

COLLEGE OF NURSING

Graduate Nursing Student Guide

THE UNIVERSITY OF TEXAS AT TYLER

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COLLEGE OF NURSING

OVERVIEW

This handbook is intended to be used in conjunction with The University of Texas at Tyler Catalog and The University of Texas at Tyler Graduate Handbook. The faculty reserves the right to revise this handbook.

DISCLAIMER

This handbook is a general information publication only. It is not intended to nor does it contain all regulations that relate to graduate nursing students. The provisions of this handbook do not constitute a contract, expressed or implied, between any applicant, student or faculty member and The University of Texas at Tyler or The University of Texas System. The University of Texas at Tyler reserves the right to withdraw courses at any time, to change fees or tuition, calendar, curriculum, degree requirements, graduation procedures, and any other requirements affecting students. Changes will become effective whenever the proper authorities so determine and will apply to both prospective students and those already enrolled.



The University of Texas at Tyler

Guidelines for Best Practice in Graduate Education Faculty and Graduate Students

A primary purpose *of* graduate education at The University of Texas at Tyler is to instill in each student an understanding *of* and capacity for scholarship, independent judgment, academic rigor, and intellectual honesty. It is the joint responsibility *of* faculty and graduate students to work together to foster these ends through relationships which encourage freedom of inquiry, demonstrate personal and professional integrity, and foster mutual respect.

Graduate student progress toward educational goals at The University of Texas at Tyler is directed and evaluated by an advisor and the relevant graduate committee(s). The advisor and the individuals on the committee provide intellectual guidance in support of the scholarly/creative activities of graduate students. The advisor and the relevant graduate committee(s) also are charged with the responsibility of evaluating a graduate student's performance in scholarly/creative activities. The graduate student, the advisor and the graduate committee(s) comprise the basic unit of graduate education at this institution. It is the quality, breadth, and depth *of* interaction within this unit that largely determines the outcome of the graduate experience.

High quality graduate education depends upon the professional and ethical conduct of the participants. Faculty members and graduate students have complementary responsibilities in the maintenance of academic standards and the creation of high quality graduate programs. Excellence in graduate education is achieved when both faculty and students are highly motivated, possess the academic and professional backgrounds necessary to perform at the highest level, and are sincere in their desire to see each other succeed.

Graduate students must be viewed as early-stage professionals, not as students whose interest is guided by the desire to complete the degree. Graduate students have made a career choice and must be viewed and treated as the next generation of professionals.

To accomplish this, it is essential that graduate students:

- Conduct themselves in a mature, professional, ethical, and civil manner in all interactions with faculty and staff in accordance with the accepted standards of the discipline and The University of Texas at Tyler policies governing discrimination and harassment.
- Recognize that the program faculty provide the intellectual and instructional environment in which the student conducts research, and may, through access to teaching and research funds, also provide the student with financial support.
- Expect that their research results, with appropriate recognition, may be incorporated into progress reports, summary documents, applications for continuation of funding, and similar documents authored by the faculty advisor, to the extent that the student's research is related to the faculty advisor's research program and the grants which support that research.
- Recognize that faculty have broad discretion to allocate their own time and other resources in ways which are academically productive.
- Recognize that the faculty advisor is responsible for monitoring the accuracy, validity, and integrity of the student's research. Careful, well conceived research reflects favorably on the student, the faculty advisor, and The University of Texas at Tyler.
- Exercise the highest integrity in taking examinations and in collecting, analyzing, and presenting research data.
- Acknowledge the contributions of the faculty advisor and other members of the research team to the student's work in all publications and conference presentations; acknowledgment may mean co-authorship when that is appropriate.
- Recognize that the faculty advisor, in nearly every case, will determine when a body of work is ready for publication and an acceptable venue, since the faculty advisor bears responsibility for overseeing the performance of the students and ensuring the validity of the research.
- Maintain the confidentiality of the faculty advisor's professional activities and research prior to presentation or publication, in accordance with existing practices and policies of the discipline.
- Take primary responsibility to inform themselves of regulations and policies governing their graduate studies and The University of Texas at Tyler.
- Recognize that faculty and staff have many professional responsibilities in addition to graduate education.

Correspondingly, it is imperative that faculty:

- Interact with students in a professional, ethical and civil manner in accordance with the accepted standards of the

discipline and The University of Texas at Tyler policies governing discrimination and harassment.

- Impartially evaluate student performance regardless of religion, race, gender, sexual orientation, nationality, or other criteria that are not germane to academic evaluation.
- Serve on graduate student committees without regard to the religion, race, gender, sexual orientation, or nationality of the graduate student candidate.
- Prevent personal rivalries with colleagues from interfering with their duties as graduate advisors, committee members, or colleagues.
- Excuse themselves from serving as advisors, on graduate committees or supervising assistantship work when there is a familial or other relationship between the faculty member and the student that could result in a conflict of interest.
- Acknowledge student contributions to research presented at conferences, in professional publications, or in applications for copyrights and patents.
- Not impede a graduate student's progress and completion of his/her degree in order to benefit from the student's proficiency as a teaching or research assistant.
- Create in the classroom, lab, or studio, supervisory relations with students that stimulate and encourage students to learn creatively and independently.
- Have a clear understanding with graduate students about their specific research responsibilities, including time lines for completion of research and the thesis or dissertation.
- Provide oral or written comments and evaluation of students' work in a timely manner.
- Discuss laboratory and/or departmental authorship policy with graduate students in advance of entering into collaborative projects.
- Ensure an absence of coercion with regard to the participation of graduate students as human research subjects in their faculty advisor's research.
- Refrain from requesting students to do personal work (mowing lawns, babysitting, typing papers, etc.) with or without appropriate compensation.
- Familiarize themselves with policies that affect their graduate students.
- Provide oversight and guidance to graduate students on environmental, safety and other regulatory issues.

Graduate education is structured around the transmission of knowledge at the highest level. In many cases, graduate students depend on faculty advisors to assist them in identifying and gaining access to financial and/or intellectual resources which support their graduate programs. In addition, faculty advisors, program chairs, etc. must apprise students of the "job market" so that students can develop realistic expectations for the outcomes of their studies.

In some academic units, the student's specific advisor may change during the course of the student's program, either because of faculty or student wishes. The role of advising may also change and become a mentoring relationship.

The reward of finding a faculty advisor implies that the student has achieved a level of excellence and sophistication in the field, or exhibits sufficient promise to merit the more intensive interest, instruction, and counsel of faculty.

To this end, it is important that graduate students:

- Devote an appropriate amount of time and energy toward achieving academic excellence and earning the advanced degree.
- Be aware of time constraints and other demands imposed on faculty members and program staff.
- Take the initiative in asking questions that promote understanding of the academic subjects and advances in the field.
- Communicate regularly with faculty advisors, especially in matters related to research and progress within the graduate program.

Correspondingly, faculty advisors should:

- Provide clear maps of the requirements each student must meet, including course work, languages, research tools, examinations, and thesis or dissertation, and delineating the amount of time expected to complete each step.
- Evaluate student's progress and performance in regular and informative ways consistent with the practice of the field.
- Help students develop interpretive, writing, oral, technological, and quantitative skills, in accordance with the expectations of the discipline and University.
- Assist graduate students in the development of grant writing skills, where appropriate.
- Take reasonable measures to ensure that graduate students who initiate thesis or dissertation research/creative activity do so in a timely fashion, regardless of the overall demands of the laboratory/studio.
- When appropriate, encourage graduate students to participate in professional meetings or display their work in

public forums and exhibitions.

- Stimulate in each graduate student an appreciation of teaching, and promote the acquisition of teaching skills where appropriate.
- Create an ethos of collegiality so that learning takes place within a community of scholars.
- Prepare students to be competitive for employment which includes portraying a realistic view of the field and the job market and making use of professional contacts for the benefit of their students, as appropriate.
- Create an environment of the highest ethical standards and insist that the student behave ethically in all their professional activities.

In academic units, faculty advisors support the academic promise of graduate students in their program. In some cases, academic advisors are assigned to entering graduate students to assist them in academic advising and other matters. In other cases, students select faculty advisors in accordance with the disciplinary interest or research expertise. Advising is variant in its scope and breadth and may be accomplished in many ways.

A student's academic performance and a faculty member's scholarly interest may coincide during the course of instruction and research/creative activity/ performance. As the faculty-graduate student relationship matures and intensifies, direct collaborations may involve the sharing of authorship or rights to intellectual property developed in research or other creative activity. Such collaborations are encouraged and are a desired outcome of the mentoring process.

This document was originated by the University of Nebraska-Lincoln Graduate Council.

The University of Texas at Tyler document benefited from the work of the University of Nebraska Medical Center; the work of the Graduate Council at the University of Oregon; the Graduate School at the University of California-Davis; the Graduate College and Graduate Council at the University of Arizona; the Office of Graduate Studies at the University of Southern California; and the Graduate School at North Carolina State University.

The revised document was endorsed by the UT Tyler Graduate Council in February 2009.

HISTORY

Introduction

Welcome to the College of Nursing at the University of Texas at Tyler. This handbook has been prepared to introduce you to the College of Nursing. The guide offers information specific to the nursing program and should be used in conjunction with the general catalog of The University of Texas at Tyler and the U.T. Tyler Graduate Handbook. It is the student's responsibility to know the official University regulations as well as the specific requirements for nursing and to comply with them. This information will assist you in fulfilling your educational goals at The University of Texas at Tyler in the College of Nursing.

History

The Division of Nursing was established in 1975 on the campus of Texas Eastern University in response to local and regional needs for baccalaureate prepared nurses in East Texas. The original program was designed for admission of Registered Nurses to complete the BSN degree. In 1979, Texas Eastern University became The University of Texas at Tyler, a component of The University of Texas System. In October 1979, The University of Texas Board of Regents approved a proposal to reorganize the Division to provide a basic program leading to a Bachelor of Science in Nursing. The proposal was approved by the Texas Higher Education Coordinating Board, Texas College and University Systems and the Texas Board of Nurse Examiners. The program offered the first classes in the fall of 1982.

In April 1988, the Texas Higher Education Coordinating Board officially approved a program leading to the Master of Science in Nursing (MSN) degree. The first courses were offered in the spring of 1989, and initial accreditation was received in fall, 1992. Since its inception, the Master's program has added Nursing Education, Nursing Administration, and Nurse Practitioner tracks as well as a dual degree of MSN with Master of Business Administration (MBA). The MBA is offered in conjunction with the College of Business at UT Tyler. The Nurse Practitioner program was initially offered in collaboration with the College of Nursing at Texas Tech Health Science Center in Lubbock. (Nurse Practitioner specialty options include family, geriatric, pediatric, and acute care). Students in the program completed courses taught by UT Tyler College of Nursing faculty and faculty at Texas Tech. (Nurse Practitioner specialty options include family, geriatric, pediatric, and acute care). Clinical experiences were accomplished with primary care providers in the East Texas region. In July, 2007, the program was approved as a joint degree program allowing U.T. Tyler to confer the degree to the Tyler based students. Approval was then received for a totally independent NP program which was implemented June 1, 2008. The first cohort to graduate will be in August, 2010.

The Palestine Distance Education Initiative (DEI) was approved in fall 1995. This site offers generic students and licensed nurses, from the surrounding area, the opportunity to complete the BSN program in their immediate geographic area. Undergraduate students at the Palestine site complete the entire course of study through interactive video classes and clinical experiences in Palestine health care facilities.

