



TEXAS TECH
UNIVERSITY
HEALTH SCIENCES CENTER

Bulletin
School of Nursing
1997-98

***Effective 1-1-98 New Deadlines
are as follows:***

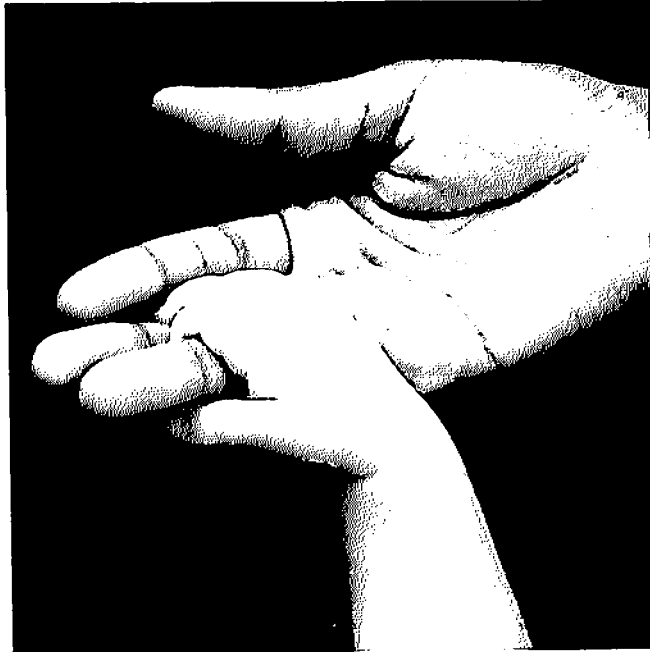
Undergraduate Applications

Fall: March 1

Spring: August 1

Summer: December 1

SON Scholarships Applications: April 1



TEXAS TECH
UNIVERSITY
HEALTH SCIENCES CENTER

Bulletin
School of Nursing
1997-98

**INFORMATION AND ADMISSIONS APPLICATIONS FOR
THE SCHOOL OF NURSING ARE AVAILABLE AS FOL-
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BULLETIN

This bulletin is an official publication of Texas Tech University Health Sciences Center School of Nursing containing policies, regulations, procedures, programs, courses, schedules and fees in effect as the publication went to press. The School of Nursing reserves the right to make changes at any time without notice to reflect current board policies, administrative regulations and procedures, amendments by state law and fee changes. This publication is, therefore, intended for information only.

Texas Tech University Health Sciences Center (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 Employer and no applicant or employee will be discriminated against because of race, creed, religion, disability, sex, national origin or sexual orientation, concerning employment or during the course of education or employment at this institution.

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

This Bulletin is published by Texas Tech University Health Sciences Center School of Nursing, Lubbock, Texas 79430.

SEPTEMBER 1997, VOL. 16

TABLE OF CONTENTS	3	GRADUATE PROGRAMS	30
ADMINISTRATION MESSAGES	5	MSN Program Philosophy	
MISSION AND VISION STATEMENTS.....	7	MSN Purpose and Objectives	
SCHOOL OF NURSING PHILOSOPHY.....	7	MSN Degree Requirements	
ACCREDITATION	8	Nurse Practitioner Option Requirements	
PURPOSES AND FUNCTIONS.....	8	Post Master's Family Nurse Practitioner Option Requirements	
HISTORY	8	GRADUATE PROGRAM ADMISSION INFORMATION	35
GENERAL INFORMATION.....	9	MSN Application	
PROGRAMS	10	Admission of International Students	
PHYSICAL FACILITIES	12	Special Student Enrollment	
FOUNDATION.....	12	MSN/MBA Program	
STUDENT LIFE.....	12	MSN/MBA Admissions	
Recreation, Entertainment. Athletics		TTUHSC/U.T. Tyler FNP Program	
Student Affairs		DOCTORAL PROGRAM	37
Student Awards		Doctoral Program Philosophy	
Student Employment		Doctoral Program Objectives	
Student Health Service		Doctoral Program Degree Requirements	
Student Hospitalization Coverage		Doctoral Program Admission	
University Counseling Center		Doctoral Program Application	
University Center		COURSE DESCRIPTIONS	39
Student Activities		Baccalaureate Program Courses	
Professional Societies		MSN Program Courses	
Student Council		Doctoral Program Courses	
Nursing Students' Association		FACULTY	48
Ambassadors			
Graduate Student Network			
International Students			
Convocation			
Graduation Awards			
Library of the Health Sciences			
FINANCIAL INFORMATION	15		
HOUSING	17		
SCHOLARSHIPS	17		
BACHELOR OF SCIENCE IN NURSING PROGRAM	17		
Baccalaureate Degree Program Philosophy			
Four Year Programs			
Baccalaureate Program Purpose and Objectives			
Degree Requirements			
Curriculum Pattern			
Degree Requirements Chart			
Required Non-Nursing Courses			
Required Nursing Courses			
Academic Regulations			
BSN PROGRAM ADMISSIONS INFORMATION	25		
Reconsideration of old grades			
Minimum Standards for Consideration for Admission			
Admission of International Students			
Special Student Enrollment Application			
Recognition of Previous Learning			
Credit by Exam			
Admission of Transfer Students			
Admission Procedure Flow Chart			
Application Deadlines			

Texas Tech University Health Sciences Center

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SCHOOL OF NURSING

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Associate Dean for Research and Professor



Chancellor's Message

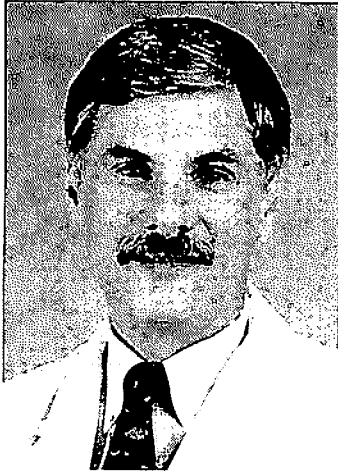
The Texas Tech University Health Sciences Center was created to help alleviate the shortage of health care professionals in West Texas. Since the School of Nursing first opened its doors sixteen years ago, dedicated professionals have focused their energies and skills in educating the finest nurses to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

Texas Tech's School of Nursing has graduated more than 900 students, and approximately ninety percent of those graduates have remained here 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 Texas Tech, we require that each school and department be committed to excellence. I am happy to say the School of Nursing fulfills that mandate each and every day. I invite you to join us as a part of the Texas Tech family as we look forward to a great and rewarding future.

John T. Montford
Chancellor
Texas Tech University Health Sciences Center
Texas Tech University



President's Message

From its inception, Texas Tech University Health Sciences Center has provided the best of 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 additional help for 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 for future generations. I urge you to be a part of the School of Nursing -- we have a great vision for tomorrow.

David R. Smith, M.D.
President
Texas Tech University Health Sciences Center



Dean's Message

Reaching Out! Each biennium, the School of Nursing creates a theme that depicts what is accomplished and where it is headed. At the 1996 Biennial Program Review the School chose the theme, Reaching Out. This concept is exhibited through our education, practice, scholarship and service activities. Through the undergraduate, graduate, and continuing nursing education programs future and present nurses have the opportunity to develop in the ways that are critical for the nurse of the 21st Century.

Caring, the core of nursing, is the hallmark of our profession. As we engage in education, practice, scholarship and service, this is a guiding light.

Students of the School of Nursing of 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.

Patricia S. Yoder Wise, R.N., C., Ed.D., C.N.A.A.,
F.A.A.N.
Dean and Professor
Texas Tech University Health Sciences Center
School of Nursing

**Texas Tech University
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 2005, Texas Tech
WILL BE the institution of choice for high quality students and
BE recognized as the best public institution of higher education in the state.

**Texas Tech University Health Sciences Center
School of Nursing**

MISSION

The Mission of Texas Tech University Health Sciences Center School of Nursing is to provide excellence in health care for West Texas through its programs of education, scholarship, practice and service.

VISION

The faculty of the School of Nursing envisions a future where people's nursing and health care 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.

School of Nursing Philosophy

The School of Nursing is an integral part of the Texas Tech University Health Sciences Center. It is a major function of the Health Sciences Center 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 the Health Sciences Center, it is the responsibility of faculty and students of the School to join with members of the other health disciplines in the Health Sciences Center 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 Texas Tech University, 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. 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 or 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.

Nursing, as a dynamic profession, requires a distinctive commitment to all facets of the nursing role. The faculty at Texas Tech University Health Sciences Center School of Nursing believe that this commitment is best exemplified in the concept of reintegration.

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, and *integrate*, meaning to bring together parts of a whole, are the basic elements of the verb re-integrate. 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 clinical practice, educative function, scholarly activity and community/institutional 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 nurse faculty also includes a responsibility for continued participation in clinical practice in order to assure the competence necessary to provide models for students and to 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 students of the excellence of this educational program and the public of excellence in the practice of nursing.

Accreditation

In July, 1980, the Texas Tech University Health Sciences Center 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. Continued accreditation was granted in March, 1992. Thus, the undergraduate program maintains the two professional accreditation statuses. The graduate program received initial accreditation in March, 1992. The school continues its full accreditation by the National League for Nursing Accrediting Commission.

Purposes and Functions

The School of Nursing, as an organizational entity within Texas Tech University Health Sciences Center,

implements the purposes and goals of the University and the Health Sciences Center within the context of nursing.

The purposes of the School of Nursing are twofold:

1. To provide high-quality nursing educational programs that prepare graduates to practice nursing and contribute to the availability and quality of health care services in West Texas and
2. To enhance the quality of nursing practice and services.

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

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

History

Brief History of Texas Tech University and Texas Tech University Health Sciences Center

Texas Tech University

Texas Tech University, 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, Human Sciences, the School of Law, the Graduate School and a number of special departments and divisions. 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 was officially designated by the 66th Texas State Legislature.

Lubbock, the home of Texas Tech, is a city of approximately 193,000 inhabitants. It is situated in the South Plains area 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 pre-

sent plant value is over \$300 million.

The first president of Texas Tech was Paul Whitfield Horn (1925-1932). He was followed by Bradford Knapp (1932-1938), Clifford Bartlett Jones (1938-1944), William Marvin Whyburn (1944-1948), Dossie Marion Wiggins (1948-1952), Edward Newlon Jones (1952-1959), Robert Cabaniss Goodwin (1959-1966), Grover Elmer Murray (1966-1976), Maurice Cecil Mackey (1976-1979), Lauro Fred Cavazos (1980-1988), Robert Lawless (1988-1996), and Donald Haragan (1996-present). Texas Tech University and Texas Tech University Health Sciences Center adopted a Chancellor system in the Fall of 1996. John T. Montford was named the first Chancellor.

Graduate work has been offered at Texas Tech University since 1927. In 1937, the graduate program became a separate unit under its own dean and council. Between 1928, when the first master's degree was awarded, and May, 1993, a total of 18,552 master's degrees have been conferred; and since 1952, when the doctorate was first awarded, 6,509 degrees have been conferred, of which 3,643 were J.D.s.

TEXAS TECH UNIVERSITY HEALTH SCIENCES CENTER

School of Nursing

The School of Nursing was officially approved for funding by the 67th Legislature and Governor William P. Clements 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 Program of the Health Sciences Center, initiated in 1979, became an element of the School of Nursing in Fall 1981. The first students were admitted to the undergraduate degree program of the School of Nursing in Fall 1981. This marked the initiation of 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 Odessa.

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.

Although the School of Nursing is a part of the Health Sciences Center, students are able to enroll in courses at the University (a separate legal entity).

GENERAL INFORMATION

Assumptions About Student Performance

The following assumptions apply to the manner in which each student is expected to meet the objectives of the courses described in the following document. These assumptions are as follows:

1. The student demonstrates a systematic, safe, accurate, timely, and efficient approach to the accomplishment of each objective and further demonstrates the efficient use of materials in each activity.
2. Adequate time is devoted to class and clinical activities and to preparation for each of those to meet the stated objectives.
3. Academic integrity is demonstrated in each element of the student's performance.
4. Each student maintains appropriate personal health status to accomplish the expectations of the program.
5. The student maintains an awareness of professional issues and is able to define a personal position in relation to various issues.
6. The student participates in evaluation of his/her program and of the school.

