NURS 3000 level courses. Pre- or co-requisite: RNs only - NURS 4801)
NURS 4402 (CL) (4:2:6) (CBE)	The Role of the Nurse as Leader Evaluate leadership as a critical element of a competent reintegrated nurse in various healthcare settings. Includes implementation of the role of the nurse as a leader for improving healthcare. Requires synthesis of the elements of the conceptual framework for the undergraduate curriculum in clinical application. Includes practice in leadership roles related to clinical nursing. (Pre-requisite: successful completion of all NURS 3000 level courses. Pre- or co-requisite: RNs only - NURS 4801)
*NURS 4451 (CL) (4:1:9)	Adult Critical Care Nursing Focuses on nursing care of individuals experiencing severe physiological maladaptation and dysfunction. Concepts included are advanced pathological processes, critical care skills, psychosocial adaptation to critical illness, holism, stress management and professional issues in critical care nursing. (Pre-requisite: Consent of instructor and programmatic administrator)
NURS 4801 (CL) (8:6:6)	Professional Nursing Practice Introduces nursing theories relevant to nursing practice and integrates the concepts of pathophysiology, pharmacology, informatics, nursing process, physical assessment, interdisciplinary holistic care, and critical thinking into professional nursing practice. Includes the influence of multicultural environments. (Pre-requisite: RN licensure; admission to the program; all general education courses; or approval of programmatic administrator)

GRADUATE PROGRAM COURSE DESCRIPTIONS:

*NURS 5015	Application of Research in Nursing This course provides an opportunity for qualified students to work closely with a faculty member who is actively engaged in the conduct of research. Variable credit 1-3 semester hours. (Pre-requisite: Permission of faculty)
*NURS 5060	Independent Study 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 maybe repeated as topic and/or objective of study change. (Pre-requisite: Permission of faculty)
*NURS 5140 (CL) (1:0.5:1.5)	Laboratory Methods for Nurses in Advanced Practice Study of selected clinical laboratory procedures and diagnostic radiological imaging including the clinical decision making for selection of appropriate tests and interpretations and significance of test results. Focuses on primary health care practice. (Pre-requisites: Microbiology and Physiology)
NURS 5210 (2:2:0)	Developing Nursing Education Programs Curriculum concepts applied to various situations such as staff development and basic continuing education programs. Focuses on program level development and implementation including evaluation models. (Pre-requisite: Successful completion of NURS 5410)
NURS 5230 (2:2:0)	The Middle Manager in Nursing: A Conceptual Perspective Focuses on mid-level nursing management roles in health care organizations. Content is related to the managerial process, including material on program planning processes, fiscal management, supervisory development, employee selection, retention and development, conflict management and collaboration, productivity, and quality assurance. Continued professional development of the mid-level nurse manager as a reintegrated professional nurse is emphasized as the basis for role modeling for the nursing staff.
NURS 5240 (CL) (2:0:6)	Managerial Role Development A practicum emphasizing the application of concepts formulated in NURS 5230. Emphasizes analyzing and designing managerial role to enhance the delivery of health care service and the adaptation and development of nursing therapies in specified areas such as rural settings, clinics and community services. (Pre- or co-requisites: Successful completion of one of the following courses -- NURS 5300, OR NURS 5310 or permission of the course director. Concurrent enrollment or successful completion of NURS 5230)
NURS 5300 (CL) (3:1:6)	Community Health I: Foundations of Community Health Nursing Study of the major concepts basic to the development, implementation and evaluation of community health. Clinical practice focuses on application of nursing theory, epidemiological concepts, public policy, program planning and exploration of nursing skills and techniques related to aggregate level health promotion, health maintenance, health restoration and disease prevention. (Pre- or co-requisites: NURS 5330 AND Physiology requirement)
NURS 5301 (CL) (3:1:6)	Community Health II: Role Design and Implementation Study of the nursing role components inherent in community health. Identification of facilitators for and barriers to the implementation of community health in health care settings. Clinical practice involves collaboration and implementation of the community health role in selected health care settings. (Pre-requisite: Successful completion of NURS 5300, NURS 5330, physiology requirement, and verification of health assessment)
NURS 5310 (CL) (3:1:6)	Gerontics I: Foundations of Gerontic Nursing Study of the major concepts essential to the development, implementation and evaluation of quality gerontic care. Clinical practice focuses on application of nursing theory and pathophysiological concepts, and exploration of nursing therapies, skills and techniques associated with the provision of gerontic care. (Pre- or co-requisites: NURS 5330 and physiology requirement)
NURS 5311 (CL) (3:1:6)	Gerontics II: Role Design and Implementation Study of the nursing role components basic to collaboration and provision of gerontic care.