The spring and summer of 1997 marked more milestones for the nursing program. In May 1997 the Division of Nursing received status as a School of Nursing. The change in status made the program an independent component within the structure of The University of Texas at Tyler, and the Director position was elevated to Dean status. In addition, the Mobility in Nursing Education (MINE) track admitted the first RNs and LVNs to another proposed DEI in Longview for the spring 1997 semester. In July 1997 the Texas Board of Nurse Examiners granted permission for the MINE track to be offered in Longview. The addition of the Longview site was restricted to the MINE track and permitted RNs and LVNs to acquire the BSN without having to leave the Longview area. The Corsicana extension campus was approved for fall 1998; this site was designated for RN-BSN students only. The Corsicana site was closed in spring 2001 when Navarro College remodeled the Health Sciences area and discontinued ITV access to the site. In

spring 1999 the School of Nursing designation was elevated to that of a College of Nursing (CON). Also at this time the RN-MSN option was added to the graduate program.

The summer of 2001 was also a time of growth and change for the CON. In July 2001 the Texas Board of Nurse Examiners approved a proposal to admit generic students to the nursing program at the Longview DEI and to allow currently enrolled students that lived in the Longview area the opportunity to take courses at the site. Reorganization of the structure of the university created a name change for the CON to the College of Nursing and Health Sciences effective August 2001. This meant the addition of faculty and programs related to health and kinesiology and allied health.

The plans for the new College of Nursing building named after the benefactors, David G. and Jacqueline M. Braithwaite, were finalized in summer 2001. Groundbreaking was held in fall 2001 and the building was occupied in fall 2003.

In spring 2005 the College of Nursing was granted authority to develop a doctoral program and received final program approval October 25, 2007. The first cohort of students was admitted for fall 2008. The degree is a PhD in Nursing and was the first doctoral program offered at The University of Texas at Tyler.

CONCEPTUAL FOUNDATIONS

PURPOSES

The purposes of the Bachelor of Science in Nursing program are to provide students with the opportunity to acquire knowledge useful to nurses as generalists at the baccalaureate level, to improve the quality of nursing care in the community, and to provide students with the opportunity to acquire a base for graduate study.

The Master of Science in Nursing program is designed to prepare individuals for careers in advanced practice. Emphasis is given to developing the leadership/management skills necessary to provide expert nursing care either directly to patients (service) or indirectly through the avenues of administration, research, or education. The program also provides a basis for doctoral education.

The Doctor of Philosophy in Nursing program is designed to prepare nurse leaders for careers in education and research with an emphasis in health priorities that have applicability nationally and internationally.

MISSION STATEMENT

The University of Texas at Tyler College of Nursing prepares professional nurses who provide leadership for global health care in a variety of roles. Graduates address the challenges of a dynamic society and health care delivery system by initiating resourceful solutions for health promotion, risk reduction, and disease management.

To accomplish this mission, the faculty has identified the following goals:

TEACHING

- To pursue excellence in teaching
- To effectively role model in clinical practice
- To recruit and retain students and faculty from diverse populations

SCHOLARSHIP AND RESEARCH

- To value and model life long learning
- To contribute to professional nursing's knowledge base

UNIVERSITY AND COMMUNITY SERVICE

- To actively participate in university governance and academic affairs
- To contribute to the community through active involvement in community groups and activities

PROFESSIONALISM

- To model ethical practice and caring behaviors
- To maintain expertise in selected specialty areas and in teaching
- To actively participate in professional groups for professional growth

Approved: 3/6/98;

Reviewed: 9/17/99, April 2003

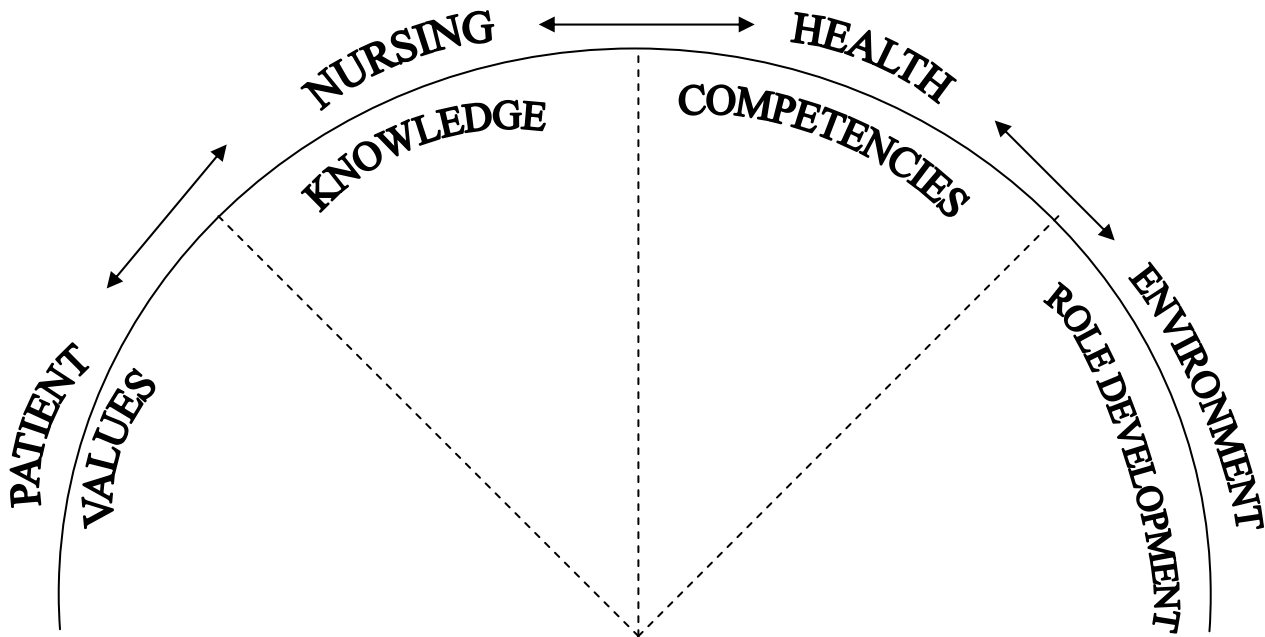
PHILOSOPHY

The philosophy of the College of Nursing reflects the mission and purpose of the University of Texas at Tyler. Human caring is the foundation for the eclectic conceptual framework used by the College of Nursing. Embedded within this scope of human caring are components that are integrated throughout the curriculum: patient, environment, health and nursing. The faculty believe that nursing education is based on integrity, respect for human dignity, critical thinking, and accessibility for representatives of the diverse population of the service area. Learning is a unique, dynamic process that results in affective, cognitive, and psychomotor changes; this process is influenced by attitudes, beliefs, resources and interactions with others. Each individual is responsible for his/her learning. Nursing education, at both undergraduate and graduate levels, is based upon interpersonal caring and critical thinking, as well as the theoretical and research contributions of nursing scholars. Nursing education prepares the nurse to be self-directed, utilizing his/her expert knowledge and skills to facilitate self-care; and to empower the patient toward fulfillment of physical, psychological, social, and spiritual health and well-being. As a community of scholars, faculty members serve as role models for students through participation in academic, professional, and community activities and organizations as well as clinical practice.

Baccalaureate education prepares students to practice as generalists within the health care system. This level of education is based on core knowledge and clinical competency, applied through a unique blend of critical thinking and human caring in multiple settings. Health promotion, risk reduction, and disease management are the focus of the care provided. The curriculum emphasizes the development of values relevant to ethical nursing practice; with recognition of the impact nursing judgments have on patients. As generalists, graduates are prepared to deal with personal and professional lives of chaotic change, to be partners in decision-making, to be professionally accountable, to provide comprehensive care in any setting, and to assume personal responsibility for life-long learning.

Master's education is built upon the baccalaureate educational core elements, and enhances strong critical thinking and decision-making skills. The MSN nurse is prepared as a visionary leader and manager to assume advanced roles in a variety of settings. Graduates are prepared to promote evolving practice patterns based on global perspectives, which requires a deep understanding of moral and ethical responsibility. Masters prepared nurses initiate and use research findings to enhance outcomes in their advanced practice settings. A sophisticated knowledge base of health promotion, health care policy, organization, and financing is blended with the realities of the changing practice environment. Graduates are thus prepared to collaborate, and to create policies in response to trends in nursing and in health care. Graduate education prepares the nurse to evaluate personal and organizational perspectives and values, and utilize ethical decision-making modes to impact patient care. Graduates will be able to evaluate and utilize a variety of theories from nursing and other disciplines in their practice settings. Professional role development, an ongoing component throughout graduate education, enhances graduates' ability to create effective interdisciplinary relationships and to recognize role ambiguity and boundaries, thereby facilitating successful transition into the advanced practice role.

Doctoral education is built on a model of strengths and provides advanced education to prepare nurse educators and researchers for the future. The doctoral program builds on the educational foundation obtained through baccalaureate and master's core elements. It also builds on the current program's strengths in offering educational opportunities in an online format and providing research and teaching experiences that incorporate sensitivity to diverse populations in essential and priority needs of health services.



The Meta paradigm concepts are: **Patient, Nursing, Health, and Environment**. Pervasive concepts are the concepts that must be in all courses in all levels to some degree. Pervasive concepts include the **human caring process, evidence based practice, critical thinking process, and holism**.

Sequential concepts are those that either build upon each other throughout the curriculum, or are emphasized in selected courses. The four sequential concepts in the conceptual framework are **values, knowledge, competencies, and role development**. The broken lines indicate that although content is identified less than one of the major concepts, there is some overlap. Each concept is dependent on the other three to be complete; e.g. competencies content is based on basic knowledge, an understanding of how the nurse incorporates this knowledge into his/her role, and an appreciation of professional values associated with the competencies. The content listed under these sequential concepts increases in depth and breadth across the curriculum.

CONCEPTUAL FRAMEWORK

The conceptual framework is a dynamic document that describes a frame of reference or map to guide future curricular decisions. The model of the conceptual framework follows the descriptions of the concepts involved.

HUMAN CARING PROCESS:

Caring is a foundation concept within the profession of nursing. Human caring reflects a client-centered, creative, responsive, honest, and authentic sharing approach that facilitates holistic growth for both the nurse and the client. Caring encompasses both the nurse's empathy for and connection with the client, and the nurse's ability to translate these affective characteristics into compassionate, sensitive care. Professional values and behaviors are critical to performance as a caring nurse.

EVIDENCE BASED PRACTICE:

Evidence based practice is defined as the incorporation of theory, clinical decision-making, judgment, and knowledge of research to evaluate scientific evidence followed by the application of the best, most effective and clinically meaningful evidence to nursing practice. Although research utilization is a component, EBP requires a larger and more complex skill set and knowledge base.

CRITICAL THINKING PROCESS:

Critical thinking is defined as a process and cognitive skill used to identify problems and opportunities for improvement; to generate, examine and evaluate alternatives. Critical thinking is the basis for clinical judgment and ethical decision-making. The professional nurse must employ critical thinking to engage in creative problem solving, and in collaborative decision-making processes.

HOLISM:

Holism refers to the interrelationship of bio-psycho-social-spiritual dimensions of person where the whole is greater than the sum of its parts. Holism involves understanding the individual as a unitary whole in mutual process with the environment. The focus of care is on the whole person, not merely on symptoms. The holistic nurse becomes a therapeutic partner with the individual, family and community while drawing on nursing knowledge, research, expertise, intuition, and creativity.