Guidelines for Students Americans with Disabilities Act

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.

Essential Eligibility Requirements for Participation in The School of Nursing

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

Standard	Some Examples of Necessary Activities (not all inclusive)
Critical thinking abilities sufficient for clinical judgement.	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 maneuver in small places.

Move around in patients' rooms, work spaces, and treatment areas, 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, cries for help.

Abilities sufficient for observation and assessment necessary in nursing care.

Observe patient/client responses.

Abilities sufficient for physical assessment.

Perform palpation, functions of physical examination and/or those related to therapeutic intervention, e.g. insertion of a catheter.

Students With Disabilities

Any student who, because of a disabling condition, may require some special arrangements in order to meet course requirements should contact the instructor as soon as possible to make necessary accommodations. Students should be prepared to present a disability verification form from their programmatic director.

PROGRAMS

Undegraduate Program

The Undergraduate Program at TTUHSC School of Nursing provides the student with the opportunity to practice nursing art and science in the first year of the program. The student takes both nursing and nonnursing courses concurrently throughout the course of study. This curriculum pattern enables the student to be involved in nursing activities early in his/her career and to integrate general education courses in his/her nursing care. The student also has the opportunity to validate and synthesize knowledge gained in nursing and non-nursing courses both at the midpoint of his/her program and at the end of the program. This validation/synthesizing process encourages self confidence in nursing practice. The undergraduate program prepares the student for reintegrated professional nursing practice and lays the foundation for graduate education.

Graduate Program

The Graduate Program provides opportunities for increased depth of knowledge and specialization in a clinical and functional area in order to provide leadership and a more intense level of quality care. The

Master of Science in Nursing and the Post Master's Family Nurse Practitioner Programs focuses on promoting application of knowledge, generating knowledge, and initiating change in health care systems and delivery. As graduate students, nurses are expected to assume direction of their program, within stated parameters, and determine their level of contribution to the identification, use and evaluation of nursing therapies.

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 Texas Tech University Health Sciences Center School of Nursing (TTUHSCSN), Lubbock, Texas. There are two sites for doctoral course offerings, San Antonio and Lubbock. The PhD degree is awarded by The University of Texas Health Science Center at San Antonio Graduate School of Biomedical Sciences.

Practice Program

The School of Nursing maintains an active Practice Program. Many practice activities are implemented through health care agencies in West Texas. Additional practice activities originate from The Wellness Center (Lubbock) and the Nursing Center (Permian Basin), faculty operated sites for direct access to services by community clients. The school also operates the Nursing Department at Lubbock Regional MHMR Sunrise Canyon.

Continuing Nursing Education

Texas Tech University Health Sciences Center School of Nursing Continuing Nursing Education (CNE) Program provides many learning opportunities for nurses. The CNE Program is nationally accredited by the American Nurses Credentialing Center.

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 twelve 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 coprovides 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. These courses are designed by Suzanne Hall Johnson, Director of Hall Johnson Communications and

Clinical Nursing Specialist who specializes in teaching activity programs like these home study courses. Hall Johnson Communications, Inc., the course sponsor, is an approved continuing education provider for nurses, recognized by the ANA and all states recognizing ANA approval system, including Texas.

For additional information about the CNE Program, please visit our World Wide Web page at <http://www.tuh-sc.edu/pages/cne.htm> or call our office at 806-743-2734.

Other Programs at Texas Tech University Health Sciences Center

School of Medicine

The Texas Tech University Health Sciences Center School of Medicine was created by the Texas Legislature in 1969 as a multi-campus regional institution with Lubbock as the administrative center and with other regional campuses in Amarillo, El Paso and Odessa. The lack of a single focus of population density dictated the regionalization of medical education.

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 young 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. This area accounts for almost 50% of the land mass of the state and for 22% of the population of Texas.

One hundred and twenty qualified students are selected each year for entry to the School of Medicine. The first two years of preclinical studies are done by all students in Lubbock. Approximately one-third of each class receives its two years of clinical studies at Amarillo, El Paso or Lubbock. Residency programs are offered at Odessa and the other three regional campuses. Each campus is staffed by faculty of the School of Medicine, and clinical experiences are provided in teaching hospitals within each community.

Graduate School of Biomedical Sciences

Graduate programs leading to M.S. and Ph.D. degrees

are offered in the Basic Science Departments of Cell Biology and Biochemistry (both Anatomy and Biochemistry graduate programs are offered in this department), Microbiology and Immunology, Pharmacology, and Physiology. The graduate programs are accredited, together with the programs of the Texas Tech University (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. Early in the program, students are expected to concentrate on course work and become familiar with the opportunities and areas available in their field of specialization. Later, students will develop a research project and ultimately complete a thesis or dissertation.

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 therapy and physical therapy. In 1997 the Texas Legislature gave approval for establishment of a baccalaureate program for the education of physician assistants. 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, and occupational therapy. Master's degrees are offered in communication disorders and physical therapy. While communication disorders and clinical laboratory sciences are offered at the Lubbock campus, occupational therapy and physical therapy are offered in Amarillo, Lubbock, and Odessa at the Health Sciences Center campuses in those cities. Admission to the programs is highly competitive and the school seeks men and women with strong aptitudes for a scientifically based curriculum and a genuine desire to improve the well-being of people.

School of Pharmacy

The School of Pharmacy offers the Doctor of Pharmacy (Pharm.D.) as its single professional degree. The Pharm.D. 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.

The School of Pharmacy accepted its first class of 65 full time students in the professional program the Fall of 1996. Continuing Education courses for pharmacists practicing in the Panhandle began in January, 1997.

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. Eventually, the School of Pharmacy will employ approximately 45 full-time equivalent faculty, 14 post-doctoral pharmacy residents and 15 graduate teaching and research assistants. Approximately 35 to 50 staff will also be employed.

The School of Pharmacy occupies a 102,000 sq. ft. building on the Amarillo campus of the Texas Tech University Health Sciences Center. The building located at 1300 Coulter Road, was provided by funds donated by the Amarillo Community.

PHYSICAL FACILITIES

Texas Tech University Health Sciences Center campuses in Lubbock, Amarillo, El Paso and Odessa serve as academic bases for fulfillment of the Health Sciences Center's commitment to both education and health care services for West Texas.

The campuses work in conjunction with affiliated institutions in the regions they serve to provide programs for medical students and resident physicians and continuing medical education opportunities for practicing physicians.

Students and faculty of the School of Nursing are a part of activities in Lubbock and Odessa. The School of Allied Health offers programs in Lubbock, Amarillo and Odessa. Students and faculty of the School of Medicine are located on all four campuses. The School of Pharmacy is located in Amarillo. The Graduate School of Biomedical Sciences operates in Lubbock with faculty and students in the basic sciences department.

Individual clinical strengths and opportunities at each location are emphasized. Medical students rotate through three centers at various stages of their medical education to benefit from a full spectrum of experiences. Students in nursing and allied health remain in their primary site throughout their educational program.

TEXAS TECH FOUNDATION

The Texas Tech Foundation was formed in August, 1969, exclusively for charitable, education and scientific purposes and to assist in the establishment of the School of Medicine (and now all schools in the Health Sciences Center). It was chartered by the Secretary of State, State of Texas, as a non-profit corporation with a perpetual duration on February 18, 1970.

The Foundation is responsible for accepting donations, gifts and grants of money and property and administering these funds on a charitable, educational or non-profit basis on behalf of Texas Tech University Health Sciences Center. In addition, the Foundation helps provide support for training facilities, research and financial assistance for students. The Foundation began serving the School of Nursing in its development in 1981.

STUDENT LIFE

Recreation, Entertainment and Athletics

In Lubbock, TTUHSC is on the campus of Texas Tech University, affording students easy access to campus recreational and entertainment facilities at student rates. The music and drama departments maintain a calendar of events in addition to Lubbock's cultural arts programming.

As a member of the National Collegiate Athletic Association and the Big 12 Conference, Texas Tech provides intercollegiate programs for men and women. The University men participate in football, basketball, baseball, soccer, track, cross-country, golf and tennis with other members of the conference which include the universities of Baylor, Texas, Texas A&M, Colorado, Oklahoma, Oklahoma State, Kansas, Kansas State, Iowa State, Nebraska and Missouri.

Texas Tech women participate in basketball, golf, tennis, track and field (including cross-country), soccer, softball and volleyball with the schools of the Big 12 Conference. The Texas Tech Double-T is a familiar sight at state tournaments and is gaining recognition nationally in all sports.

Scholarships are now available for men and women in all sports through either audition or screening; however, teams are also open to students not on athletic scholarships.

Football is played in Jones Stadium which seats 50,500. Synthetic turf covers the playing field, which is surrounded by a tartan track and the lighting system permits night color television to be originated from the stadium.

A well-rounded intramural program of recreational sports activities is available to all students at Texas Tech. Students may participate in more than thirty different competitive sports as teams or individuals in organized competition for club, Greek, residence hall, and independent student groups. Regular periods of supervised recreational free play are also scheduled so that students, faculty, and staff may participate in informal, non-scheduled activities.

On-campus recreational facilities currently include an indoor-outdoor swimming pool with removable bubble-top, 19 lighted tennis courts, outdoor handball courts, gymnasium facilities for floor sports, and a number of areas for field sports. A multipurpose student recreation center with 126,000 square feet includes gymnasiums, handball courts, weight rooms, saunas, mat room, indoor archery range, and multipurpose areas.

Student Affairs

It is the responsibility of the student to become famil-

lar with the various regulations of the Health Sciences Center, the School of Nursing and Texas Tech University and to comply with them. In addition to keeping the Student Affairs Office informed of changes of address, the individual student is responsible for being informed of general and special notice conveyed by mail or posted on the School's bulletin board. It is the student's responsibility to make arrangements for the completion of all work including examinations, clinical experiences and requirements for removal of incomplete grades.

All students are responsible for knowledge of and compliance with these regulations and the rules of the Board of Regents.

Student Awards - National

Who's Who Among Students in American Universities and Colleges is the national directory compiled each year based on recommendations from individual campuses for inclusion in this directory of students who are academically superior and committed to school/organizational activities. The National Dean's List directory is compiled yearly listing students who are awarded dean's list recognition for outstanding scholastic achievement in the preceding fall, spring and summer semesters from campuses around the country. Phi Kappa Phi recognizes nursing students with superior academic achievement. In addition, the School of Nursing participates in the Spirit of Nursing award sponsored by the U.S. Army Nurse Corps.

Student 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's employment.

A student employed in an 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.

Student Health Service

Students enrolled in the Health Sciences Center Lubbock campus access Student Health Services through the Health Sciences Center Family Practice Clinic located on the first floor of the Health Sciences Center.

Student Hospitalization Coverage

All students enrolled in Texas Tech University Health Sciences Center are expected to carry health insurance, either the University plan or a similar policy providing equivalent coverage.

University Counseling Center

The University Counseling Center offers a number of services to Texas Tech students including career, vocational, and academic counseling; personal problems, crisis intervention, and adjustment counseling; marital and premarital counseling; and group experiences such as interpersonal skills group and personal growth groups. A study techniques program, assertion training, relaxation training, and an occupational information reading room are also available. The Testing and Evaluation Division administers a wide variety of interest, ability, and personality tests. All of the above services are offered free of cost to Texas Tech students. The Reading Improvement Program, national entrance examinations, and credit-by-examination tests are available at a nominal cost.

University Center

University Center (Lubbock) is one of the most popular buildings on campus for out-of-class activities of the students. The center offers two ballrooms, a 1,000 seat theatre, a variety of snack bars, cafeteria, games area, meeting rooms, a covered court, lounge areas and T.V. areas. Recreation equipment in the games area includes pocket billiards, snooker, shuffleboard, foosball, table tennis, cards, backgammon, chess, dominoes and coin-operated amusement machines.