	Includes study of family dynamics related to the extended family and identification of families at risk. Clinical practice focuses on provision of care in a variety of settings. (Pre-requisite: Successful completion of NURS 5310, NURS 5330, physiology requirement, and verification of health assessment)
NURS 5330 (3:3:0)	Theories and Therapies Exploration of theories in nursing as a basis for nursing therapies. Analysis of existing theories, theory construction and concept formulation and common specialized therapies such as counseling, touch, and comfort measures.
NURS 5340 (CL) (3:1:6)	Primary Health Care Practice I- Advanced Assessment, Pathology, and Management Study of the major concepts and therapies required in the development, implementation and evaluation of primary health care. Clinical practice focuses on application of nursing theory, pathophysiological and epidemiological concepts and exploration of nursing therapies, skills and techniques essential to the provision of primary health care. (Pre-requisite: NURS 5342, NURS 5300 OR NURS 5310; NURS 5330; Physiology requirement. Pre- or co-requisite: NURS 5344 or ACLS, PALS, or Neonatal Resuscitation Protocol)
NURS 5341 (CL) (3:1:6)	Primary Health Care Practice II- Advanced Role Application Study of nursing role components critical to primary health care. Identification of facilitators for and barriers to the implementation of primary health care. Clinical practice involves collaboration and implementation of primary health care role in selected health care settings. (Pre-requisite: NURS 5340, NURS 5343 and NURS 5301 or NURS 5311; NURS 5344 or ACLS, PALS or Neonatal Resuscitation Protocol)
NURS 5342 (CL) (3:1:6)	Advanced Health Assessment Building upon basic physical assessment and history taking knowledge and skills, this course focuses on knowledge and clinical skills required for advanced practice nursing. (Pre-requisite: Basic anatomy and physiology; basic health assessment)
NURS 5343 (3:3:0)	Pharmacotherapeutics for Nurses in Advanced Practice Study of advanced pharmacologic and pharmacokinetic principles of drug categories used by nurses in advanced practice. (Pre-requisite NURS 5340)
*NURS 5344 (CL) (3:2:3)	Advanced Practice Role Development: Advanced Cardiac Life Support This course expands the student's ability to analyze and provide appropriate care in situations in which individuals are experiencing acute life-threatening physiological dysfunctions from the perspectives of ethics, law, and advanced clinical practice. The course is designed to prepare the student for participating in an Advanced Cardiac Life Support providers' class according to the standards set by the American Heart Association.
NURS 5345 (3:3:0)	Advanced Practice Nursing: Application of Pathophysiology Study of the physiologic basis of disease for advanced practice nursing. Emphasis 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 5370 (3:3:0)	Issues in Nursing Analysis of issues confronting the nursing profession. Issues are examined from at least international, interdisciplinary and historical development perspectives. Using the concept of reintegration, the emphasis is on synthesis of nursing knowledge with societal level perspectives.
*NURS 5373 (3:3:0)	Nurses and Technology Explores the topic of nurses and technology from various perspectives. Content relates to the impact of medical technology on nurses and nursing practice (including a historical perspective), resulting ethical, legal, and social issues, and the integration of medical technology and nursing care. The process of technology assessment is emphasized as a means of evaluating the medical technology that nurses use and thus as a means of managing patient care technology at all levels of health care.
*NURS 5374 (3:2:1)	Writing for Publication Develops expertise in writing/preparing manuscripts for publication. Special emphasis on choosing

	journals of manuscript topics, preparing a manuscript according to journal guidelines, and learning to navigate the publication process from inquiry letter to submission of manuscript to peer review and final submission.
NURS 5390 (3:3:0)	Foundations of Nursing Research A survey of scientific inquiry, research design and methods. Includes development of a clinical study proposal. (Pre- or co-requisites: statistics)
NURS 5410 (CL) (4:3:3)	Facilitating Learning Concepts of assessing learning needs and learner reaction to design, implement and evaluate educational activities. Emphasis is on nursing role development, professionhood and design and teaching strategies.
NURS 6000	Thesis
NURS 6060 (CL) (3:0:18)(6:0:36)	Nursing Practicum A clinically focused practicum for individuals pursuing expectations beyond basic graduate degree requirements. Variable credit 3 or 6 hours. Nurse Practitioner students are required to complete the majority of practicum in underserved areas. (Pre-requisite: Successful completion of required clinical and functional courses)
*NURS 6071	Supervised Teaching Directed teaching in students' major area under close supervision of one or more faculty. Variable credit 1-3 semester hours. (Pre-requisite: Permission of faculty)
NURS 6220 (2:2:0)	The Nurse Manager as Leader A seminar in contemporary issues in administrative circles. Explores issues from various professional, client and societal perspectives. Emphasizes leadership development and ethical perspectives. (Pre- or co-requisites: Concurrent enrollment or successful completion of NURS 5240)

NOTES:

Faculty

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