PATIENT:

Concern and care for the client is the profession's reason for being, and is at the center of the College's philosophy. Clients may function as individuals, families, aggregates, communities and/or society in order to meet their needs. The client is viewed as complex and multidimensional, in constant interaction with others and with the environment. The client possesses inherent dignity, worth and autonomy; s/he is able to make decisions, effect change, and assume responsibility for his/her own decisions. The interrelationship of biophysical, psychosocial, ethno-cultural and spiritual aspects elements utilized by the nurse to assist clients in their quest for growth and development, for self-actualization, and to meet death with dignity.

ENVIRONMENT:

The environment is made up of physical, psychological, spiritual, cultural, social, technological, economic, geographic, and political forces. These forces are the result of the interplay of structure, resources and aesthetics. The continuing interaction between internal and external environments can facilitate as well as inhibit the client's ability to grow and develop. The nurse facilitates the client's interaction with the environment through the application of health promotion, maintenance, restorative and supportive interventions.

HEALTH:

Health is a dynamic state influenced by values, attitudes, beliefs, experiences and resources in the context of a global society and culture. Clients experience many levels of physical, psychosocial, mental, spiritual, and developmental health. Health is influenced by the ability of the client to facilitate and transform ways of thinking and living toward a state of optimal well-being.

NURSING:

Nursing is a science and an art. As health professionals, nurses base their practice on nursing models and theories as well as on a firm foundation of liberal arts and sciences. The profession of nursing is directed by a code of ethics and standards of practice, encompassing a variety of roles and settings. Nursing is caring for culturally diverse human beings in response to their health needs, with the goals of promotion of optimal health, prevention of and recovery from illness and assurance of dignity in the process of dying. Nursing achieves these goals through the synthesis of a unique combination of knowledge and skills utilized through the application of critical thinking processes. New knowledge derived from research guides the practice of nursing. Nursing is a vital force that is responsive to ever-changing global health care needs.

VALUES:

Education for professional nursing facilitates the development of professional values and value-based behaviors. Guided by these values, the nurse demonstrates ethical decision-making and behaviors in the provision of safe, humanistic health care. The nurse provides empathic, sensitive and compassionate care for the client, is honest and accountable, and is aware of social and ethical issues. The nurse must be aware of his/her own value system as well as that of others.

COMPETENCIES:

Education for professional nursing provides the knowledge and skills for critical thinking, communication, assessment, and technical skills. Graduates are prepared to serve as competent, efficient and effective providers of care, coordinators of care and members of a profession.

KNOWLEDGE:

Education for professional nursing requires knowledge of health promotion, risk reduction, and disease prevention, illness and disease management, information and health care technologies, ethics, human diversity, global health care, and health care systems and policy.

ROLE DEVELOPMENT:

Education for professional nursing provides a foundation of theory and research-based knowledge and skills that enable the graduate to practice as a provider of care, as a designer/manager/coordinator of care, and as a member of the profession. Graduates are aware that professional nursing practice encompasses lifelong learning, incorporates professionalism into practice, and enforces the values of the profession.

College of Nursing Organization

The College of Nursing (CON) is part of the College of Nursing and Health Sciences (CONHS). Reporting to the Dean of the CONHS, a CON Associate Dean for Undergraduate Programs and a CON Associate Dean for Graduate Programs have responsibility for their respective programs. The Assistant Dean for Advanced Practice and the Director of the Doctoral Program report directly to the Associate Dean for Graduate Programs. In addition to CONHS oversight, the PhD in Nursing is part of the UT Tyler Graduate Studies Office. Policies pertaining to graduate studies in the university are the responsibility of the Graduate Studies Office. Those policies are supplemented by the individual colleges. It is crucial that students are aware of both the CON and UT Tyler Graduate Studies Office policies. The Graduate Studies Office home website may be accessed at: <http://www.uttyler.edu/graduate/index.html>

Approved: 5/1/98

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Reviewed: 9/00

Reviewed: 3/03

Revised: 7/04, 8/07,6/08,6/09

GENERAL INFORMATION

POLICIES & PROCEDURES

Good Professional Character Policy:

(Excerpt, Texas Board of Nursing)

Good professional character is the integrated pattern of personal, academic and occupational behaviors, which, in the judgment of the faculty, indicates that an individual is able to consistently conform his/her conduct to the requirements of the Nurse Practice Act, and generally accepted standards of nursing practice including, but not limited to, behaviors indicating: honesty, accountability, trustworthiness, reliability, and integrity.

A person who seeks to obtain or retain a license to practice professional nursing shall provide evidence of good professional character which, in the judgment of the Board of Nurse Examiner's (BON) is sufficient to insure that the individual can consistently act in the best interest of patients/patients and the public in any practice setting. Such evidence shall establish that the person:

1. is able to distinguish right from wrong;
2. is able to think and act rationally;
3. is able to keep promises and honor obligations;
4. is accountable for his/her own behavior;
5. is able to practice nursing in an autonomous role with patients/patients, their families and other significant others and members of the public who are or who may become physically, emotionally, or financially vulnerable;
6. is able to recognize and honor the interpersonal boundaries appropriate to any therapeutic relationship or health care setting; and,
7. is able to promptly and fully self-disclose facts, circumstances, events, errors and omissions when such disclosure could enhance the health status of patients/patients or the public or could protect patients/patients or the public from unnecessary risk or harm.

The faculty members support the above excerpt from the BON Rules & Regulations relating to Professional Nurse Education. Failure to demonstrate competency in the above criteria can result in a rating of "unsafe clinical performance and not meeting professional conduct standards", as defined in the syllabus of each clinical nursing course.

Professional Behavior:

Any statement or behavior that is perceived to be a threat to the safety of students, staff, and faculty at The University of Texas at Tyler will be taken seriously, and reported to the appropriate authorities for follow-up.

Library Resources

The Robert R. Muntz Library has holdings in nursing and related fields. The nursing and medical indices are extensive. The nursing periodicals which support the program of study are available in-house and on-line. In addition to the main library, the Longview and Palestine DEIs have libraries with comparable holdings.

The media collection (models, slides, films, film strips, audiocassettes, and video tape cassettes, and CD/DVDs) has the same strengths as the library collection. Because of media production facilities and technical assistance, some nursing materials will be produced to meet specific course needs. Students must present their university student identification card when using the library and media facilities.

Library facilities at other sites are available to students currently enrolled in the College of Nursing. Students have been permitted to use the collection at the following facilities: East Texas Medical Center, Tyler; and The University of Texas Health Center at Tyler; Longview Public Library; Trinity Valley Community College Library in Palestine and the Palestine Public Library. Students enrolled in the doctoral program have access to the electronic library resources of the U.T. Telecampus.

The University of Texas at Tyler Health Clinic

A partnership between UT Health Center at Tyler and UT Tyler, The University of Texas Health Clinic is dedicated to the highest quality treatment and care of the students, faculty, and staff of UT Tyler. Immunizations required by the CON can be obtained at the Clinic. For information about services provided and hours of operation, go to <http://www.uttyler.edu/clinic>

Student and Faculty Communication

The College of Nursing ascribes to an "open door" policy of communication that serves as an avenue for communication between faculty and students. **All UT Tyler students must use the student email patriot account as a means of communication with faculty and other entities on campus.** Information concerning the College of Nursing can also be accessed through the nursing home page at www.uttyler.edu/nursing. It is the student's responsibility to keep informed of general and special notices on the Blackboard WEB sites.

Maintaining Current Student Information

The current name, address and telephone number of each student is essential information kept in the College of Nursing from the time of admission, through graduation. Students will inform the nursing office and the Registrar's Office of any change in name, address or telephone number while enrolled in the nursing program. See website: www.uttyler.edu/registrar/namechange.htm

Academic Calendar

An Academic Calendar is provided by the University and includes information related to timelines for semesters, registration, graduation and other important dates. It is the student's responsibility to stay informed of University dates. See website: <http://www.uttyler.edu/schedule/file/cal2008-09.pdf>

APA: Required Format for Papers

The American Psychological Association (APA) Publication Manual, current edition, is the official writing guide for use in all nursing courses. The manual may be easily purchased in the bookstore or from other online sources.

Maintaining Student Papers

All submitted written material (papers, assignments, examinations, etc.) are the property of the College of Nursing. They will be maintained in an archived file in the College of Nursing in accordance with the University's record retention policy. The student should retain a copy of all written materials submitted to the CON.

Students with Special Needs Disability Accommodations

The procedure for accommodating a student who may have special medical, psychological, learning or physical needs is as follows:

1. It is the student's responsibility to communicate with the faculty concerning a disability/special need.
2. The faculty refers the student to the Coordinator of the Counseling and Testing Center located in the University Center, which can be contacted at 903-566-7079 or www.uttyler.edu/disabilityservices/
3. The Coordinator of the Counseling and Testing Center will forward to the faculty an accommodation report once it has been determined the student has special needs. This should be taken care of 30 days prior to the start of classes each semester to prevent delay in initiation of accommodations.

Revised: 06/09

Release of Student Information

Students must sign an authorization to release information from their file for recommendations or references when requested. No student information is released regarding student's status or performance without this signed authorization.

Approved: Fall 1995

Nursing Student Organizations

The University of Texas at Tyler Nursing Students Association (UTTNSA) was established in the fall of 1981. Each nursing student is encouraged to actively participate in his or her professional organization for personal growth and professional identity as well as strengthening the local chapter. Opportunities are provided for UTTNSA members to attend and to participate on the state and national level. Publications on all three levels are included in membership dues in addition to information about scholarships, discounts on equipment, and employment opportunities.

Members of UTTNSA function on the local level as the nucleus of the organization of the students in the College of Nursing. They select a health-related community program to support, participate in social functions within the College of Nursing, sponsor the selection of The Student Nurse of the Year, participate in fund-raising projects which benefit nursing students, and provide programs for professional growth and social interchange. Members have an opportunity for exchange with other nursing students through state and national conventions and projects.

UTTNSA participates with other campus organizations in University-wide projects. Such opportunities provide interdisciplinary student association. The UTTNSA utilizes a mailbox in the office of the College of Nursing.

The **Nurses Christian Fellowship** (NCF) chapter was organized in spring 1996. The NCF is a professional organization concerned about the nurse as a whole person and advocates quality nursing care. All student nurses are eligible for participation and membership.

Iota Nu Chapter, The Honor Society of Nursing, Sigma Theta Tau International

The Honor Society of Nursing, Sigma Theta Tau International, is the second largest nursing organization in the United States. The Honor Society has over 400 chapters that are affiliated with colleges and universities around the globe. Sigma Theta Tau International was founded at Indiana University in 1922 by six nurses who were committed to promoting nursing scholarship, leadership, and research. The current mission of the honor society is to provide leadership and scholarship in practice, education, and research to enhance the health of all people, and to support the learning and professional development of members who strive to improve nursing care worldwide. Strategic directions include: knowledge, leadership, community, and service.

In March 1988, the Honor Society of Nursing, Sigma Theta Tau International granted a charter to the Iota Nu Chapter at The University of Texas at Tyler. Starting with 142 charter members, the Iota Nu Chapter membership has grown to over 770 members. Chapter meetings are held at various locations in East Texas throughout the year and feature respected nurse scholars as speakers. The meetings offer an opportunity to interact with nurses from different work settings and different specialty areas. A biennial research conference brings internationally known researchers to the community and research grants help support member's research. Community service projects have raised thousands of dollars over the years and have contributed to both local and international causes. An annual awards banquet provides members the opportunity to celebrate nursing and nurses in East Texas. In 2006, the chapter was recognized by The Honor Society of Nursing, Sigma Theta Tau International for its outstanding work with a Regional Chapter Excellence Award. In 2007, The Iota Nu Chapter, was the recipient of the prestigious Chapter Key Award, the highest honor a chapter can earn.