Other services offered by the University Center include check cashing, copy center, lost and found, food catering, newsstand, ticket booth, automatic post office, bank and bulletin board advertising space for students and staff. The Center is open from 7:30 a.m. until 10:30 p.m. on weekdays, 7:30 a.m. until 11:30 p.m. on Friday and Saturday, and 2 p.m. until 10:30 p.m. on Sunday during the academic year. The center is closed on Sunday during the summer.

The University Center plans and presents various cultural, social, educational and recreational programs each semester primarily for the student body. All students are eligible to work on the various committees that offer these programs where the motto is "Students programming for students." The Activities Office is also available for program advisement to campus organizations.

Student Activities

Texas Tech's constantly expanding program of student activities certainly has something for everyone: an outlet for creative talents, a chance to relax and learn from others, and the opportunity to polish leadership skills.

Participation in student activities will be a happy and rewarding part of college life. Even on a large campus

it's the individual who makes the team, club, newspaper, meeting, etc., possible.

For more information about student organizations or fraternities or sororities you may contact the Student Organizations Services Office at 742-3621 or The Dean of Students Office at 742-2192.

Professional Societies

The Iota Mu chapter of Sigma Theta Tau, the international nursing honor society was chartered in the Spring of 1988, having been preceded by a local honor society since 1983. Membership is by invitation and is based on outstanding scholarly activities. Further information is available through the Iota Mu chapter counselors or the Student Affairs Office.

Graduate students and seniors in the upper 10% of their class and juniors in the upper 5% of their class are eligible for nomination to Phi Kappa Phi — a national honor society which recognizes superior scholarship in all academic disciplines.

Student Council

The Student Council of the School of Nursing is comprised of 2 elected representatives from each of 4 undergraduate class levels and 1 student from the graduate level. This group is the "official" organization of the students. In addition to being responsible for internal matters, this group seeks representation on the Health Sciences Center Student Senate, which is comprised of students from all schools.

Nursing Students' Association

A local chapter of the Texas Nursing Students' Association is available. Membership in the TTUHSC chapter is voluntary in this pre-professional society. This award winning group is highly active at both school and state levels. Information is available in the TNSA chapter office or the Student Affairs Office.

Ambassadors

The School of Nursing has a special student service group. Selection is competitive; criteria are available in the Student Affairs Office. This group serves the school and the Health Sciences Center as diplomats.

Graduate Student Network

The Graduate Student Network is available for students enrolled in the School of Nursing graduate program. 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.

International Students

Almost 900 foreign students from about seventy-five countries are enrolled at Texas Tech University and the Health Sciences Center, bringing with them languages, value systems, and information about events and conditions in their countries. Such unique skills and viewpoints can be shared with United States students to enhance their understanding of other countries and to enable United States citizens to see how they are understood by foreign students. The International Affairs office provides this cross-cultural exchange on the Texas Tech campus. For requirements for international student admission to the School of Nursing, refer to Admission of International Students in the Admissions Information section.

Convocation

At the successful completion of NURS 2601 students who have passed the comprehensive exam and have completed all lower division non-nursing courses are eligible to participate in Convocation, a formal ceremony held each year to recognize continuing progression in the program. RNs are eligible to participate in Convocation upon completion of the validation course, NURS 4801. During this public ceremony, students receive a cap or tie, which has historical and cultural roots in West Texas and nursing.

Graduation Awards

Awards are traditionally presented to outstanding graduates. The faculty developed the awards and criteria used in the selection and select the winners by the elective process. The winners are announced during the graduation activities in May each year. These awards at the undergraduate level are: Excellence in Writing, Excellence in Clinical Performance, Excellence in the Practice of Community Health, Human Potential Award, Outstanding Service to the School of Nursing, and Excellence in Reintegrated Nursing. Awards at the Master's level are: Excellence in Professional Nursing Practice, Charles W. Seargent Award, Excellence in Research, and Excellence in Reintegrated Nursing.

Library of the Health Sciences

The Library of the Health Sciences at Texas Tech University Health Sciences Center was developed in a record time span of 11 months, and presently contains more than 134,830 bound volumes. Approximately 2000 periodical titles published both domestically and in foreign countries are received and bound regularly. There are branch libraries in the Amarillo, El Paso and Odessa campuses with a collection of about 92,924 volumes and growing daily.

Besides offering its monographs and periodicals as a valuable reference collection, the library includes two Teaching - Learning Centers which house 6,755 audiovi-



sual titles, including films, videotapes, computer-assisted instructional material and other non-print media to aid in the learning experience. Teaching devices and a heart-sound simulator are available to students.

Computer searching of MEDLINE, TOXLINE, HEALTHLINE, and other medical data bases is offered via a direct link to the National Library of Medicine's computer in Bethesda, Maryland. Literature from the CUMULATIVE INDEX TO NURSING AND ALLIED HEALTH (CINAHL), is available on CD-ROM, as well as in the printed version.

Computer searching on a variety of subjects from education to agriculture is available through contracts with other data base vendors.

Study carrels and other student facilities are provided within the library and the Teaching-Learning Centers for students, faculty and residents.

Nursing students also have access to the Texas Tech University Library which contains more than 1.5 million items including U.S. Government documents and substantial holdings in the sciences and the Law Library.

(NOTE: Access to a computer and modem is required for graduate students to access Internet resources and to communicate through e-mail. A listing of required computer and modem features is available in the Student Affairs Office. While a personal computer is not required for undergraduate students, it is strongly recommended. It has been students' experience that owning a personal computer or laptop computer facilitates time management.)

FINANCIAL INFORMATION

Students bear only a small part of the cost of their education at Texas Tech since the University's and Health Sciences Center's main support comes from taxes paid by the citizens of Texas. Students in the Texas Tech University Health Sciences Center School of Nursing can expect to spend the following amounts:

\$30 application fee to be submitted with the application for admission. Applications will not be processed until the application fee is submitted. The application fee is not refundable. This fee is waived for employees on at least a 9-month appointment, their spouses and dependent children under age of 25.

All documents submitted in the application process become property of the School of Nursing and will not be returned to the applicant regardless of acceptance or non-acceptance.

Immediately upon acceptance of an offer of admission the student pays: \$50 deposit which will be refunded at the beginning of the first semester, \$30 orientation fee that provides a student name tag, a sleeve patch and a 1-year subscription to the *American Nurse*. The orientation fee is not refundable.

**TUITION
(TTU and HSC)***

Baccalaureate Program
\$34/credit hour (Texas residents)
\$248/credit hour (non-residents)

Graduate Program
\$51/credit hour (Texas residents)
\$265/credit hour (non-residents)

**FEEES
(TTU and HSC)**

Laboratory Fees (per lab course)	\$2 - \$30.00
Institutional Tuition (per credit hour)	\$34.00
Student Services Fee (per credit hour, maximum \$111.00)	\$9.25
University Center Fee (each semester)	\$30.00
Property Deposit (assessed one time only refundable upon graduation)	\$10.00
TTU Information Technology Fee (per credit hour)	\$6.00
Medical Services Fee (each semester)	\$49.00
Identification Card Maintenance Fee (each semester)	\$2.50
Liability Insurance (each fall semester)	\$14.50
Standardized Testing Fee (for selected nursing courses)	\$12.00
Course Fee (non-clinical courses)	\$3.00 - \$45.00
International Education Fee (each semester)	\$1.00
Graduation Fee	\$35.00 (BSN) \$50.00 (MSN)
Clinical Course Fee (per course):	
1st Year students	\$25.00
2nd, 3rd, 4th and Graduate students	\$20.00
Identification Card Revalidation Fee	\$5.00
HSC Information Technology Fee (per semester credit hour not to exceed \$25.00)	\$2.00
International Education Fee (each semester)	\$1.00
International Student Fee (non-immigrant international students only each summer session \$15.00; each semester)	\$30.00
Progressions Fee --	
NURS 2601 or 3410; NURS 4400 or 4410: all non-RNs	\$65.00
NURS 4400, 4410 or 4801: RNs only	\$35.00
Validation Fee NURS 5300, 5310, 5320 and 5342 (each)	\$50.00
Distance Education Fee (per credit hour)	\$50.00 - \$100.00

* The minimum tuition for both TTU and HSC is \$120 for a long term and \$60 for a summer term. School of Nursing students will pay the minimum at only one of the two institutions. For students taking courses at both TTU and HSC the minimum will be paid to HSC since HSC is the primary academic institution for nursing students. The tuition and fees requirements are reposted on an annual basis to the National League for Nursing's Accrediting Commission (NLNAC) which serves as a national information resource regarding tuition, fees and program lengths for Schools of Nursing. The NLNAC may be contacted at 350 Hudson Street, New York, New York 10014 or by telephone at (212) 989-9393.

HOUSING IN TTU RESIDENCE HALLS (optional)

The following amounts are based upon double room occupancy, 20 meals per week. Alternate meal plans are available.

FALL SEMESTER ONLY
\$ 2,260.06 - \$2,783.86

SPRING SEMESTER ONLY
\$ 1,506.70 - \$ 1,855.90

ENTIRE ACADEMIC YEAR
\$3,766.76 - \$4,639.76

MISCELLANEOUS EXPENSES (approximate amounts)

Books and supplies
\$350/semester

Campus parking permit - Reserved dorm space
\$56 for 9 months

Commuter parking
\$52 for 12 months

These fees and tuition schedules are effective Fall 1997.

Scholarships

The Financial Aid Office housed in the Health Sciences Center Student Services Office, is available for assistance with financial aid. The School of Nursing has the following dedicated scholarships — the Larabee, Roberts, Heath, Franklin, Hearst, Holland, Ketner, Tinney, Presidential, President's Council, Graduate Potential for Excellence and the General scholarship. 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 and the Lubbock Foundation provide scholarships on a consistent basis for nursing students. Some traineeships are available for graduate students. The application deadline is May 1 for the following academic year.

For further information, contact:

Marcus Wilson
Financial Aid Director
Texas Tech University
Health Sciences Center
Office of Financial Aid
3B310
Lubbock, Texas 79430

806-743-3025

BSN Program

Undergraduate Program Philosophy

The curriculum for the undergraduate program in nursing is based upon the philosophy of the School of Nursing. Reintegration, as a guiding principle, is manifested in the construct of the curriculum to facilitate whole role development. Furthermore, we believe that 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 or functions, the family as an integrated system and the society as a whole." Although nursing is closely related in both purpose and activity to other health care professions, it, like each of those other disciplines, has its own unique contributions. In contrast with many other disciplines whose primary focus is on cure, nursing's unique contribution is its interactive process which emphasizes care, that element which promotes the comfort of individuals and the development or restoration of their resources for self care.

While nursing care may be provided with a view toward the ultimate benefit of a family or a community, the basic units of interaction in the process of nursing care are the nurse and the individual patient(s) or client(s). As human beings, these individuals have in common certain requirements for basic existence and, past that, for certain conditions which make life satisfying and meaningful. These requirements serve to motivate the behavior of humans as interactive beings. Because each person's perceptions are affected by numerous factors, including inherited characteristics, cultural influences, learning experiences, beliefs and values, each individual's world is, in a way, unique. This uniqueness affects the way in which each person will interpret and act to meet his or her needs, both those for basic existence and also those for meaning and satisfaction. Whatever the person's view of life, he or she is worthy of respect as a person and of recognition of his or her rights and responsibilities as a human being.

When the individual's needs are unmet for any reason, a threat to that person's well-being exists, since the person responds and interacts as a whole person, rather than as a series of discrete needs or as a two-part physical-mental unit. When well-being is threatened and the person does not have the desire, ability, skill, or knowledge to maintain or regain the desired level of well being, nursing care may be required to help the person regain the ability for self care or achieve a peaceful death.

Each person's attitudes and beliefs about health care are uniquely created by his/her other perceptions, also. As a result, the level of expectation about

health and the ability and willingness to participate in activities directed toward maintenance of good health and prevention of disease vary widely also. The nurse's function then, is to acknowledge each individual as a whole person, as a member of a family, group, and the community, and to provide nursing care in a manner consistent with that individual's personal frame of reference and directed toward increasing levels of personal responsibility and accountability for health.

Because these same individual characteristics are true of nurses and nursing students, we believe that professional nursing is best practiced and taught with holism² as a guiding concept, in understanding both the recipients of nursing care as well as the nurse. Both perspectives, nurse and recipient, are equally important since nursing is an interactive process.