For more information about membership in the Iota Nu Chapter, The Honor Society of Nursing, Sigma Theta Tau International, visit the website: <http://www.uttyler.edu/nursing/research/SigmaThetaTau.htm>

Student Participation in Academic Governance

Student participation in academic governance is welcomed and encouraged. Each year, graduate student representatives are invited to serve on CON Graduate Studies Committees.

Academic Advisement

A nursing faculty advisor is assigned to each student upon admission to the nursing program. The advisor serves as the primary academic counselor to the student. Once admitted to the program students are to consult with their assigned advisor, program director or the Associate Dean for issues related to courses or progression.

The student and advisor will sign a degree plan before the end of the first semester. Students are responsible for contacting their advisor each semester to review their progress. No student will be allowed to register for the next semester unless all transcripts are received, all immunizations are documented, CPR, and nursing license is current, if appropriate. **The student is ultimately responsible for meeting the requirements for graduation.**

Students are encouraged to meet with faculty during office hours and are requested to make appointments with faculty by phone (voice mail is available 24 hours per day), and/or e-mail.

Responsibilities:

The Faculty Will:

1. Review the student's permanent file, which includes an approved degree plan (approved during the student's first semester in the program), and maintain dated notes of contacts with students.
2. Be available to students during posted office hours and respond to requests for appointments.
3. Provide academic advisement regarding course selection, requirements for progression and graduation, and resources and referrals as needed.
4. Identify potential scholarships/awards nominees.
5. Complete degree plans and graduation evaluations.

The Student Will:

1. Review and sign a degree plan during the first semester.
2. Maintain a current name, address and telephone number in their file from time of admission through graduation. Failure to maintain current contact information could delay receipt of important CON messages.
3. Promptly submit transcripts to the Registrar's Office for courses completed at other colleges/universities prior to the end of the first semester of admission.
4. Prior to registration each semester make an appointment with the designated faculty advisor. If unable to keep the appointment, faculty must be notified, and the appointment rescheduled. If faculty is unable to keep the appointment, student must be notified, and the appointment rescheduled.
5. **Prior to withdrawing from a course, students are required to consult with the academic advisor. Student's failure to consult with academic advisor prior to withdrawal, will jeopardize the student's continuation in the program.**
6. If encountering difficulties in academic or clinical matters, seek guidance, resources and/or referrals from the course faculty and the academic advisor.
7. Notify the appropriate program director or Associate Dean in writing when:
 - A. part time enrollment will delay progress
 - B. requesting to return after withdrawing or failing a nursing course.
 - C. desiring to resume one's nursing studies after an absence from the University

SCHOLASTIC CONDUCT AND DISCIPLINE

General Statement: Students at the University neither lose the rights nor escape the responsibilities of citizenship. Students are expected to obey and conduct themselves in accordance with penal and civil statutes of the local, state, and federal government, Rules and Regulations of the Board of Regents, University regulations and administrative rules.

Scholastic Dishonesty: Since the value of an academic degree depends on the absolute integrity of the work done by the student for the degree, it is imperative that the student maintains a high standard of individual honor in all scholastic work. **Any student who commits an act of scholastic dishonesty is subject to discipline.** Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, falsifying academic records, and the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such act. See Student Affairs Student Guide for Conduct and Discipline at UT Tyler website: <http://www.uttyler.edu/mainsite/conduct.htm>

“Cheating” includes, but is not limited to:

1. Copying from a test paper or **assignment** of another student;

2. Possession during a test of materials or objects which are not authorized by the person giving the test, such as class notes or “crib notes.” The presence of textbooks and notes constitutes a violation if they have been specifically prohibited by the person administering the test;
3. Using, buying, stealing, transporting, or soliciting in whole or part the contents of an un-administered test, test key, homework solution, or computer program;
4. Collaborating with or seeking aid from another student during a test or other **assignment** without authority;
5. Discussing the contents of an examination with another student who will take the examination;
6. Substituting for another person, or permitting another person to substitute for one’s self, to take a test;
7. Paying or offering money or any other valuable to obtain, or coercing another person to obtain an un-administered test, test key, homework solution, or computer program, or information about an un-administered test, test key, homework solution, or computer program;
8. Falsifying research data, laboratory reports, clinical logs, and/or other academic work offered for credit;
9. Taking, keeping, misplacing, or damaging the property of the university, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct.

“**Plagiarism**” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.

“**Collusion**” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

“**Falsifying academic records**” includes, but is not limited to, the altering of grades or other falsification of academic records such as applications for admission, the award of a degree, grade reports, test papers, registration materials, and reporting forms.

Graduate Academic Probation/Suspension Policy

See www.uttyler.edu/registrar/probation.htm and UT Tyler Catalog, current edition for information, guidelines, and forms.

Academic Performance and Dismissal

Nursing students will conduct themselves in a professional manner, not only in interaction with patients, but also with peers, faculty and staff of The University of Texas at Tyler, and the community in general. In addition to conventional academic tests and measurement criteria for assessment, nursing students will be evaluated on issues relating to their professional conduct/judgment according to the standards of the College of Nursing program and the nursing profession.

In order to pass a clinical course, the student must pass both the theory and the clinical component of that course. Unsafe and unsatisfactory clinical performance is defined in each course syllabus.

Each course in the nursing program has a required syllabus that contains vital information and supplemental materials for the course.

Grade Appeal Policy

Individual course instructors retain primary responsibility for documenting the course grade earned by the student and the instructor's judgment is final unless compelling evidence shows discrimination, differential treatment to a select few students, or procedural irregularities. It shall be presumed that the instructor documented the proper grade until proven otherwise. The burden of proof rests with the student.

If a student wishes to appeal a grade, the sequence for the appeal is (in the following order) the course faculty, the appropriate Associate Dean, the Dean, and the Vice President for Academic Affairs.

Grade Forgiveness Policy

Students wishing to participate in the grade forgiveness policy **MUST** apply for this through the Registrar's office by the 12th class day or census date of the semester in which the failed course is repeated. Go to <http://www.uttyler.edu/registrar> to review the policy or in the UT Tyler General Catalog, current edition. (University Policy effective fall 2006)

Academic Grievance Policy

See website: www.uttyler.edu/registrar/academicgrievance.htm and in the UT Tyler General catalog, current edition for guidelines.

The grade documented by the instructor shall remain in effect until the appeal process is concluded. Any associated effects (loss of eligibility or privilege) shall be invoked even though an appeal is pending. All grades records and related materials shall be maintained for a period of six months or until the case is resolved.

Approved FO: 11/00
Revised: Summer 2004

Course and Faculty Evaluations

Course, Faculty, Preceptor, and Facility Evaluation: It is the student's right and responsibility to evaluate the course, the course faculty, clinical facility and clinical faculty/preceptor at the end of each semester.

Program Evaluation

To ensure a quality program, evaluation must take place both during the instruction phase and following graduation. Follow-up evaluations of graduates are included in the College of Nursing program outcomes. Students are strongly encouraged to maintain a current address in the College of Nursing in order to participate in the evaluation process and receive alumni benefits.

Substance Abuse Policy

The Faculty of the College of Nursing understands that professional nurses face a great deal of stress in their new roles as student nurses. This stress places them at additional risk for abusing drugs and developing chemical dependency during their student nurse experiences. Such abuse and/or dependency are a major concern to University administrators, faculty, and the public-at-large.

Nursing students are expected to comply with regulations of the health care facilities in which they complete practicums. They are expected to report in a drug-free, unimpaired state. If a student's behavior suggests unsafe practice (as defined in each clinical syllabus), or violates the disciplinary rules of the assigned clinical facility, the student will be removed immediately from the clinical site by the faculty member.

These expectations are in agreement with those printed in the UT Tyler [Alcohol and Drug Abuse Policy for UT Tyler Students](#), distributed annually to each student with their registration bills. For faculty and staff, the policy is available in the [Handbook of Operating Procedures](#).

**THE UNIVERSITY OF TEXAS AT TYLER
COLLEGE OF NURSING
STUDENT SUBSTANCE ABUSE OR DEPENDENCY POLICY**

A. Purposes

1. To comply with the reporting requirements of the Nurse Practice Act, Texas Revised Civil Statutes Annotated, Article 4525a.
2. To provide a program for educating students and faculty regarding professional and personal problems associated with substance abuse or dependency.
3. To encourage a student who abuses or becomes dependent upon chemicals to contact the Office of Counseling for evaluation, advice, and referral to a qualified counseling or rehabilitation service, if appropriate.
4. To provide an environment that supports and encourages a student who has successfully completed a recommended counseling or rehabilitation program to return to the College of Nursing and complete academic work.
5. To uphold the University policies regarding substance abuse and promote healthy lifestyles in caregivers.

B. Reporting Requirements

Pursuant to the Nurse Practice Act, any licensed nurse associated with The University of Texas at Tyler, either as an employee or a student in the College of Nursing, who has reasonable cause to suspect that the ability of any professional nursing student to perform the services of the nursing professional and/or may be impaired by chemical abuse or dependency must take one of the following actions:

- (1) Submit a signed, written report to the Texas Board of Nursing identifying the student and provide any additional information required by the Board; or
- (2) Report the student to the professional nursing educational program in which they student is enrolled.

Pursuant to the law, if the College of Nursing has reasonable cause to suspect the ability of a professional nursing student to perform the services of the nursing professional and/or may be impaired by chemical abuse or dependency, representatives of the College of Nursing must submit a signed, written report to the Board of Nursing identifying the student and providing any additional information required by the Board.

C. College Committee on Chemical Abuse and Dependency

1. This committee consists of three faculty members appointed by the Chairperson of the Faculty Organization (in consultation with the Dean) of the College of Nursing for terms of one academic year. The Director of the University Employee Assistance Program will also serve as a member of this committee.
2. In the development and implementation of the program, the Committee will utilize the existing services, facilities, and personnel of the University and will not duplicate such services or facilities, in whole or in part within the College of Nursing.
3. The Committee will be responsible for developing and implementing a program for the College of Nursing that will accomplish the purpose of this policy.

D. Status of a Student Who Enters a Counseling or Rehabilitation Program

1. A student who enters a counseling or rehabilitation program for chemical abuse or dependency must inform the Dean of the College of Nursing and authorize the professional responsible for the student's counseling or rehabilitation program to provide the Dean with the following information:

- A. the nature, severity, and prognosis of the student's problem.
 - B. periodic reports concerning the student's progress, and
 - C. a final report indicating whether the program was successfully completed and assessing the student's ability to avoid future abuse of chemicals.
2. A student who is withdrawn from the nursing program pending successful completion of a counseling or rehabilitation program must apply for readmission. The Committee will review the final report from the professional who was responsible for the student's program and recommend to the Dean whether the student should be readmitted.
 3. If the Committee recommends that a student should continue in the nursing curriculum while participating in a counseling or rehabilitation program or that a student who has withdrawn should be readmitted after successful completion of such program, the Committee will include in the recommendation any restrictions or conditions that will apply to the student's future participation in the nursing curriculum. The student's participation in the nursing curriculum will be conditioned upon the written agreement of the student to comply with such restrictions or conditions. The restrictions or conditions may not be the type that is authorized as student disciplinary penalties.
 4. The Committee will be responsible for determining whether a student complies with the restrictions or conditions established for participation in the nursing curriculum. The Committee will inform a student of any allegations that he or she has failed to comply with such terms and conditions and will meet with the student and hear his or her response. If the Committee determines that the allegations are true, the Committee may impose additional restrictions or conditions or recommend to the Dean that the student be withdrawn.
 5. The decision of the Dean regarding all recommendations of the Committee is final.
 6. Participation in a counseling or rehabilitation program for chemical abuse or dependency will not be considered as a mitigating factor in determining whether a student meets the performance standards for the nursing curriculum.

E. Office of Student Affairs

The Dean of the College of Nursing is responsible for informing the Student Affairs Officer when any student is participating in a counseling or rehabilitation program for chemical abuse or dependency. The Student Affairs Officer will take such action as may be appropriate under the circumstances.

MASTER OF SCIENCE
IN
NURSING

MSN Course and Clinical Information and Policies

Prerequisites for Entry to all Courses

Students are required to submit and update when appropriate, copies of the following to the College of Nursing in order to be released for registration:

- American Heart Association, Health Care Provider, CPR
- Immunizations as listed in Section: Immunization Requirements/Health Screening Requirements.

Failure to present copies will prevent the student from registering, attending class and clinical experiences until written proof can be obtained.

Professional liability insurance fees will be added to the bill at registration.

All licensed nurses (RN and LVN) must provide documentation of current licensure in the state in which they will be conducting clinical experiences. Any licensed nurse with a current license restriction or who receives a subsequent restriction after admission to the CON must contact the Associate Dean. Progression in the program will be contingent upon the nature of the restriction.

Effective Spring 2006 all applicants who are admitted to the College of Nursing, Masters Program are required to complete a criminal background check. No student will be allowed entry to a nursing course without a clear report or a letter from the Texas Board of Nursing certifying that any criminal history is not a danger to the public. The following policy spells out the requirements.

STUDENT BACKGROUND CHECK POLICY

The University of Texas at Tyler
College of Nursing

Policy: Background Checks for Applicants and Students of the College of Nursing

I. Applicability

This policy applies to applicants to or students enrolled in a College of Nursing educational program that includes, or may include at a future date, assignment to a clinical health care facility. Visiting students in the College of Nursing who enroll in courses with such an assignment are also subject to the policy. Presently, programs that require a background check include: Nursing

II. Policy

Effective immediately, applicants must submit to and satisfactorily complete a background check review as a condition to admission into the College of Nursing. An offer of admission will not be final until the completion of the background check with results that are deemed favorable. Admission may be denied or rescinded based on a review of the background check.

Students who refuse to submit to a background check or do not pass the background check review may be dismissed from the program.

Applicants or students who are denied admission to or are dismissed may seek admission into another educational program that does not have a clinical component requirement in its curriculum.

III. Rationale

- A. Health care providers are entrusted with the health, safety and welfare of patients, have access to controlled substances and confidential information, and operate in settings that require the exercise of good judgment and ethical behavior. Thus, an assessment of a student or applicant's suitability to function in such a setting is imperative to promote the highest level of integrity in health care services.
- B. Clinical facilities are increasingly required by accreditation agencies, such as Joint Commission of Healthcare Organization (JCAHO), to conduct background checks for security purposes on individuals who provide services within the facility and especially those who supervise care and render treatment.
- C. Clinical practicums are an essential element in certain curriculum programs. Students who cannot participate in clinical practicums due to criminal or other adverse activities that are revealed in a background check are unable to fulfill the requirements of the program. Additionally, many healthcare licensing agencies require individuals to pass a criminal background check as a condition of licensure or employment. Therefore, it is in everyone's interest to resolve these issues prior to a commitment of resources by the College of Nursing and Health Sciences, the student or applicant.
- D. The University of Texas at Tyler College of Nursing is obligated to meet the contractual requirements contained in affiliation agreements between the University and the various healthcare facilities.

IV. Background Check Report

- A. *Obtaining a Background Check Report.* The College of Nursing has designated *CertifiedBackground.com*, a division of Castle Branch, Inc. to conduct the background checks and issue reports directly to the College of Nursing. Results from a company other than that designated will not be accepted. Students and applicants must contact the designated company and comply with its instructions in authorizing and obtaining a background check. Students and applicants are responsible for payment of any fees charged by the designated company to provide the background check service.
- B. *Scope.* Background checks include the following and cover the past seven years:
 - Texas Statewide Criminal
 - Nationwide Sexual Offender Index
 - Residence History
 - Social Security Alert
 - Nationwide Fraud and Abuse Scan
 - Nationwide Patriot Act
 - Additional counties if out of state
- C. *Rights.* Students and applicants have the right to review the information reported by the designated company for accuracy and completeness and to request that the designated company verify that the background information provided is correct. Prior to making a final determination that will adversely affect the applicant or student, the College of Nursing will provide applicants or students a copy of or access to the background check report issued by the designated company, and inform them of their rights, how to contact the designated company to challenge the accuracy of the report and that the designated company was not involved in any decisions made by the College of Nursing.

V. Procedure

A. APPLICANTS TO THE COLLEGE OF NURSING

1. Applicants to the nursing program must complete the required background check screening following the offer of admission but prior to enrollment. For students who did not have a background check review at the time of their admission into the nursing program, students must complete the background check review prior to commencement of a clinical practicum at a health care facility.
2. Background check report will be submitted to the Admission and Progression committee, as appropriate, for its review. If the report does not contain any negative findings as determined by the committee, the applicant or student will be allowed to enroll and participate in clinical rotations. If the report contains negative findings, the student will be referred to the Texas Board of Nursing (BON) to obtain a Declaratory Order.
3. Applicants who are referred to the BON to obtain such a Declaratory Order may not enroll in the nursing degree program pending the BON review.

- B. **COMMITTEE REVIEW STANDARDS.** In reviewing the background check reports and any information submitted, the Admissions and Progression Committee may consider the following factors in making its determinations: the nature and seriousness of the offense or event, the circumstances surrounding the offense or event, the relationship between the duties to be performed as part of the educational program and the offense committed, the age of the person when the offense or event occurred, whether the offense or event was an isolated or repeated incident, the length of time that has passed since the offense or event, past employment and history of academic or disciplinary misconduct, evidence of successful rehabilitation, and the accuracy of the information provided by the applicant or student in the application materials, disclosure forms or other materials. The committee will bear in mind both the safety interests of the patient and the workplace, as well as the educational interest of the student. In reviewing background checks and supplementary information, advice may be obtained from university counsel, university police, or other appropriate advisors.

VI. Confidentiality and Recordkeeping

- A. Background check reports and other submitted information are confidential and may only be reviewed by university officials and affiliated clinical facilities in accordance with the Family Educational Records and Privacy Act (FERPA).
- B. **Students.** Background check reports and other submitted information of students will be maintained in the office of the Associate Dean for Graduate Nursing Programs in accordance with the university's record retention policy for student records.
- C. **Applicants Denied Admission.** Background check reports and other submitted information of applicants denied admission into the program will be maintained in accordance with the university's record retention policy.

VII. Other Provisions

- A. The College of Nursing shall inform students who have negative findings in their background check report and are nonetheless permitted to enroll that the College of Nursing's decision is not a guarantee that every clinical facility will permit the student to participate in the educational program at its facility.
- B. A background check will be honored for the duration of enrollment if the student is continuously enrolled. A student who has a break in enrollment is required to complete a new background check. A break in enrollment is defined as non-enrollment of at least one semester in the approved curriculum of the certificate or degree program. An officially approved leave of absence is not considered a break in enrollment.
- C. Falsification of information, including omission of relevant information, may result in denial of admission or dismissal from the educational program.
- D. Criminal activity that occurs while a student is in attendance at the university may result in disciplinary action, including dismissal, and will be addressed through the university's academic or disciplinary policies.

Issued by: Office of General Counsel, UT System Administration: October 4, 2005

Approved: Office of General Counsel, UT System and College of Nursing and Health Sciences; spring 2006

POLICY on 16 CFR Part 681
The University of Texas at Tyler
DUTIES REGARDING ADDRESS DISCREPANCIES
RELATED TO CONSUMER REPORTS

POLICY STATEMENT

Federal Trade Commission regulations, 16 CFR Part 681, require certain entities to:

- A.) adopt policies and procedures that apply when the entity is notified of certain address changes or discrepancies, and
- B.) institute an Identity Theft Prevention Program which incorporates red flag concepts to help prevent and mitigate identity theft in certain situations.

This policy is adopted to address the Institution's obligations under 16 CFR §681.1, Duties of users regarding address discrepancies.

DEFINITIONS

Consumer: a student, prospective student, employee, prospective employee or other individual.

Consumer Information: Name, date of birth, physical and mailing addresses, and taxpayer number or other identifying numbers which may be contained in applications, change of address notifications, correspondence, or other documentation maintained by the Institution about a Consumer. Includes information received about a Consumer from a third-party source.

Consumer Report: any written, oral, or other communication of any information by a consumer reporting agency bearing on a consumer's credit worthiness, credit standing, credit capacity, character, general reputation, personal characteristics, or mode of living which is used or expected to be used or collected in whole or in part for the purpose of serving as a factor in establishing the consumer's eligibility for purposes set forth in 15 U.S.C. 1681a (d). Fall 2008/Spring 2009 32

Consumer Reporting Agency or Agency: means any person which, for monetary fees, dues, or on a cooperative nonprofit basis, regularly engages in whole or in part in the practice of assembling or evaluating consumer credit information or other information on consumers for the purpose of furnishing consumer reports to third parties, and which uses any means or facility of interstate commerce for the purpose of preparing or furnishing consumer reports.

Institution: The University of Texas at Tyler

Notice of Address Discrepancy: a notice sent to Institution by a Consumer Reporting Agency pursuant to 15 U.S.C. § 1681c(h)(1) that informs the Institution of a substantial difference between the address for the Consumer that the Institution provided to request the Consumer Report and the address(es) in the Consumer Reporting Agency's file for the Consumer.

Subject Consumer: Consumer about whom a Consumer Report is requested by the Institution.

Verified Address: an address for a Subject Consumer that the Institution has reasonably confirmed is accurate.

PROCEDURES

If the Institution receives a Notice of Address Discrepancy about a Subject Consumer, the Institution shall compare the information contained in the Consumer Report with the Consumer Information maintained by the Institution about the Subject Consumer. Based on this review, the Institution will attempt to form a reasonable belief that the Consumer Report relates to the Subject Consumer. If the Institution is unable to form such a belief, the Institution shall then contact the Subject Consumer to determine if the information in the Consumer Report relates to the Subject Consumer.

1. If the Institution cannot form a reasonable belief that the Consumer Report relates to the Subject Consumer, the report cannot be used by the Institution in evaluating the Subject Consumer and no further action is required under this Policy.

2. If the Institution reasonably believes that the Consumer Report does relate to the Subject Consumer, the Institution shall report a Verified Address to the Agency that provided the Notice of Address Discrepancy if:

A.) the Institution establishes the continuing relationship with the Subject Consumer based on the purpose for which the report was requested; **and**

B.) the Institution regularly and in the ordinary course of business furnishes information to the Agency that sent the Notice of Address Discrepancy.

The Verified Address shall be reported to the Agency as part of the information the Institution sends to the Agency for the reporting period in which the Institution establishes a continuing relationship with the Subject Consumer.

3. In determining whether an address is a Verified Address, the Institution may:

A.) verify the address with the Subject Consumer; **or**

B.) review Consumer Information about the Subject Consumer; **or**

C.) utilize other methods which the Institutional department has determined are reasonable, and which have been documented in the department's internal operating manual.