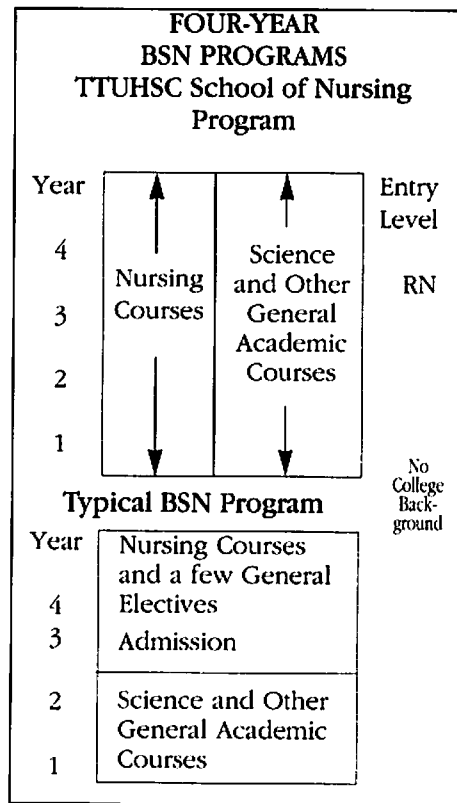
We believe the basic educational preparation for professional nursing is currently the baccalaureate degree in nursing. At this time, other educational programs have been created to provide other levels of practice or other practice roles based on a circumscribed scope of functions or a type of practice setting with unique needs. The fact that health care is constantly becoming more complex and the public's expectations in regard to health care continue to rise indicates that professional nursing care, with its greater scientific depth and wider scope, will be increasingly in demand. In light of this demand and the resulting educational needs, we believe that it is possible for a curriculum to acknowledge and capitalize upon the education and experience gained by some of those prepared for other levels of nursing backgrounds for professional nursing practice. For this reason, we are committed to a curriculum plan which acknowledges previous learning and culminates in the bachelor of science in nursing degree. As an interactive process, nursing is practiced in collaboration with other health care providers in preventing illness, maintaining health and alleviating the effects of disease upon people. In order to achieve collaboration, graduates of nursing education programs must be geared to practice competently, apply research findings as appropriate and maintain functional competence in nursing practice. In addition, they must value their own competence and the contribution of other health care professionals and practice in the communication skills basic to collaboration.

Education for professional nursing practice is based on a process which prompts students to integrate principles, facts, and theories from natural and behavioral sciences, the liberal arts, the humanities and medical science with nursing science to produce a core of knowledge underlying nursing practice. This basic core is augmented by experiences designed to help the student prepare to function gen-

erally as a member of a professional group and in several roles in nursing practice in entry level positions. Both of these sorts of educational experiences (core preparation and role preparation) are required to produce the knowledge, abilities, and attitudes necessary for the professional practice of nursing.

The student's role in this educational process is to assume responsibility for learning and to achieve increasing levels of self-direction in pursuit of learning and in accepting accountability for professional performance. The role of the faculty includes setting standards for student achievement, designing learning experiences which will prompt the student to achieve those standards, creating opportunities for personal and professional enrichment for students, evaluating the curriculum and serving as role models in clinical practice, in addition to other functions appropriate to university faculty.

The increasing self-direction of students can only be ensured when faculty are committed to related change in their own roles in the teacher-student interaction, moving from that of relatively directive expert to collaborative mentor. As students progress



The unique design of the Texas Tech University Health Sciences Center School of Nursing allows the student to begin nursing courses UPON ENTRY to the PROGRAM, as illustrated. Unlike the more typical BSN programs, also illustrated, Texas Tech has NO PREREQUISITE non-nursing courses. A student with NO COLLEGE BACKGROUND should expect to be enrolled for at least four years. Registered Nurses who have completed all non-nursing course requirements and can attend full-time should expect to be enrolled for one year.

1 "Statement of Philosophy", Texas Tech University Health Sciences Center School of Nursing, 1987.

2 "The philosophical theory, based on the presumption of emergent evaluation, that entirely new things or wholes are produced by a creative form within the universe. They are consequently more than mere rearrangements of particles that already exist. In other words, an entity is greater in its wholeness than in the sum of its parts, and a new plateau of existence is reached when this new wholeness is obtained." *Inner Balance: The Power of Holistic Healing*, Elliott M. Goldwag, ed. (Englewood Cliffs, N.J.; Prentice-Hall, Inc.) 1979, p. 4-5.

through the program, they become increasingly responsible for their own academic and clinical career development.

Finally, the faculty believe that in our time, an age of rapid change, educational programs, especially those preparing practitioners for human services, must be constantly open to orderly efforts towards improvement and adaptation.

Undergraduate Program Purpose and Objective

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, 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.

DEGREE REQUIREMENTS Residence Credit

The minimum actual residence required of each student is 30 hours at Texas Tech University and Texas Tech University Health Sciences Center, including 15 hours in nursing courses taken for a grade. The remaining hours may include correspondence course work, and credit by examination. Students on the Lubbock campus are required to take the final 15 credit hours for the bachelor of science degree in residence.

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 Texas Tech University/ Texas Tech University Health Sciences Center.

Required History and Political Science

Under state law, all students who receive a bachelor's degree from a state-supported institution must complete 6 hours in American History. Students will normally fulfill this requirement by completing HIST 2300 and 2301. However, this requirement may be satisfied by completing any 6 hours from among the upper division American History courses listed under the Department of History portion of the Texas Tech University catalog. Also, 3 semester hours in the History of Texas may be substituted for 3 of the American History hours. (Students who receive the maximum of 6 hours credit by examination for HIST 2300, 2301 must take or have taken an additional 3 hour classroom U.S. History course to meet the state requirement for graduation.)

Under state law, all students also must have received credit for 6 semester hours in Political Science, covering the federal and Texas constitutions. Students will normally fulfill this requirement by completing POLS 1301, which is a prerequisite for all other Political Science courses, and POLS 2302. If a student earns a grade of A or B in POLS 1301, he/she may substitute in place of POLS 2302 one of the upper level courses designated (by an asterisk) in the course list under the Department of Political Science portion of the TTU catalog. (Permission of the instructor may be required for such substitution.) (Students who receive the maximum of 6 hours credit by examination in POLS 1301, 2302 must take or have taken an additional 3 hour classroom Political

Science course to meet the state requirement for graduation.)

Minimum Grade in Science Courses

Students are required to make a minimum grade of "C" in Chemistry and lab, 2nd science course and lab, both Human Anatomy and Physiology courses and Microbiology to receive credit toward the degree and to progress to nursing courses that these are pre-requisites to. These courses may not be taken pass/fail.

Graduation Under a Particular Bulletin

A student is expected to complete the degree requirements set forth in a particular School of Nursing *Bulletin*. Normally this will be the bulletin in effect at the time the student enters the program. Only with the specified approval of the undergraduate 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. When necessary, a catalog issued later than the student's first registration may be selected by the undergraduate programmatic administrator in conference with the student.

The School of Nursing *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 in the University or Health Sciences Center during a summer session is subject to the degree requirements set forth in the bulletin effective for the fall semester immediately following the initial enrollment.

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 1989 and thereafter must be tested for reading, writing and mathematical skills." This includes all "...full-time and part-time freshmen enrolled in a certificate or degree program...", any non-degree students prior to the "accumulation of nine or more (college) credit hours or the equivalent," and "...any transfer students with fewer than 60 semester credit hours or the equivalent who have not previously taken the test."

Performance on the test will not be used as a condition of admission.

A student may not "...enroll in any upper division course (the) completion of which would give the student 60 or more semester credit hours or the equivalent until the student's test results meet or exceed the minimum standards in all test scores." Other assessment procedures may be used in exceptional cases to allow a student to enroll in upper division courses "...when student test results do not meet minimum standards" (Texas Education Code, Sec. 51.306).

The test fee will be paid by the student.

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 the University, early consultation with the director of undergraduate program is advised.

Students with interests in other fields may pursue a minor in addition to the BSN. Approval for a minor is obtained by both the major and minor advisor after consultation with both. A minor is not noted on the transcript or the diploma.

Grade Replacement

The School of Nursing does not allow grade replacement for repeated courses. Former Texas Tech University (TTU) students who have taken advantage of TTU's grade replacement policy will be treated as follows:

1) A student who elects to repeat a Texas Tech University course for grade replacement purposes and completes the repeated course while enrolled as a TTU student may use the second grade for determining transfer credit eligibility upon being admitted to the School of Nursing. This policy applies only to those who have not received a baccalaureate degree at the time of the request.

2) A student enrolled at Texas Tech University

CURRICULUM PATTERN BACHELOR OF SCIENCE IN NURSING	
Total semester hours required for degree	125-127
Required non-nursing course hours	55-57
Required nursing course hours	70
Nursing elective hours (minimum)	3
Nursing course ratio of clinical hours / semester credit hours	3:1

DEGREE REQUIREMENTS

Non-Nursing	Credit Hours
Human Growth and Development	3
English	6
History	6
Political Science	6
Psychology	3
Sociology or Anthropology	3
Chemistry	4
Second Science Course	3-4
Anatomy and Physiology	8
Food and Nutrition	3
Microbiology	4
Statistics	3-4
Humanities	3
Required non-nursing courses	55-57

Generic Nursing Program Credit Hours

Required nursing courses—Lower Division	18
Required nursing courses—Upper Division	49
Required nursing courses—Total	67
Upper Division nursing electives	3
	70

Combined Requirements	Credit Hours
Nursing credits	70
Non-nursing credits	55-57

Total semester credit hours required for degree	125-127
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RN-BSN Program Credit Hours

Required nursing courses - Upper Division	31
Required Upper Division nursing electives	3
	34

Combined Requirements	Credit Hours
Non-nursing courses	55-57
Nursing credits	34
Advanced Placement Credit	36

Total semester hours required for the degree	125-127
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REQUIRED NON-NURSING COURSES

Required Lower Division Courses

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)
Chemistry 1305 and Laboratory 1105 OR Chemistry 1307 and Laboratory 1107	Chemistry and Society I (3:3:0) Chemistry and Society I Lab (1:0:3) Principles of Chemistry I (3:3:0) Principles of Chemistry I Lab (1:0:3)
Zoology 2403	Human Anatomy and Physiology I (4:3:3)
Zoology 2404	Human Anatomy and Physiology II (4:3:3)
Food and Nutrition	3 credits
Microbiology 3400	Microbiology (4:3:4)
Another Science Course	3-4 Credits

Additional Courses Required for Degree

History 2300	History of the United States to 1877 (3:3:0)
History 2301 **	History of the United States since 1877 (3:3:0)
Political Science 1301	American Government Organization (3:3:0)
Political Science 2302**	American Public Policy (3:3:0)
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)
Humanities	3 Credits

** see page 18.

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 and Pharmacological Therapy (2:1:3)
NURS 2600 (CL)	Nursing in Wellness and Illness I (6:3:9)
NURS 2601 (CL)	Nursing in Wellness and 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)
NURS 4300	Research (3:2.5:1.5)
NURS 4301	The Roles of the Nurse & Patient as Collaborators in Health Care (3:2.5:1.5)
NURS 4400 (CL)	The Role of the Nurse as 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

*RNs only; RN Level Entry; cannot be completed by advanced placement, transfer, or credit by examination. All Registered Nurses entering with advanced placement complete this course with a grade of C or better as prerequisite to continuation in nursing courses.

**Cannot be completed by advanced placement, transfer, or credit by examination.

Grade Replacement - continued

who is repeating a course for grade replacement purposes at the time of application to the School of Nursing and who has not yet earned a grade in the repeated course may petition for replacement of the grade with Texas Tech. However, this action must take place prior to the student being officially enrolled in the TTUHSC School of Nursing.

3) Once a student has been officially enrolled in the School of Nursing at the Texas Tech University Health Sciences Center, no grade replacement requests will be honored.

Grade Points

The grades of A, B, C, and D earn grade points of 4, 3, 2, and 1, respectively, multiplied by the number of semester hours of credit value for the course in which the grade is received. All other grades have no grade points assigned them.