Effective Date: November 1, 2008

Immunizations Requirements/Health Screening Requirements

Any student enrolled in any 2 or 4 year institution of higher education (colleges, universities) listed in the Texas Higher Education Coordinating Board's list are required to have the following immunizations. This is applicable to all students enrolled in health related courses which will involve direct patient contact in medical or dental facilities regardless of: number of courses taken, number of hours taken and classification of student. Students considered to be provisionally enrolled cannot be provisionally enrolled without receipt of at least one dose of MMR vaccine if direct patient contact will occur during the provisional enrollment. These requirements must be completed prior to students beginning their first nursing semester.

Students enrolled in nursing courses are required to certify immunity to or to certify immunization of the following vaccines:

Hepatitis B Series: A complete series (3 injections) is required. One vaccine must be complete and date documented in writing and signed by a physician, registered nurse or public health personnel prior to the first day of scheduled classes for the semester.

Measles: Students born on or after January 1, 1957, must have 2 doses of measles vaccine on or after their first birthday and 30 days apart prior to any direct patient contact. If a second dose has not been received, this must be completed as quickly as possible, but does not prevent the student from having direct patient contact. Physician validated histories of measles illness or serological confirmation are acceptable in lieu of vaccine.

Mumps: Students born on or after January 1, 1957 must have received one dose of mumps vaccine on or after their first birthday. Physician validated histories of mumps illness or serological confirmation are acceptable in lieu of vaccine.

Rubella: Students must have one dose of rubella vaccine administered on or after their first birthday or serological confirmation of immunity prior to any direct patient contact.

Tetanus/Diphtheria (Td): One dose of Td must have been administered to the student within the past 10 years.

Polio: Although the polio vaccine is not required for any student, nursing students are encouraged to ascertain that they are immune to poliomyelitis.

Tuberculosis Screening Requirements

Students enrolled in nursing courses are required to submit written verification of an annual TB skin test with the date and results verified by a physician or public health personnel. Students with known positive skin tests must submit a yearly release from a physician or nurse practitioner. Students who have taken BCG must submit written documentation from their physician and/or Nurse Practitioner regarding current status.

Acceptable documentation of required immunization or proof of immunity is as follows:

1. Any validated document of immunization is acceptable, provided it shows the day, month, and year when each immunization was received. The documents must be signed by a physician or public health personnel.
2. Physician validated histories of measles or mumps illnesses that are presented in lieu of vaccines must be supported by a written statement from a physician licensed to practice medicine in the United

States. The physician's statement should contain wording such as: "This is to verify that (name of student) had measles or mumps illnesses on or about (date) and does not need measles or mumps vaccine." If the student is unable to submit a physician validated statement, then the vaccine is required.

3. A physician's statement of rubella disease without serological verification of immunity will not be accepted and the student must receive the rubella vaccine.

Exclusions from immunization compliance are allowable on an individual basis for medical contraindications, religious conflicts, and active duty with the armed forces of the United States. Requirements for polio, measles, rubella, mumps and hepatitis B vaccine are waived during pregnancy.

1. Students with medical contraindications must submit written verification form a physician or Nurse Practitioner that the immunization required would be injurious to the health and well-being of the student or any member of the student's family or household. Unless a lifelong condition is specified, the verification is valid for only one year from the date signed by the physician.
2. Students whose religious beliefs forbid the use of vaccines must present an affidavit signed by the applicant stating that the immunization conflicts with the tenants and practice of a recognized church or religious denomination of which the applicant is an adherent or member.
3. Pregnant female students who submit written documentation of a positive pregnancy test are not required to take any of the above listed vaccines with the exception of Td. If the student has not had a Td within the last 10 years, it is best to delay administration of Td until the second trimester. There are no contraindications to Td during pregnancy after the first trimester.

Texas Department of Public Health 1999
Student Affairs Committee- 3/93

Prevention of Healthcare-Associated Infections

Students, as members of the health care team, are required to follow the established Center for Disease Control (CDC) guidelines for healthcare-associated infections. Following these procedures will facilitate prevention of exposure to potential infections.

Current guidelines and recommendations for environmental infection control, hand hygiene, immunizations, infectious diseases, isolation precautions, and nosocomial infections, etc are found in the following web site for the CDC: www.cdc.gov/ncidod/hip/Guide/guide.htm.

All students are required to be familiar with information found in this site.

Needlestick Policy

Guidelines Following a Contaminated Needle Stick or Hazardous Exposure to Blood, Blood Products, or Body Fluids while in Clinical Learning Experiences

The faculty of The University of Texas at Tyler College of Nursing endorses the following "Guidelines Following a Contaminated Needle Stick or Hazardous Exposure to Blood, Blood Products, or Body Fluids while in Clinical Learning Experiences." Clinical learning sites include such settings as hospitals, clinics, physicians' offices, patients' homes, schools, skills lab, and other settings where students may learn and apply nursing care/skills.

All students are responsible for obtaining their own health insurance and are responsible for the costs of medical/health care assessment, treatment, and follow-up that is not covered by the student's health insurance. Students should be aware of the coverage on their health insurance policy, as most may not

cover the full cost of required medical treatment and services in the case of a needle stick or hazardous exposure to blood or blood products.

Students who have been exposed to needle sticks or to potentially infectious blood or blood products or body fluids should be evaluated and have treatment initiated within 2 hours according to established criteria that conform to federal and state law and Center for Disease Control (CDC) standards. The treatment/management guidelines are as follows:

Treatment/Management Guidelines:

Immediately upon receiving a contaminated needle stick or exposure to blood, blood products, or body fluids, **the student will:**

1. Report the incident to the clinical faculty member/preceptor and the appropriate person in the clinical agency.
2. Complete the appropriate institutional incident report.
3. **Follow institutional protocols regarding wound care and reporting procedures. Clinical faculty should be notified as soon as reasonably possible.**
4. Seek treatment intervention from the UT Tyler Health Clinic, or a private health care provider **within 2 hours of the exposure incident.**

Based on information provided to the health care provider, baseline lab values and chemoprophylaxis may be ordered.

In responding to an incident in which a student experiences a contaminated needle stick or exposure to blood, blood products, or body fluids, **the clinical faculty will:**

1. Verify appropriate wound care has been initiated.
2. Counsel the student to seek follow-up care at the UT Tyler Clinic or his/her private health care provider.
3. Advise the student to consult the UT Tyler Health Clinic Treatment Protocol (available in the Campus Health Center) or the CDC for follow-up on contaminated needle sticks or exposures to blood, blood products, or body fluids should he/she choose to seek a private health care provider.
4. Assist the student in completing any administrative paperwork that may be required.

First Aid for Percutaneous and Mucocutaneous Exposures:

1. **Needle sticks or puncture wounds: Express blood from wound, scrub area vigorously with soap and water for 5 minutes.**
2. **Oral mucous membranes: Rinse area several times with oxygenating agent such as 50% strength Hydrogen Peroxide. Do not swallow.**
3. **Ocular: Irrigate eyes immediately with water or NS solution.**
4. **Human bite: Cleanse with povidone-iodine and sterile water.**

Reference for first aid:

Smith & Duell (1996). *Clinical Nursing Skills*, 4th ed., Stanford: Appleton & Lange, pg 3

Approved 11/19/99: Faculty Organization
Reviewed: Spring 2004

Narcotic Acquisition by Students in Clinical

Students may only access narcotics for patient use with the assistance of another licensed nurse. At no times shall a student have possession of the narcotic keys or enter a narcotic cabinet unsupervised by a licensed nurse. When signing for narcotics, student signatures must always be co-signed by another licensed nurse.

Approved: 2/95

Graduate Clinical Responsibilities

1. Clinical objectives for each clinical course will be agreed upon by both the student and the faculty, and are due by the date printed in the course syllabus. Suggested guidelines for the preparation of clinical objectives are as follows:
 - a. Prepare an overall goal statement, which communicates a generalized purpose, rationale, and the anticipated outcomes for the clinical experience.
 - b. Follow this statement with objectives that are goal-oriented, realistic, and measurable. Objectives have specific outcomes and serve the purpose of expressing the learner's movement toward the goal.
 - c. Identify specific learning activities that will be utilized in accomplishing each objective.
2. Provide the faculty with the name, location, and professional preparation of the contact person with whom negotiations for the clinical placement must occur.

Graduate Clinical Information

Clinical Facilities: Students can expect to be placed in a variety of facilities during their enrollment in the program. Graduate students choose clinical sites with the approval of their instructor in a variety of settings designed to facilitate meeting their clinical objectives. Students are to speak with their clinical faculty member to request clinical sites not already approved by the College of Nursing. Students are not to be the initiator of any clinical contracts. Only faculty can initiate this process.

Graduate Clinical Dress Requirements

1. Students will dress in a professional manner, appropriate to the area of clinical practice and the dress code of the agency assigned.
2. All students are required to wear a U.T. Tyler school patch on the upper left chest of the uniform jacket and/or lab coat. Contact the Graduate Nursing office for information related to obtaining the patch.
3. The name badge must be worn at all times, either on the jacket or the uniform. The name badge should be ordered through the graduate office of the College of Nursing.

THE MASTER OF SCIENCE IN NURSING (MSN) PROGRAM CURRICULUM

Student Learning Outcomes

The MSN student learning outcomes were developed by the faculty based on their beliefs about graduate education in nursing. The program is designed to offer students the opportunity to develop the competencies necessary to:

1. Extrapolate and evaluate the influence of globalization on social, political, educational, and economic trends regarding health care delivery and health policy.
2. Analyze the ethical and legal obligations of professional service to humans and synthesize these concepts into a professional role.
3. Critique principles of leadership/management for application within professional nursing practice.
4. Appraise and extend the body of nursing knowledge through scientific inquiry.
5. Initiate and evaluate responsive and responsible actions to influence the impact of nursing on health care delivery.
6. Synthesize strategies for the provision of compassionate and comprehensive health care through a variety of modalities and in multiple settings.
7. Pursue doctoral studies or other advanced educational opportunities in nursing.

The student learning outcomes include knowledge and practice components as well as affective outcomes. It is expected that graduates of the program will exemplify values reflecting the mission and philosophy of The University of Texas at Tyler and of the nursing program. These values include recognition of the unique worth of individuals, as well as the importance of scientific inquiry as a base for professional nursing practice.

Description:

The MSN program builds on UT Tyler's undergraduate program in nursing and provides a firm basis for doctoral level education. There are several options within the MSN degree: administration, nurse practitioner, and education. There is also a Nursing Education Certificate option, a UTSW Women's Health Care Nurse Practitioner Completion option, a RN-MSN option, and a coordinated MSN/MBA degree plan.

Nursing Administration degree track prepares the graduate to apply leadership and management skills to become the essential link between the vision and mission of the larger health care organization and the unit-based system of patient care. Students develop expertise in resource allocation through using professional skills in assessing and analyzing health care needs in the practice setting. After completing five core courses, the role area of administration requires four courses (three theoretical/practicum courses consisting of 37.5 practicum hours each and one cognate course). The student has the option of writing a thesis or conducting a scholarly project. The student may also select electives of interest (2 electives if non-thesis option chosen) to complete the 36 SCH required for the degree.

Nursing Education degree track prepares the graduate to apply principles of education in the role of educator in various patient care settings and in institutions of higher education. The graduate develops expertise in the teaching of nursing students, patients, consumers and other individuals. After completing five core courses, the role area of education consists of four required courses (two theoretical nursing education courses; one practicum course consisting of 112.5 practicum hours; and one cognate course). The student has the option of writing a thesis or conducting a scholarly project. The student may also select electives of interest (2 electives if non-thesis option chosen) to complete the 36 SCH required for the degree.