Grade Point Averages

The School of Nursing uses three grade point averages (GPA) to determine progressions within the program:

1. The nursing GPA for a semester is determined by dividing the total number of grade points acquired during that semester by the total number of semester hours taken in nursing in which the student was registered, exclusive of courses in which a grade of W is received.
2. The semester GPA is determined by dividing the total number of grade points acquired during that semester by the total number of semester hours of all courses (both TTU and TTUHSC) in which the student was registered in that semester, exclusive of courses in which a grade of W is received.
3. The overall cumulative GPA is obtained by dividing the total number of grade points earned in all courses taken in the degree program at TTU and TTUHSC by the total number of semester hours of all courses taken in the degree program for which the student has registered at TTU and TTUHSC, including hours of F and WF. Repeated registrations are counted in the total.

A student may repeat courses for credit with the prior approval of the programmatic director. When a course is repeated, both grades are used in calculating the GPA and both grades appear on the transcript.

Only courses taken and grades received at TTU and TTUHSC are used in calculating GPAs.

Grading Practices

A grade is assigned for all courses in which a student is regularly enrolled during any semester or summer term. Only through regular enrollment can a

grade be earned. A passing grade may be earned only if the student is enrolled for the duration of the course and a grade, once given, may not be changed without the approval of the student's programmatic director.

The faculty member of record determines all grades for a course. The method of determining a grade is included in the course syllabus.

Grades and their interpretations are: A, excellent; B, good; C, average; D, inferior (passing, but not necessarily satisfying degree requirements); F, failure; P, passing; PR, in progress; I, incomplete; W, withdrawal; WF, withdrawal failing. The letter R designates a course repeated.

The grade of I is given only when a student's work is satisfactory in quality but, due to reasons beyond his or her control, has not been completed. It is not given in lieu of an F. The instructor assigning the grade will stipulate, in writing, at the time the grade is given the conditions under which the I may be removed. The I will be replaced with an F after it has remained on record for a year without completion. The I may be replaced by an R if the course is repeated. The appropriate grade will be given for the second registration.

A PR is given when a course may extend over more than one semester. A PR in a course requires the student to register in the course for the following semester and consequently the student will pay additional tuition for the course. PR is only given in the thesis course -- NURS 6000.

The grade of W is given for a course officially dropped during the first five weeks of a term or appropriate time in summer terms and for a course officially dropped after that time, provided the student's work is passing at the time the course is dropped. A student should continue to attend a class until authorized by the director of the undergraduate program to drop a course.

After the first five weeks of a semester, the grade of WF is given when the student's work is not passing at the time the course is dropped or when the student is required by the director to drop the course for failure to attend the class.

An X is shown on the grade report in those instances where, for any reason, one of the above grades is not reported by the faculty. The designation X is not used in determining grade point averages. Grade point averages are calculated at the end of the Fall and Spring semesters and at the end of Summer Session II. Credits attempted and points earned at both the Health Sciences Center and the University constitute the basis for grade point average consideration.

Health Requirements

In addition to the health history which is required

upon admission, each student is expected to have a yearly update of the health record including tuberculin screening tests and required immunizations. These completed records are a requirement for progression each year and are the responsibility of the student. Failure to maintain all the health requirements stated in the *Student Handbook* may result in exclusion from clinical practice.

CPR Certification

All students are expected to obtain and maintain certification in Cardio-Pulmonary Resuscitation. During the first semester of enrollment, students may avail themselves of the opportunities provided by the School of Nursing's Wellness Center for certification, or they may become certified by any other certification program within the area. Proof of certification, however, is expected and must be presented to the Coordinator of the Clinical Simulation Center. Students will be notified annually thereafter as their CPR is about to expire by the programmatic director.

First Aid Certification

All students enrolled in any one thousand (1000) level nursing course, except students currently certified and/or licensed as a health care provider, must show proof of certification in First Aid. This certification, which is obtained through a First Aid Course approved by the American Red Cross, must be acquired prior to entrance into the clinical setting and must be maintained throughout the 1000 level courses. Compliance is monitored by the programmatic director.

Minimum Academic Requirements

The minimum grade point average for continuance in the undergraduate program is 2.0 in each semester, 2.0 overall cumulative, and 2.0 in each nursing course. A student who earns less than these requirements will receive progressions action which may range from repetitive work to dismissal. Courses in which the grade W is received are not counted in determining total hours attempted by the student.

A student who receives a grade of D or lower in a nursing course is eligible to repeat that course one time upon recommendation of the course director. A student may repeat only two courses. Failing two or more nursing courses in a semester, failing one course two times, or failing a third nursing course in the program is cause for academic dismissal. Students having less than a 2.0 overall cumulative in the semester of graduation are ineligible for graduation.

Continuation in the Upper Division— Undergraduate Program

A generic student may participate in the Convocation Ceremony and continue progression in the nursing major

when the following conditions are met:

1. The cumulative grade point average is 2.0 or above.
2. All lower division course requirements are complete.
3. The faculty in NURS 2601 recommend the student for continued progression in the upper division as indicated by a grade of C or better in the course and a specific narrative statement describing the student's level of performance.
4. The student has taken and passed the comprehensive exam given in conjunction with NURS 2601.

3. Have you ever had disciplinary action taken against you by a licensing authority for nurses (LVN/LPN or RN)?

You must request a declaratory order by contacting:
Education/Examination Department
Board of Nurse Examiners for the State of Texas
P.O. Box 430
Austin, Texas 78767-0430

Semester Hours and Course Loads

The semester hour is the unit of measure for credit purposes. Didactic hours are measured on a one-to-one basis; clinical/laboratory hours are on a one-to-three basis. The student is expected to spend approximately two hours in preparation for each hour of lecture or recitation and an appropriate amount of time for preparation for clinical activity.

The number of semester hours a student may carry (course load) is regulated by the programmatic director. In determining this load, the programmatic director takes into account the quality of scholastic work performed by the student, the types of courses involved, the student's health and extracurricular interests and activities. Specific permission is needed to enroll in more than 20 hours per semester.

Nurse Entrance Test

Generic entering students are required to take the Nurse Entrance Test (NET) upon enrollment in the School of Nursing. The test is given during new student orientation. The NET is designed to assist the student by identifying essential elements that will predict success in the undergraduate program.

Comprehensive Examination For Graduation

Each generic student must take and pass the comprehensive exam given in conjunction with NURS 4400 in order to graduate.

Eligibility To Take NCLEX-RN Exam

An individual with a criminal/mentally ill/chemically dependent background should be aware that Texas may deny you permission to take the NCLEX-RN exam and may refuse licensure to practice. Those who can answer "yes" to any one 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?

BSN Program Admission Information

Applicants can seek admission to the School of Nursing through one of the three applicant groups which reflect the three entry points in the school's curriculum. Those applicant groups are described below:

- A. Entering freshmen or those with no previous nursing education background.** This group would include those entering directly from high school as well as those with less than 34 hours of college credit in specific non-nursing courses.
- B. Students with 34 or more hours non-nursing credits.** Students admitted to this level must have at least 34 semester hours with the following specific requirements met:

Human Anatomy and Physiology - 8 credits
 Chemistry - 4 credits
 Introduction to Psychology - 3 credits
 Life Span Growth and Development - 3 credits
 Food and Nutrition - 3 credits
 Introduction to Sociology - 3 credits
 Additional courses required for the School of Nursing degree plan - 10 credits

This level offers the option to complete the Bachelor of Science in Nursing degree in a shorter time.

- C. Registered Nurses—**Licensure to practice as a registered nurse, a 2.0 or higher G.P.A. and graduation from a nationally accredited program are the requirements for consideration in this level.

Applicants who currently hold licensure as a Vocational or Practical Nurse may seek admission at level A or B and consult with the School of Nursing Academic Advisor regarding placement in the curriculum.

Although the general qualities of students considered in determining admission are the same for each level (each applicant pool), the information which can be provided by applicants to each of those levels varies. Therefore, the materials required for admission consideration vary from one applicant group (level) to another. The general qualities which are considered in selecting students at each level are:

1. Academic performance and aptitude;
2. Ability to perform capably in positions of responsibility for self and others;
3. Experience with individuals of cultures other than their own; and
4. Career commitment to nursing.

Applicants to the undergraduate program should identify the level to which they seek admission as described above. Following that, they should consult the information below to determine their basic eligi-

bility for *consideration* at that level. Then, based on an understanding of these applicant pools and the *minimum standards* for admission consideration, potential applicants may secure application materials or additional information (see Application in this section). Admission to the nursing program is highly competitive and selective.

Reconsideration of Old Grades

Undergraduate students may choose to request that the grades for all non-nursing courses greater than 10 years old not be considered in the GPA for admission to the School of Nursing. If the student chooses this option, the student will have to retake any and all courses that maybe required for the degree. The applicant must have at least 34 semester credit hours within the past 10 years to be considered for admission.

RNs are not eligible for this option.

Minimum Standards for Consideration for Admission (by Entry Level)

Entering Freshmen

With less than 34 credit hours from an accredited college or university:

1. Graduation from an accredited high school with class rank and ACT or SAT scores in one of the following categories:

High School Class Rank	Minimum Test Scores	
	ACT	SAT
Top Ten Percent	22	1010
First Quarter	25	1140
Second Quarter	28	1230
Lower Half	29	1270

(Verbal and Math scores from the same SAT test date are used.)

2. Presentation of the following units of high school credit:

	Whole Units
English	4
Mathematics (such as algebra, geometry, trigonometry)	4
Social Science	4
Lab Science	3
Foreign Language	3
Health	1/2
Fine Arts	1
Physical Education	1 1/2
Computer Science	1
Electives	2 1/2
Total	24 1/2

3. Cumulative grade point average of 2.0 or higher. Historically, G.P.A.s over a 3.0 have been competitive.

With 34 or more credit hours from an accredited college or university:

1. Cumulative grade point average of 2.0 or higher. Historically, G.P.A.s over a 3.0 have been competitive.

Registered Nurses

1. Graduation from a nationally accredited school of nursing.
2. A cumulative grade point average of 2.0 or above on 30 or more semester hours of credit at an accredited college or university.
3. Current licensure to practice as a registered nurse in Texas.

Admission of International Students

Graduates of foreign secondary schools who have completed the equivalent of at least an American high school diploma may apply for admission to Texas Tech University Health Sciences Center School of Nursing by writing to the Admissions Office. With the official application form, international applicants must furnish original documents, or official certified copies, indicating the nature and scope of their educational program. Students whose native tongue is not English must also present a score of least 550 on the Test of English as a Foreign Language (TOEFL), unless they have graduated from a U.S. high school with a minimum of two years attendance. (This includes permanent residents of the United States as well as transfer students.) Applicants holding degrees from U.S. colleges and/or universities are not required to submit TOEFL scores. Information concerning the TOEFL may be obtained from Educational Testing Service, P.O. Box 899, Princeton, New Jersey 08540, U.S.A. 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.

International students who are not in the United States at the time of application should apply a year in advance. International students will not be admitted to the Health Sciences Center until they can prove their ability to support themselves financially (a minimum of \$10,880 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). The tuition rate for international students is \$248 per semester hour.

A nonrefundable application fee is required for all non-U.S. citizens who are not now permanent residents of the United States. Applicants will not be considered unless their applications are accompanied by an International Money Order in the amount of \$50 (U.S.), or U.S. Postal Money Order for applicants in the U.S., payable to Texas Tech University Health Sciences Center.

International students are required to submit a copy of their visa upon admission. Permanent residents are required to submit a copy of their resident alien card upon admission.

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 (usually one) number of courses and 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:

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 undergraduate program director.

No more than ten (10) credit hours may be completed as a Special Student.

Application

All qualified applicants are carefully evaluated by the appropriate committee with regard to their potential for successfully completing a professional curriculum. Transcripts, test scores, and other application information constitute the core factors for admission. There is no discrimination based on race, creed, sex, disability or national origin.

Applicants with completed forms and appropriate supporting materials constitute the pool of applicants considered for admission. It is the student's responsibility to monitor the status of his/her application.

All information required for an application must be furnished accurately and completely. Intentional falsification of any part of the application information is cause for dismissal from the School of Nursing.

Notification of admission occurs from as soon after the application submission deadline as the application is complete until the class is filled.

Applicant response to the admission acceptance offer must occur within two weeks. A deposit fee (refundable) and orientation fee (non-refundable) is due on acceptance.

Application packets for the School of Nursing are available from:

Texas Tech University Health Sciences Center
School of Nursing
Student Affairs Office, Room 3BC100
3601 4th Street
Lubbock, Texas 79430
(806) 743-2737

OR
Texas Tech University

Health Sciences Center
School of Nursing (Permian Basin)
Odessa, Texas 79761
(915) 335-5150

A \$30 application fee is required.

Recognition of Previous Learning

The basic premise of TTUHSC's unique undergraduate degree program in nursing includes an emphasis on acknowledging previous learning in order to provide for career mobility unhampered by unnecessary delays. This is, of course, balanced against a concern for maintaining high quality in the educational program and assuring the public of the quality of the education of graduates. In order to provide recognition of previous learning, the previous academic activities of all students admitted will be analyzed to determine their placement in the program and the specific program required for degree completion. 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 and the policies related to each are described below.

A. Transfer of Credit

In general, all credit hours with a grade of C or higher earned at another accredited educational institution will be accepted for transfer to Texas Tech University Health Sciences Center School of Nursing. Application of these credits toward the degree are based on analysis of course equivalents with those courses required for the degree.

The number of credit hours acceptable for transfer from a junior college should not exceed one-half of the total number of hours required for the degree program.

Applicants should consult the advisor in the school to identify specific course equivalencies for transfer.

The following procedures are followed by public institutions of higher education in the resolution of transfer disputes involving lower division courses.

- (1) If an institution of higher education does not accept course credit earned by a student at another institution of higher education, that institution shall give written notice to the student and the other institution that the transfer of the course credit is denied;
- (2) The two institutions and the student shall attempt to resolve the transfer of the course credit in accordance with coordinating Board rules and/or guidelines;
- (3) If the transfer dispute is not resolved to the satisfaction of the student or the institution at which the credit was earned within 45 days after the

date the student received written notice of the denial, the institution that denies the transfer of the course credit shall notify the Commissioner of its denial and the reason for the denial.

The Commissioner of Higher Education or the Commissioner's designee shall make the final determination about a dispute concerning the transfer of course credit and give written notice of the determination to the involved student and institutions.

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 undergraduate programmatic administrator and subsequent demonstration of that previous learning.

C. Credit by Examination

It is the general policy of the University, Health Sciences Center, and School of Nursing to recognize academic achievement of students gained by means other than through performance in organized classes. Students will be given the opportunity to receive credit by examination in all courses where proficiency may be practicably determined by examination. In the University, a grade of Pass (P) will be given on the examination to those earning credit. Cr is used in the Health Sciences Center, but the grade will not be considered in determining grade point averages.

Course credit earned by examination is recorded by the University Registrar on the student's transcript as "(number) hours of credit via credit by examination in (course equivalent)," or by the Health Sciences Center Registrar as "(course number)-Cr," and no grade points are awarded. Credit by examination may be used to satisfy 15 of the 30 hour minimum residence credit requirement for graduation. The student is responsible for complying with the following procedures:

1. The student is responsible for having test scores sent to the School of Nursing Academic Advisor and for completing tests for lower level courses in sufficient time to qualify for registration for higher level classes.
2. After the 12th class day, credit by examination may be attempted for a University course one is enrolled in only upon written approval of the programmatic director's office.

Credit earned will not be awarded until the student enrolls at the University or Health Sciences Center.

There are four separate programs by which a student may earn course credit by examination. These include:

1. Specified College Entrance Examination Board

(CEEB) Achievement Tests.

2. CEEB Advanced Placement examinations which are a part of the Advanced Placement Programs (APP) available in a limited number of secondary schools.
3. Specified subject examinations on the CEEB College Level Examination Program (CLEP).
4. Departmental examinations prepared, administered, and scored by faculty members who teach the related course.

The student is responsible for taking tests early enough to allow sufficient time for scores to be reported to the University and the Health Sciences Center and to be processed by the School of Nursing. Many courses in the credit by examination program are prerequisites for higher level courses; therefore, students seeking credit by examination must plan ahead so that this credit can be assured before registering for advanced courses. Students may not receive credit by examination for a course if they have already passed a more advanced course in the same subject area.

The deadline for registering to take the CEEB Achievement and CLEP examinations either at Texas Tech University or at another testing center is four to six weeks before the scheduled test date. Generally, test results or scores are mailed four to five weeks after the test date. Information regarding test dates and fees for national standardized examinations is available from the Testing and Evaluation Division at Texas Tech University. It is the student's responsibility to request that his or her CEEB test scores be sent to the Health Sciences Center.

Information concerning each of the testing programs follows.

1. Credit for CEEB Achievement Tests

The CEEB Achievement Tests are a part of the CEEB Admissions Testing Program. Each year there are several national administrations of the CEEB Achievement Tests. Students should plan to take the specified tests at national testing centers during their senior year of high school at an early testing date in order that scores may be reported to the Health Sciences Center by June. In addition to the national administrations, there are limited administrations of the Achievement Tests recognized for credit by Texas Tech University during the Early Registration Conferences held on the campus each summer. Further information concerning the CEEB Achievement Tests may be obtained from high school counselors or principals; the College Entrance Examination Board, Box 592, Princeton, New Jersey 08540; or the Testing and Evaluation Division of Texas Tech University.

2. Credit for CEEB Advanced Placement Program Examinations (APP)

The Advanced Placement Examination is the final examination for a nationally standardized course offered in a limited number of secondary schools under the auspices of the CEEB Advanced Placement Program. The objective of the APP is to allow students to begin work toward college credit while still in high school. Students should check with their high school counselor or principal as to the availability of the APP examinations in their school. The APP is offered once a year during May at participating high schools.

3. Credit for CEEB College Level Examination Program (CLEP) Examinations

Under the College Level Examination Program, the University will award credit for only the specified examinations. As with the other CEEB testing programs, a student may attempt a CLEP examination at a national CLEP testing center before enrolling and have the scores reported to the Health Sciences Center. The examinations are offered on the campus during the Early Registration Conferences held by the university each summer, several times each year to students currently enrolled, and monthly at national CLEP test centers. Further information concerning the CLEP tests may be obtained from high school counselors or principals; College Level Examination Program, Box 1821, Princeton, New Jersey 08540; or the Testing and Evaluation Division of Texas Tech University.

4. Credit by Departmental Examination

- A. Several departments within the University prepare, administer, score, and award credit for their own courses. Credit for specific courses is given upon satisfactory performance of the comprehensive examinations which are administered by the departments responsible for the courses recommended by the deans of the respective colleges. In order to be eligible to attempt credit by departmental examination, a student must not have previously audited, enrolled in, or attempted credit by examination in the course. A student must apply in writing to the responsible department at least 30 days prior to taking a departmental examination for credit. Further information regarding any credit by departmental examination should be secured directly from the academic department concerned.
- B. The School of Nursing offers examination for credit for the majority of courses in the nursing major. Students are encouraged to consider the course descriptions of the various courses and determine whether they have knowledge sufficient to meet the course objectives. Credit requirements for any prerequisite courses (or advanced placement) must be met, just as when enrolling for the course. To be eligible for credit

by examination, a student must not have previously audited, enrolled in, or attempted credit by examination in the course. These examinations are offered three times yearly, according to a schedule published each semester, approximately two weeks before the beginning of a semester. A student enrolled in a course which is prerequisite to one in which he or she wishes to seek credit by examination may be allowed to take the examination if the instructor in the prerequisite course validates that, at the time of the examination, the student is passing the prerequisite course. For application procedures and schedules or further description of the examinations, contact the School of Nursing Student Affairs Office.

Admission of Transfer Students

Undergraduate students who have attended another accredited college may be accepted for admission to Texas Tech University Health Sciences Center School of Nursing provided they meet certain general requirements, as well as the specific requirements for admission to the School of Nursing.

They must present official transcripts of their entire academic record from all institutions in which they have been or are enrolled.

All transcripts must be submitted at the time of application. The only additional transcripts that will be accepted for degree requirements will be those reflecting work completed from the time of acceptance into the School of Nursing until actual enrollment.

A transfer student must be eligible to return to the institution from which he or she is transferring and must have a grade average of C or higher in all previous college work attempted or for each of the last two semesters of attendance provided he or she was a full-time student. Summer attendance of not fewer than 10 hours can be considered as one semester. All courses for which a student has enrolled are used in computing the grade point average for admission consideration.

A student who has fewer than 34 semester hours of transferable credit or who has been enrolled for only a semester term or session must also submit scores from the SAT or ACT test and a high school transcript.

The transfer student must have a minimum of 34 semester hours of transferable credit if he or she did not graduate from high school.

A former student of Texas Tech University Health Sciences Center who has afterward attended another institution will be considered a transfer student when applying for readmission and will be required to meet the standards for such students.

UNDERGRADUATE PROGRAM APPLICATION DEADLINES			
Level	Spring A,B	Summer B,C*	Fall A,B
Application Submission Deadlines	October 15	February 15	May 15
Application Completion Deadlines	December 15	April 15	June 15

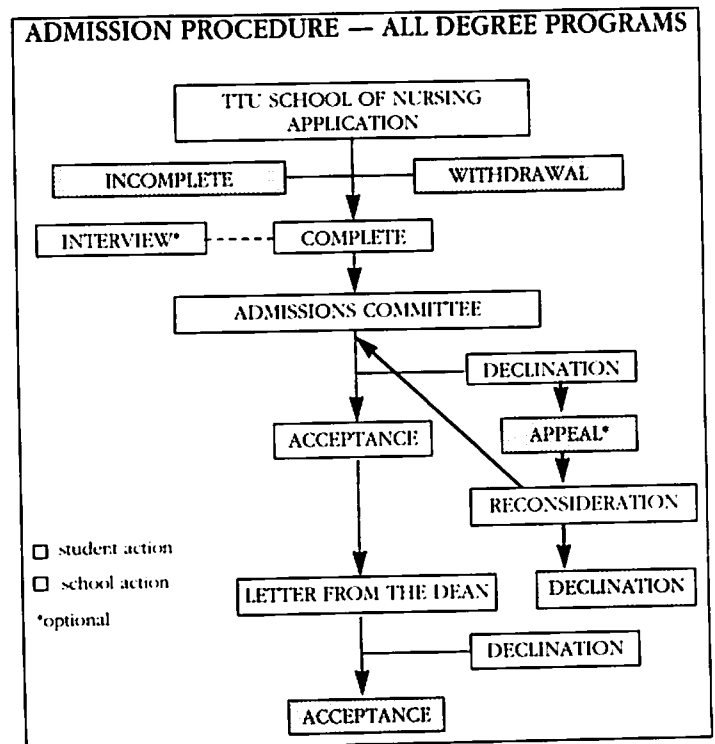
(Applications will not be considered after these deadlines)

Level A Entering Freshmen or those with no previous nursing

Level B Students with 34 or more specific non-nursing credits

Level C Registered Nurses

*Lubbock and Permian Basin campuses



Graduate Programs

MSN Program Philosophy

The curriculum for the masters program in nursing is based upon the philosophies of the School of Nursing and the undergraduate degree program and on the following beliefs which are consistent with those philosophies. As stated in the school philosophy, we believe that 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 a series of isolated systems or functions, the family as an integrated system and the society as a whole." (Statement of Philosophy, 1980.) We further believe that nursing's unique contribution to health care is its interactive process which emphasizes *care*, that element which promotes the comfort of individuals and the development or restoration of their resources for self care.

The faculty believes that *nursing care influences individuals, groups and societies*. Although the latter two are beneficiaries of quality care, it is usually through the interaction of two individuals, a nurse and a client/patient, that nursing care is rendered. Individuals, as clients/patients, or as members of groups or societies, are dynamic, complex organisms who respond in holistic ways to a threat to their well-being and to attempts to improve their health.