Nurse Practitioner degree option is to produce a nursing leader who is prepared with specific functional abilities to practice with a specified patient/client population. The MSN-NP option can also be pursued as a Post-Master's certification track. The Nurse Practitioner degree option is 48 semester credit hours in length. Although not totally on-line, 30 of these hours are offered on-line with the remainder 18 hours of clinical courses offered in a web-enhanced format requiring some class time on the Tyler campus. The Nurse Practitioner degree option prepares the graduate for advanced clinical practice roles in acute care, pediatric, geriatric or family health. The graduate develops expertise as a primary care provider with advanced practice skills in the assessment and management of health needs as well as in patient education, consultant and researcher roles.

RN-MSN degree is for RN's with an associate degree or diploma in nursing who may be eligible for early admission into the nursing graduate program. Combined credit toward the BSN and MSN degrees is earned and the student is awarded the BSN and MSN simultaneously at the end of the program. Students complete 22 SCH at the undergraduate level and then are admitted to the selected master's option. Twenty-one SCH of graduate core courses are completed by all RN-MSN students. Advanced Pathophysiology and Advanced Health Assessment are considered core courses for the RN-MSN student. Course work for the advanced role of nursing administration nursing education, or nurse practitioner is then taken as described above. The RN-MSN student also has the option of writing a thesis or conducting a scholarly project. A total of 36-39 SCH or 48 SCH (NP) of graduate course work is required depending upon whether thesis or non-thesis option is selected.

Coordinated MSN-MBA degree prepares the nurse executive to ensure excellence in client care services, and also to impact the business environment in which nurse's practice. This degree option incorporates content in management, leadership, economics, finance, and marketing into a framework for nursing service and health care administration. Students enrolling for this coordinated degree option must meet the admission requirements for both Colleges of Nursing and Business. Students complete a total of 57-60 SCH depending upon whether the thesis or non-thesis option is selected and are awarded the MSN and the MBA degrees simultaneously.

Nursing Education Certificate Program prepares the nurse to apply teaching-learning theory, principles of curriculum development, evaluation methodology, and role socialization as a nurse educator in a variety of settings. The program is designed to provide essential knowledge and skills required by nurse educators and facilitate the transition of the nurse from the clinical setting into the role of nurse educator. A total of 12 SCH are required to complete the certificate program. The curriculum is identical to the nursing education role courses. The role area of education consists of four required courses (two theoretical nursing education courses, one practicum course consisting of 112.5 practicum hours, and one cognate course).

UT Southwestern Women's Health Care Nurse Practitioner (UTSW-WHCNP) MSN Completion Program allows the UTSW-WHCNP graduate to complete the degree requirements for the Master of Science in Nursing. WHCNP graduates who earned a baccalaureate degree in nursing prior to entering the UTSW program and who are nationally certified as a WHCNP are eligible for admission. A total of up to 12 SCH advanced credit is given for the UTSW course work. The student then completes 24-27 SCH of coursework at The University of Texas at Tyler.

ADMISSION TO UT Tyler MSN, MSN/MBA, and MSN/NP PROGRAMS

In addition to the general graduate admission requirements of the University, students applying for admission to the MSN program are expected to submit a portfolio for evaluation consisting of the following:

1. Submit graduate application [online](#);
2. Submit four references (2 professional, 2 academic); [Download Reference Form](#);
3. Submit official transcripts verifying a minimum grade point average of 3.0 for the last 60 semester credit hours of undergraduate work;
4. Hold a Bachelor of Science in Nursing (BSN) degree from an accredited College; RN-MSN applicants must hold either an Associate Degree in Nursing or Diploma in Nursing;
5. Show proof of current licensure as a Registered Nurse in the state(s) where clinical practicum will occur;
6. Complete an undergraduate statistics course with a grade of "B" or better.
7. Submit one page essay describing career goals, why you desire the advance practice role, and where you see yourself in five years after graduation;
8. Achieve a score of 1000 on a combination of the verbal/quantitative portions of the Graduate Record Exam (GRE) or a normative score on the Miller Analogies Test (MAT) at the 50th percentile or above for nursing. The entrance exam requirement is waived for applicants with a grade point average of 3.2 or above for the **last 60 semester credit hours of undergraduate course work**. RN-MSN applicants are required to take the entrance exam;
9. MSN/MBA students must achieve a satisfactory score on the Graduate Management Admission Test (GMAT) and a satisfactory grade-point average overall on prior advanced level (junior, senior, and graduate) work taken;
10. Applicants from countries other than the United States must also meet the admission requirements for international students seeking a graduate degree as listed in the University catalog.;
11. Consideration for admission is also given to one or more of the following: the applicant's demonstrated commitment to his or her chosen field of study, socioeconomic background, and involvement and level of responsibility in other matters including extracurricular activities, employment, community service, first generation of family to graduate from an undergraduate program, family responsibility or raising children, multilingual proficiency, or geographic region of residence;
12. Students must demonstrate proficiency in the use of the English language. If a student's verbal score on the admission examination is below an acceptable minimum, the student must pass an English proficiency test during the first semester in the program. A foreign student must score a minimum of 550 on the Test of English as a Foreign Language (TOEFL) and have a minimum raw score of 50 on each of the three sections of the examination. Only the TOEFL examination given by the Educational Testing Service is acceptable;

13. Levels of Admissions:

- a. Full Acceptance Status: Applicants who have met all admission requirements.
- b. Conditional Acceptance Status: Applicants who have met some but not all of the requirements listed above may be accepted into the graduate program on a conditional basis following review by the Graduate Studies Committee. Conditional status may be granted when:
 - (1) Meets Conditional level, even when entrance exam score below required score;
 - (2) Below Conditional level, but entrance exam score meets required score.

After the successful completion of 9 semester credit hours of coursework from the student's Degree plan, full acceptance status will be granted.

The Graduate Studies Committee reviews completed applications to the UT Tyler graduate program.

Deadline for filing applications for fall admission is March 15, and for spring admission, October 1. NP students are admitted in the **fall only**. Applicant inquiries concerning the program are encouraged. The Assistant Dean for Advanced Practice advises prospective NP students regarding specific program details.

Rev:6/09

Policy For Non-Degree Seeking Students

Students may be admitted on non-degree seeking status under the following conditions:

1. The student must be an RN with a baccalaureate degree in nursing.
2. The student must have a master's degree in another field, be currently enrolled in a master's program or certificate program, or have permission of appropriate Associate Dean.
3. Students not fitting the above criteria may petition the Graduate Studies Committee for permission to enroll in a particular course.

Approved: GSC 1/94
Fall 2000
Rev:Fall 2002

Procedure for Determining Graduate Required Course Equivalency

To determine graduate required course equivalency, the following procedure must be followed:

1. The student will submit a Petition to the Graduate Studies Committee requesting granting of equivalency credit for the course. The student is to include information about how and when the required knowledge and skill were acquired along with any supporting documentation, i.e. course syllabus, etc.
2. The Graduate Studies Committee will forward the documentation to the faculty teaching the designated course.
3. The faculty teaching the designated course will review the documentation and submit their recommendation to the Graduate Studies Committee.
4. If documentation is considered to be sufficient, the Graduate Studies Committee will document appropriately and the Associate Dean for Graduate Nursing Programs will place approval documentation in the student's file.
5. If the documentation is considered not to be sufficient, the Graduate Studies Committee will inform the student requesting the equivalency that the required course must be taken.

Date Originated: 3/95
Date(s) Revised: 5/96
Reviewed: Fall 2000, Summer 2004

Progression

MSN requirements for progression include the following:

1. A minimum grade of "B" is necessary in all required courses for the MSN degree. Students have the responsibility of monitoring grades in the course websites in Blackboard throughout the semester and in communicating with course instructors regarding grade status. Two course failures will result in dismissal from the program.
2. Core courses must be taken in sequence, as indicated in the U.T. Tyler catalog.
3. Students on conditional admissions status will be granted full acceptance status after the successful completion of designated coursework prior to petitioning the Graduate Studies Committee for a change in admission status.
4. Nursing courses within the MSN curriculum may be repeated only once.
5. The six elective hours in the MSN-Administration option and MSN-Education option may be chosen at the discretion of the student; however, it is recommended that three of those hours be related to the role function.
6. The student in the MSN-Administration option must choose as a cognate either MANA 5320 or MANA 5350, depending on his/her experience and the course offerings for that semester. Other courses may be selected with approval from advisor.
7. The student in the MSN-Education option must choose as a cognate either EDUC 5303, EDUC 5309, EDUC 5320, or EDUC 5352, depending on her/his interest and the course offerings for that semester.
8. Degree Plans are to be filed on all students who are accepted into the MSN program by the end of the first semester. Students in the MSN/MBA option must complete the degree plan prior to admission in the College of Business and by the end of the first semester in the College of Nursing.
9. Advisors are assigned to all students upon admission to the graduate program, including those admitted with conditional status. The student is responsible for contacting the advisor, signing the degree plan and turning in required documentation.
10. Any deviation from written graduate policy must be approved by the Graduate Studies Committee.

Thesis/Non-Thesis Option

Writing a thesis is optional in the U.T. Tyler MSN program. Students select either the thesis or non-thesis option. If the non-thesis is selected, the student will be required to take NURS 5334, Professional Scholarship in the last long semester of course work. NURS 5334 involves developing a professional project to be disseminated into the public domain for publication and/or presentation. If the student chooses the non-thesis option, six (6) hours of electives must be taken

Students choosing the thesis option must follow the Guidelines for the Preparation and Presentation of a Thesis, as specified by The University of Texas at Tyler Graduate Council and the College of Nursing Thesis Packet (see WEB site: www.uttyler.edu/nursing/msn.htm). Students choosing the thesis option will need one elective (3 SCH).

Filing for Graduation

University graduation requirements are outlined in The University of Texas at Tyler Catalog. Students are entitled to graduate under the catalog in effect at the time of successful completion of their first course. The degree will not be granted unless all requirements have been fulfilled within two weeks after the end of the semester. **The student is ultimately responsible for meeting the requirements for graduation.** See the website: www.uttyler.edu/registrar/graduation.htm and the UT Tyler Catalog, current edition. Also refer to the Academic Calendar for specific filing dates. See the website: <http://www.uttyler.edu/schedule/academiccalendar.htm>

Graduation

All candidates for MSN degree must meet the following requirements:

1. Minimum grade point average of 3.0 on all graduate level work taken. No class with a grade less than "B" can be applied toward this degree.
2. Completion of all courses outlined on degree plan and all degree requirements.

Master's Students Graduation Events

Hooding Ceremony: Students graduating with a Master's degree have the special honor of being hooded during the graduation ceremony. The colors of the hood represent the institution conferring the degree and the branch of learning to which the degree pertains.

Award: The first Graduate Student Excellence Award was presented in the spring of 1995 and is awarded annually to a MSN or MSN/MBA graduate who meets the criteria. The student's name is engraved on a plaque which hangs on the Wall of Honor in the College of Nursing, and the student will receive a copy of *Notes on Nursing* by Florence Nightingale autographed by faculty.

The Graduate Student Excellence Award is presented to the graduate student who symbolizes excellence in nursing. Graduate faculty members nominate students based on the following criteria: (1) GPA, (2) academic activities, (3) professional growth, and (4) community service. Additional criteria include:

1. Demonstrates excellence in application of theory and research in nursing practice.
2. Demonstrates excellence in the clinical area that reflects a commitment to human caring.
3. Demonstrates leadership in health care through participation in professional organizations and community projects.
4. Promotes a positive image of nursing.