While all health care clients/patients can benefit from the care provided by a nurse with graduate preparation, we believe specific client/patient groups receive major benefits. These groups include those individuals and families in rural areas with limited access to the spectrum of health care providers, as well as to those requiring intensive, complex care in life threatening situations and those through the extremes of age span, perinatal and gerontological clients/patients.

The best environment in which clinical graduate nursing education occurs is an academic milieu, which combines the strength of a health sciences center with a university and has access to rich clinical experiences. Further, we believe faculty contribute most positively to student learning by using all facets of a reintegrated nursing role including teaching, practice, scholarly activities and service. We believe an established continuing nursing education program, which incorporates programming in the rural areas, enriches the curriculum for both faculty and students through exposure to a wider variety of clinical sites and roles.

The faculty believes that the first degree for the practice of professional nursing is currently the baccalaureate in nursing. The advanced degree, Master of Science in Nursing, provides opportunities for increased depth of knowledge and specialization in a clinical and functional area in order to provide leadership and a more intense level of quality care. Due to the increasing complexity of health care and the public's increasing expectations regarding health care, improvement of the quality and quantity of health care in West Texas requires a nurse who



has an increasing depth of nursing knowledge.

The emphasis of graduate education in nursing traditionally has been on the functional areas of education, administration and research. These, coupled with the roles of provider and consultant, are appropriate components at the graduate level. Further, we believe these are essential components that are appropriately applied to clinical aspects and reflect the kinds of nursing care clients need. Thus, while we recognize the need for and value of research, the faculty of the School of Nursing believes that, based on societal needs, rapidly changing technology and the advancement of nursing theory, research is most appropriately incorporated in a clinically focused degree.

We believe that the educational process that best prepares nurses to function in clinical settings in defined roles is one which allows options in program planning and conserves faculty resources. Inherent in these options are the following components: scientific depth and scope, analysis of nursing as a practice profession, exploration of professional leadership roles, nursing therapies related to nursing diagnoses, the development of professionhood as well as professionalism (Styles, 1982), concept formulation and testing and use of nursing theories.

Increased depth of knowledge is not sufficient in itself; therefore, the master of science in nursing program focuses on promoting application of knowledge, generating knowledge and initiating change in health care systems and delivery. Application and generation of knowledge is best accomplished through a focus on special rather than general areas. This is not to say application and generation of knowledge cannot be made in relation to general populations; rather, the focus on application and generation of knowledge in specialties and functional areas within those specialties heightens the nurses' abilities to provide quality care.

Synthesis of principles, facts, theories and therapies requires a grasp of nursing as an interactive process focusing on the full spectrum of health, which ranges from wellness to acute illness and death. Inherent in this process is the recognition that perceptions influence both the client/patient and the nurse. This synthesis involves both clinical and functional components in order to meet society's current and future needs. Synthesis further is enhanced by the inclusion of sciences and the humanities that contribute to the development and betterment of nursing science.

As graduate students, nurses are expected to assume direction of their program, within stated parameters, and determine their level of contribution to the identification, use and evaluation of nursing therapies. Students who assume a major leadership role in identification and evaluation do so through longevous exposure to decision-making opportunities. As mentors, faculty facilitate the growth of students in their decision-making capabilities and in their role as collaborators in health care. Students function in collegial roles with their peers in nursing as well as in other health care professions.

Finally, the faculty believes that improving the quantity and quality of health care in West Texas cannot be static in nature; thus, both faculty and students are continuously engaged in promoting orderly improvement and adaptation.

Statement of Philosophy, (1987). Texas Tech University Health Sciences Center School of Nursing.
Styles, M. (1982). On nursing: Toward a new endowment. St. Louis: C. V. Mosby Company.

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.
4. Contributes to the advancement of the nursing profession through performance in a reintegrated role.

Grade Points

The grades of A, B, C, and D earn grade points of 4,3,2 and 1, respectively, multiplied by the number of semester hours of credit value for the course in which the grade is received. All other grades have no grade points assigned them.

Grade Point Averages

The School of Nursing uses three grade point averages (GPA) to determine progressions within the program:

1. The nursing GPA for a semester is determined by dividing the total number of grade points acquired during that semester by the total number of semester hours taken in nursing in which the student was registered, exclusive of courses in which a grade of W is received.
2. The semester GPA is determined by dividing the total number of grade points acquired during that semester by the total number of semester hours of all courses (both TTU and TTUHSC) in which the student was registered in that semester, exclusive of courses in which a grade of W is received.
3. The overall cumulative GPA is obtained by dividing the total number of grade points earned in all courses taken in the degree program at TTU and

MSN/MBA Program Course Requirements

Course Number	Title	Credits
Required Nursing		
	Physiology	3
NURS 5330	Theories and Therapies	3
NURS 5390	Foundations of Nursing Research	3
NURS 5370	Issues in Nursing	3
NURS 5300	Community Health I: Foundations of Community Health Nursing	3
NURS 5301	Community Health II: Role Design and Implementation	3
NURS 5230	The Middle Manager in Nursing	2
NURS 5240	Managerial Role Development	2
NURS 6220	The Manager as Leader	2
NURS 6000	Thesis (6 hours required)	6
Required Business		
ACCT 5300	Principles of Accounting	3
FIN 5320	Financial Management I	3
MKT 5350	Marketing Foundations	3
ACCT 5301	Managerial Accounting I	3
FIN 5321	Financial Management II	3
MGT 5371	Organizational Behavior & Mgmt.	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	Medical Groups and Ambulatory Health Care	3
or MGT 5309	Hospitals & Integrated Delivery Systems	3
Joint Requirements		
ISQS 5337	Survey of Mgmt. Info Systems	3
ISQS 5347	Advanced Statistical Methods	3
TOTAL		69

MSN/MBA Program Admissions Information

Applicants must apply to and meet admission requirements for both programs.

School of Nursing

1. R.N. licensure in Texas.
2. Baccalaureate degree in nursing from a National League for Nursing accredited program.
3. 3.0 overall GPA on upper division nursing course work and on any graduate level work, if applicable.
4. A score of 1000 on any two sections of the GRE or a score of 50 on the Miller Analogies Test. (The School of Nursing will accept the GMAT in place of the GRE or MAT.)
5. Four acceptable references.
6. A sample of the applicant's writing skill.

College of Business Administration

1. 2.7 overall GPA on last 60 hours of undergraduate coursework.
2. A score of at least 500 on the GMAT.

For more information please contact:
School of Nursing Student Affairs Office
(806) 743-2737 and Graduate Programs in Business,
College of Business Administration (806) 742-3184.

Deadlines for applications to the nursing graduate program are:

FALL - June 1
SPRING - October 1
SUMMER - March 1

Late applications are considered on a space available basis.

Texas Tech University Health Sciences Center University of Texas at Tyler University of Texas Health Center at Tyler Collaborative Family Nurse Practitioner Program

The School of Nursing at Texas Tech University Health Sciences Center, in partnership with the Division of Nursing at the University of Texas at Tyler and The University of Texas Health Center at Tyler offers the Family Nurse Practitioner certificate for masters' and post masters' students through a unique telecampus program.

HealthNet, a two-way interactive video system, links the TTUHSC campuses with the UT Tyler campus. Students in the East Texas region can complete their degree through a combination of distance learning and on-site didactic and clinical experiences.

Deadline for application to the collaborative family nurse practitioner program is March 1.

TTUHSC/U.T. Tyler Family Nurse Practitioner Program Course Requirements

Course Number	Title	Credits
Transfer from UT Tyler Division of Nursing		
Please contact directly at 1-800-UT-TYLER for admission requirements		
NURS 5350	Advanced Pathophysiology	3
HSCC 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
Courses Required Provided by TTUHSC School of Nursing		
NURS 5300	Community Health I: Foundations of Community Health Nursing	3
NURS 5301	Community Health II: Role Design and Implementation	3
*NURS 5340	Primary Health Care I: Advanced Assessment Pathology & Management	3

NURS 5341	Primary Health Care II: Advanced Role Application	3
NURS 6000	Thesis	6
NURS 6060	Nursing Practicum	6
		48
	TOTAL	
	Electives (Optional) Provided by TTUHSC School of Nursing	
NURS 5140	Laboratory Methods for Primary Health Care	1
NURS 5344	Advanced Practice Role Development: Advanced Cardiac Life Support	3

*All Nurse Practitioner students are required to hold Advanced Cardiac 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

Admission Requirements

Admission is available at the masters' or post masters' level. In addition to the admission requirements of the University of Texas at Tyler Division of Nursing students must complete a separate application to TTUHSC and meet the following requirements:

1. Application to TTUHSC School of Nursing.
2. R.N. licensure in Texas.
3. Baccalaureate degree from an NLN accredited program.
4. Successful completion of an undergraduate statistics course.
5. Experience — 1 year F.T.E. in nursing (by time of enrollment).
6. GPA of 3.0 or better in upper division work (on 4.0 scale) and any graduate level work if such applies.
7. GRE (1000 total on 2 of 3 sections — verbal, quantitative or analytic) or Miller Analogies Test (50).
8. Four references.
9. Cultural diversity.
10. Career goals.
11. Interview with Admission Committee member of the Graduate program (optional).

In addition to the above, post-masters family nurse practitioner applicants are required to submit documented preceptor arrangements to be used in completing the clinical coursework.

Courses listed are required for those entering with a BSN. The graduate programmatic administrator will review applicants entering with Master of Science in Nursing. Academic preparation and/or competency in epidemiology, pathophysiology and community health will be evaluated. Applicants will be advised to take appropriate courses.

International student applicants will have additional requirements.

UT Tyler students application deadlines - March 1 for summer or fall admission.

For more information, please contact TTUHSC School of Nursing Student Affairs Office, Lubbock, Texas, 79430
e-mail: sonemj@ttuhsc.edu
(806) 743-2737

UT - Tyler
Division of Nursing
3900 University Blvd.
Tyler, Texas 75799
(903) 566-7128

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 Texas Tech University Health Sciences Center School of Nursing (TTUHSCSN), Lubbock, Texas. There are two sites for doctoral course offerings - San Antonio and Lubbock. The PhD degree is awarded by The University of Texas Health Science Center at San Antonio Graduate School of Biomedical Sciences.

Doctoral Program 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 program exemplifies the mission of the Health Science Center for teaching, research, patient care and service.

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.

Doctoral Program 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. Explore the value and knowledge components of philosophical and ethical dimensions of issues confronting health care and nursing.

Minimum Requirements for the Doctoral Degree

Theory/Research/Science	Credits
Study of theory in nursing, research, scientific process	6
NURS 50115 Application of Research in Nursing (NURS 5015)	1
NURS 60474 Content & Practice: Research Methodology I	4
NURS 60475 Content & Practice: Research Methodology II	4
NURS 70396 Clinical Research Applications	3
	<hr/> 18
Clinical Practice	
Study of advanced direct patient care	9
NURS 70590 Seminar & Mentorship for Role Integration	5
	<hr/> 14
Profession/Socialization	
Study of advanced professional elements and issues, role(s) socialization	4
NURS 60225 Philosophy and Ethics in the Health Sciences	2
NURS 60221 Health Care Policy and Trends	2
NURS 70476 Advanced Professional Seminar and Practicum	4
NURS 60071 Supervised Teaching (NURS 6071)	1
	<hr/> 13
Support Courses	
Study of computers/applications in health sciences	2
Study of advanced physiologic concepts	3
Non-nursing cognates/depth in discipline	9
	<hr/> 14

Electives	9
Dissertation	
NURS 70099	
Dissertation (Maximum semester hours)	12
TOTAL	<hr/> 80

Qualifying examinations will be required.

Full-time and part-time study in the doctoral program is available. The program plan for each student is designed on an individual basis.

Doctoral Program Admissions Information

MINIMUM STANDARDS FOR CONSIDERATION FOR ADMISSION

1. R.N. licensure in Texas.
 2. Baccalaureate degree in nursing from an NLN accredited program.
 3. GPA of 3.0 or better on a 4.0 scale in upper division work and any graduate level work, if such applies.
 4. Graduate Record Exam (GRE) with a total score of 1000 on the verbal and quantitative sections.
 5. Satisfactory references.
 6. Statement of professional goals and accomplishments.
 7. An interview may be required in San Antonio.
- Deadline for application to the PhD program is:
Fall - April 1

Late applications are considered on a space available basis.

Application

All qualified applicants are carefully evaluated by the appropriate committee with regard to their potential for successfully completing a professional curriculum. Transcripts, test scores, and other application information constitute the core factors for admission. There is no discrimination based on race, creed, sex, disability or national origin.

Applicants with completed forms and appropriate supporting materials constitute the pool of applicants considered for admission.

All information required for an application must be furnished accurately and completely. Intentional falsification of any part of the application information is cause for dismissal from the School of Nursing.

Notification of admission occurs from as soon after the deadline as the application is complete until the class is filled.

Applicant response to the admission acceptance offer must occur within two weeks.

Application packets for the School of Nursing are available from:

Student Affairs Office

School of Nursing

Texas Tech University Health Sciences Center

Lubbock, Texas 79430

(806) 743-2737

e-mail: sonemj@ttuhsc.edu

Course Descriptions Undergraduate Program

Required Courses

Respective campuses should be consulted regarding frequency of course offerings. All required courses are offered at least annually.

All pre- or co-requisites and any designated conditions/criteria for previous courses apply throughout the curriculum. Prerequisites must be successfully completed.

<p>NURS 1200 (CL) (2:1:3)</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 course director. Pre- or co-requisites: ZOOL 2403, CHEM 1305/1105 or 1307/1107)</p>	<p>NURS 2601 (CL) (6:3:9)</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 1201 (CL) (2:1:3)</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 3202 (2:2:0)</p>	<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. (Prerequisite: successful completion of all NURS 2000 level courses, or approval of programmatic administrator)</p>
<p>NURS 2201 (CL) (2:1:3)</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-requisite: NURS 2600)</p>	<p>NURS 3402 (4:4:0)</p>	<p>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. Introduces the use of the Neuman's Health Care Systems Model as a basis for understanding human needs. (Prerequisite: NURS 3400 and 3401; all general education requirements except for political science, history, humanities and statistics. Pre- or co-requisite: NURS 3202)</p>
<p>NURS 2600 (CL) (6:3:9)</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-requisite: F&N 3340, HD 2303, SOC 1300. Co-requisite: NURS 2201)</p>	<p>NURS 3601 (CL) (6:0:18)</p>	<p>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. (Prerequisite: Same as NURS 3402. Pre- or co-requisite: NURS 3402)</p>
		<p>NURS 3101 (1:1:0)</p>	<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. (Prerequisite: successful completion of all NURS 2000 level courses or approval of programmatic administrator)</p>
		<p>NURS 3201 (2:2:0)</p>	<p>Family and Group Development and Interaction Development and interaction in human groups with the family as one special</p>

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. (Prerequisite: Successful completion of all NURS 2000 level courses or approval of programmatic administrator)

***NURS 3304**
(3:3:0)

Issues and Trends in Multicultural Environments

Analyze issues of professionalism and legal/ethical issues. Includes the influence of multicultural environments. (Prerequisite: successful completion of all NURS 2000 level courses or approval of programmatic administrator)

NURS 3400
(CL)
(4:2:6)

Childbearing and Child Rearing Family Nursing

Nursing processes with individuals in the childbearing and child rearing processes. Focuses on developing skills during the phases of nursing process in working with all members of the childbearing/child rearing family unit. Special emphasis on assessment of family unit, cultural differences in the approach to the childbirth and child rearing experience, traditional and alternative arrangements for the birth experience, techniques of nursing intervention, and evaluation. (Pre- or co-requisite: NURS 3201)

NURS 3401
(CL)
(4:2:6)

Mental Health Nursing

Concepts of human mental health in altered states from adaptation through dysfunction to pathological processes. Concepts included are: loss and grieving, body image disturbances, alterations in thought, dysfunction in human affiliation, and pharmacology. (Pre- or co-requisite: NURS 3201)

***NURS 4300**
(3:2.5:1.5)

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. (Prerequisite: successful completion of all NURS 3000 level courses; 3 hrs. of statistics or approval of programmatic administrator)

NURS 4301
(3:2.5:1.5)

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. (Prerequisite: 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 4400
(CL)
(4:2:6)

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. (Prerequisite: successful completion of all NURS 3000 level courses. Pre- or co-requisite: RNs only - NURS 4801)

NURS 4302
(3:2.5:1.5)

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. (Prerequisite: successful completion of all NURS 3000 level courses. Pre- or co-requisite: RNs only - NURS 4801)

NURS 4303
(CL)
(3:0.5:7.5)

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. (Prerequisite: NURS 4302)

NURS 4402
(CL)
(4:2:6)

The Role of the Nurse as Leader

Evaluates the ability to function as a competent reintegrated nurse in multiple health care settings. Includes implementation of the role of the nurse as a leader for improving health care. Requires synthesis of nursing contributing to effective leadership. Includes practice in the leadership roles in clinical nursing.

(Prerequisite: successful completion of all NURS 3000 level courses. Pre- or co-requisite: RNs only - NURS 4801)

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 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. (Prerequisite: RN licensure; admission to the program; all general education courses; or approval of programmatic administrator)

Health Sciences Center Courses

HSN 3410
(4:4:0)

Advanced Integrated Life Science
This course is designed to enable the student who has a grounding in basic physiology and biochemistry to see human function as an integrated whole: it focuses on a number of common and exemplary human dysfunctions that can be fully understood only by approaching them from several physiological and biochemical perspectives. (Prerequisite: Enrollment in HSC, ZOOL 2403, 2404, microbiology and chemistry)

Elective Courses*

NURS 3030

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. (Prerequisite: Consent of instructor and programmatic administrator)

NURS 3040

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. (Prerequisite: Consent of instructor and programmatic administrator)

NURS 3050

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. (Prerequisite: Consent of instructor and programmatic administrator)

NURS 3341
(3:1.4:1.6)

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. (Prerequisite: Consent of instructor and programmatic administrator)

NURS 3351, 3651
(CL)
(3:1:6 or 6:2:12)

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. (Prerequisite: Consent of instructor and programmatic administrator)

NURS 3353
(CL)
(3:3:2.7)

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. (Prerequisite: Consent of instructor and programmatic administrator)

NURS 3054

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, lit-

	erature, 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. (Prerequisite: Consent of instructor and programmatic administrator)		
NURS 3355 (3:2:1)	Writing for Publication Developes 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. (Prerequisite: Consent of instructor and programmatic administrator)	NURS 4251 (2:2:0)	Techniques for Assisting the Aging—The Three Rs: Reality Orientation, Remotivation, Reminiscing The three Rs of group work with the aging person are the focus of the course. The purpose is to provide three techniques that assist in improving the quality of life for the aging person through group activities. Concepts include selecting groups, developing a leader's sensitivity and empathy, and evaluating outcomes of specific activities in relation to reality orientation, remotivation and reminiscing. (Prerequisite: Consent of instructor and programmatic administrator)
NURS 3356 (CL) (3:1:6)	Care of the Patient During the Perioperative Period Focuses on the care of the patient during the perioperative period and the nursing responsibilities inherent in this care. Clinical practice includes activities in each of the preoperative, intraoperative and postoperative stages. (Prerequisite: Consent of the instructor and programmatic administrator)	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 (Prerequisite: Consent of instructor and programmatic administrator)
NURS 3357 (3:3:0)	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. (Prerequisite: Consent of instructor and programmatic administrator)	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. (Prerequisite: Consent of instructor and programmatic administrator)
NURS 3359 (3:2.5:1.5)	Care of the Terminally Ill Client This course will utilize 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. (Prerequisite: Consent of instructor and programmatic administrator)	NURS 3060	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. (Prerequisite: Consent of instructor and programmatic administrator)
NURS 3358 (3:2.5:1.5)	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. (Prerequisite: Consent of the instructor and programmatic administrator)

NURS 3363 (CL) (3:1.5:7.5) **Clinical Role Exploration**
 Analysis of and 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.) (Prerequisite: Consent of instructor and programmatic administrator)

NURS 3070 **Professional Development Topics**
 This series of courses includes opportunities to explore, in-depth, aspects of professional concerns which affect nursing and health care in general. Variable credit from 1-6 hours. (Prerequisite: Consent of instructor and programmatic administrator)

NURS 3371 (3:3:0) **Legal and Ethical Issues in Health Care**
 Interdisciplinary course surveying major legal and ethical issues in the delivery of health care. (Prerequisite: Consent of instructor and programmatic administrator)

NURS 3373 **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. (Prerequisite: Consent of instructor and programmatic administrator)

NURS 3374 (3:3:0) **Philosophical Issues and Problems in Human Caring**
 Exploration of different avenues of approaching philosophical dilemmas in providing care to clients whose behaviors and value systems are difficult to accept. Examines select issues from the standpoints of philosophy and nursing. (Prerequisite: Consent of instructor and programmatic administrator)

NURS 3375 (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 evalu-

ating the medical technology that nurses use and thus as a means of managing patient care technology at all levels of health care. (Prerequisite: 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 dysfunctions. 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. (Prerequisite: 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. (Prerequisite: Consent of instructor and programmatic administrator)

* Offered at select time as faculty and interest are present.

Course Descriptions MSN Program

Required Courses

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, epidemiologic 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. (Prerequisite/Corequisite: 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.

	<p>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. (Prerequisite: Successful completion of NURS 5300, NURS 5330, physiology requirement, and verification of health assessment)</p>		<p>conflict management and collaboration, productivity, and quality assurance. Continued professional development of the mid-level nurse manager as a re-integrated professional nurse is emphasized as the basis for role modeling for the nursing staff.</p>
<p>NURS 5310 (CL) (3:1:6)</p>	<p>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. (Prerequisite/corequisite: NURS 5330 and physiology requirement)</p>	<p>NURS 5240 (CL) (2:0:6)</p>	<p>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. (Prerequisite/corequisite: 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)</p>
<p>NURS 5311 (CL) (3:1:6)</p>	<p>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. (Prerequisite: Successful completion of NURS 5310, NURS 5330, physiology requirement, and verification of health assessment)</p>	<p>NURS 5410 (CL) (4:3:3)</p>	<p>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.</p>
<p>NURS 5342 (CL) (3:1:6)</p>	<p>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. (Prerequisite: Basic anatomy and physiology; basic health assessment)</p>	<p>NURS 6220 (2:2:0)</p>	<p>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. (Prerequisite/corequisite: Concurrent enrollment or successful completion of NURS 5240)</p>
<p>NURS 5210 (2:2:0)</p>	<p>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. (Prerequisite: Successful completion of NURS 5410)</p>	<p>NURS 5340 (CL) (3:1:6)</p>	<p>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. (Prerequisite: NURS 5342, NURS 5300 or NURS 5310; NURS 5330; physiology requirement. Pre- or co-requisite: NURS 5344 or ACLS, PALS, or Neonatal Resuscitation Protocol)</p>
<p>NURS 5230 (2:2:0)</p>	<p>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,</p>	<p>NURS 5341 (CL) (3:1:6)</p>	<p>Primary Health Care Practice II- Advanced Role Application Study of nursing role components criti-</p>

	cal 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. (Prerequisite: NURS 5340, NURS 5343 and NURS 5301 or NURS 5311; NURS 5344 or ACLS, PALS or Neonatal Resuscitation Protocol)		
NURS 5343 (3:3:0)	Pharmacotherapeutics for Nurses in Advanced Practice Study of advanced pharmacologic and pharmokinetic principles of drug categories used by nurses in advanced practice.	NURS 5060	Elective Courses 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 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 pathophysiological concepts to the recognition of pathologic conditions and the management of clients with a variety of health problems across the life span.	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. (Prerequisites: Microbiology and Physiology)
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 5344 (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 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 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-requisite/co-requisite: statistics)		
NURS 6000	Thesis	NURS 5374 (3:2:1)	Writing for Publication Developes 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 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. (Prerequisite: Successful completion of required clinical and functional courses)		

Faculty

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