Online MSN Degree Requirements

Degree Requirements for the MSN Degree **Administration and Education** Tracks:

The following courses are core courses that must be taken by students in the MSN, RN-MSN, MSN-MBA, and the MSN-NP options.

Course/Title	Semester Credit Hours
NURS 5312 Nursing Theory	3
NURS 5308 Contemporary Healthcare Ethics	3
NURS 5320 Research Design	3
NURS 5356 Health Promotion in Individuals & Communities	3
HECC 5317 Biometric Methods or equivalent	3
NURS 5334 Professional Scholarship	3
OR	
NURS 5395 Thesis	6
Total Semester Credit Hours	18-21

The following courses are taken according to the role the student selects within the MSN option. Clinical courses are followed by a ratio which indicates the number of didactic hours per week in the classroom followed by credit hours earned in an advanced practice setting.

Education

NURS 5327 Nursing Education Curriculum Development
 NURS 5328 Evaluation in Nursing Education
 NURS 5329 Nurse Educator Role Strat & Practicum (0:3)

Plus **one** of the following EDUC Courses:
 EDUC 5303 Applied Learn Theories
 EDUC 5309 Educational Technology
 EDUC 5320 Worldwide Web App
 EDUC 5352 Curriculum Foundations

**Electives (3-6)

Totals: 36 SCH

Administration

NURS 5315 Assessment of Nursing Management (2:1)
 NURS 5326 Implementation of Nursing Management (2:1)
 NURS 5330 Evaluation of Nursing Management (2:1)

Plus **one** of the following MANA Courses:

MANA 5320 Human and Organizational Behavior
 or
 MANA 5350 Human Resources Management

**Electives (3-6)

36 SCH

**The number of elective hours varies based on the student's choice of NURS 5395 Thesis (3 SCH) or NURS 5334 Professional Scholarship (6 SCH) from the required courses.

MSN-NP Degree Option - Web-Enhanced Program Requirements

Degree Requirements for the MSN Degree NP Track:

The following courses are core courses that must be taken by students in the MSN-FNP, MSN-ACNP, MSN-PNP, and MSN-GNP options.

Course Title Sem. Credit Hrs.

- NURS 5308Contemporary Healthcare Ethics 3.0
- NURS 5312Nursing Theory 3.0
- NURS 5320Research Design 3.0
- NURS 5324Health Care Informatics 3.0
- HECC 5317Biometric Methods (or equivalent) 3.0
- NURS 5350Advanced Pathophysiology 3.0
- NURS 5352Advanced Health Assessment 3.0 (2:1)
- NURS 5354Advanced Pharmacotherapeutics 3.0
- NURS 5111The Advanced Practice Nurse Role: Foundations for Advanced Practice 1.0
- NURS 5222Diagnostic Methods and Procedures for Advanced Practice 2.0

AND

- NURS 5334Professional Scholarship 3.0
- Elective 3.0

OR

- NURS 5395Thesis 6.0
- Clinical/Practicum courses according to NP option (see the following table) 15.0

TOTAL SEMESTER CREDIT HOURS: 48

THE FOLLOWING COURSES ARE TAKEN ACCORDING TO THE ROLE THE STUDENT SELECTS WITHIN THE MSN-NP OPTION:

Family	Acute Care	Pediatric	Geriatric
NURS 5356 Health Promotion (3)	NURS 5442 ACNP Concepts & Diagnostic Skills I (4)	NURS 5356 Health Promotion (3)	NURS 5356 Health Promotion (3)
NURS 5364 Primary Health I (3)	NURS 5542 ACNP Concepts & Diagnostic Skills II (5)	NURS 5372 Pediatric Primary Health I (3)	NURS 5376 Management Acute & Episodic Conditions (3)
NURS 5366 Primary Health II (3)	NURS 5662 ACNP Practicum (6)	NURS 5374 Pediatric Primary Health II (3)	NURS 5378 Management Chronic Health Conditions (3)
N5660 Practicum (6)		N5664 Pediatric Practicum (3)	N5666 Gerontologic Nursing Practicum (6)
Total SCH = 15	Total SCH = 15	Total SCH = 15	Total SCH = 15
Total semester credit hours for MSN-NP option = 48 SCH			

*All Nurse Practitioner students are required to hold Advanced Life Support Certification appropriate to their clinical specialty as a pre or co-requisite to NURS 5222.

RN-MSN Degree Option Requirements

Application Deadlines: February 15 for the fall and September 15 for the spring. Degree Requirements for the RN-MSN Degree:

Core Curriculum and Nursing Prerequisite semester credit hours: 58 SCH

Nursing credits earned in AD or Diploma Program (Advanced Placement): 30 SCH

Upper Division BSN credits: 22 SCH

MSN credits: minimum of 36 SCH

Both BSN and MSN to be awarded simultaneously at graduation

RN-MSN (Undergraduate Component)

Semester 1		Semester 2	
Course Number/Title	SCH	Course Number/Title	SCH
NURS 3415 Professional Transitions*(web based)	4	NURS 4333 Nursing Research (web based)	3
NURS 4601 Community Health** (Clinical Required)	6	NURS 4631 Professional Synthesis (web based, Clinical Required)	6
Elective-must be junior or senior level course taken at UTT	3		

*Advanced placement credit = 30 SCH

**Offered for RN's only during Intersession

AT THIS POINT, A STUDENT MAY CHOOSE TO PURSUE BSN ONLY. REMAINING COURSES FOR BSN INCLUDE THE FOLLOWING THREE (3) COURSES:

- NURS 3303 Pathophysiology of Care
- NURS 3312 Health Assessment for Licensed Nurses
- NURS 4334 Issues in Professional Nursing

RN-MSN (Graduate Component)

Graduate Core Courses (must be completed by all RN-MSN track students)

Course/Title	Semester Credit Hours
NURS 5312 Nursing Theory	3
NURS 5308 Contemporary Healthcare Ethics	3
NURS 5320 Research Design	3
NURS 5356 Health Promotion in Individuals & Communities	3
HECC 5317 Biometric Methods	3
NURS 5350 Advanced Pathophysiology	3
NURS 5352 Advanced Health Assessment	3

The following courses are taken according to the role the student selects within the RN-MSN option. Clinical courses are followed by a ratio which indicates the number of didactic hours per week in the classroom followed by credit hours earned in an advanced practice setting.

Education	Administration	FOR NP PROGRAM SEE NEXT PAGE
NURS 5327 Nursing Education Curriculum Development	NURS 5315 Assessment of Nursing Management (2:1)	

NURS 5328 Evaluation in Nursing Education	NURS 5326 Implementation of Nursing Management (2:1)
NURS 5329 Nurse Educator Role Strat & Practicum (1:2)	NURS 5330 Evaluation of Nursing Management (2:1)
Plus one of the following EDUC Courses:	Plus one of the following MANA Courses:
EDUC 5303 Applied Learn Theories	MANA 5320 Human and Organizational Behavior OR MANA 5350 Human Resource Management
EDUC 5309 Educational Technology	
EDUC 5320 Worldwide Web App	
EDUC 5352 Curriculum Foundations	
NURS 5334 Professional Scholarship (3 SCH)	NURS 5334 Professional Scholarship OR NURS 395 Thesis (6 SCH)
Totals: 36-39 SCH	36-39 SCH

Nurse Practitioner

NURS 5354 Advanced Pharmacotherapeutics
 NURS 5111 Foundations for Advanced Practice
 NURS 5222 Diagnostic Methods & Procedures for Advanced Practice
 NURS 5334 Professional Scholarship
 Elective or NURS 5395 Thesis

THE FOLLOWING COURSES ARE TAKEN ACCORDING TO THE ROLE THE STUDENT SELECTS WITHIN THE MSN-NP OPTION:

Family	Acute Care	Pediatric	Geriatric
NURS 5356 Health Promotion (3)	NURS 5442 ACNP Concepts & Diagnostic Skills I (4)	NURS 5356 Health Promotion (3)	NURS 5356 Health Promotion (3)
NURS 5364 Primary Health I (3)	NURS 5542 ACNP Concepts & Diagnostic Skills II (5)	NURS 5372 Pediatric Primary Health I (3)	NURS 5376 Management Acute & Episodic Conditions (3)
NURS 5366 Primary Health II (3)	NURS 5662 ACNP Practicum (6)	NURS 5374 Pediatric Primary Health II (3)	NURS 5378 Management Chronic Health Conditions (3)
N5660 Practicum (6)		N5664 Pediatric Practicum (3)	N5666 Gerontologic Nursing Practicum (6)
Total SCH = 15	Total SCH = 15	Total SCH = 15	Total SCH = 15
Total semester credit hours for MSN-NP option = 48 SCH			

*All Nurse Practitioner students are required to hold Advanced Life Support Certification appropriate to their clinical specialty as a pre or co-requisite to NURS 5222.

Doctor of Philosophy

In Nursing

Overview of the PhD in Nursing

Program Description

The online program prepares nurse leaders for careers in education and research and will include emphases in health for communities within the context of culture.

Program Objectives

The program prepares nurse leaders to:

Design, conduct, and disseminate research that contributes to the advancement of nursing science.

Improve health through the application of evidence-based nursing practice.

Incorporate research outcomes to formulate policies pertinent to nursing and health, both nationally and internationally.

Construct and implement creative and innovative strategies related to education for nursing and health.

Program Model

The program is built on a strengths model that capitalizes on human resources and geographic need. The strengths perspective is powered by a belief that “you can build little of lasting value on pathology and problem, but you may build an enduring edifice out of strength and possibility inherent in each individual” (Saleebey, 1992, p.7). Key principles of the strengths model include:

- Focus is on the student and faculty strengths, not barriers and deficits.
- The community is viewed as an oasis of resources, not as an obstacle to expanding educational horizons.
- Specific deliverables to meet course objectives are based on the person's self determination.
- The student/faculty relationship is primary and essential.
- Assertive outreach is the preferred mode of interaction. In other words, online accessibility and interaction are valued and expected.
- Students are expected to grow, learn, and evolve as a result of the doctoral educational experience. (*Adapted from Rapp & Wintersteen, 1989*),

Graduates will be empowered to connect regional and personal resources to meet the health care needs of the community. The program, built on a model of strengths and offered in an online format, will prepare nurses to serve as stewards of the discipline in education and research.

Graduate Faculty Research & Interests

Graduate faculty members of the College of Nursing have a wide variety of research interests. To view a current list of faculty research projects, visit the website: <http://www.uttyler.edu/nursing/phd/Faculty.htm>

Course of Study

Category	Semester Credit Hours
Required courses	36
Cognates	6
Electives	6
Dissertation	12
TOTAL	60

Curriculum

Recommended Course Sequence

Full-time Curriculum

Year	Semester	Course Number	Course Title	Semester Credit Hours
Year 1	Fall	NURS 6310	Philosophy of Science	3
		NURS 6320	Data Management	3
		NURS 6342	Scholarship in Nursing	3
	Spring	NURS 6312	Theory Construction and Evaluation	3
		NURS 6322	Advanced Statistics	3
		NURS 6333	Qualitative Research Designs & Methods	3
	Summer	NURS 6350	Research in Transcultural Health	3
			Elective / Cognate	3
Year 2	Fall	NURS 6330	Quantitative Research Designs & Methods	3
		NURS 6354	The Nurse as Educator	3
			Elective / Cognate	3
	Spring	NURS 6352	Healthcare Policy Development	3
		NURS 6337	Advanced Research Design & Methods	3
			Elective / Cognate	3
	Summer	NURS 6356	Research Practicum	3
			Elective / Cognate	3
			(Preliminary Exam)	0
Year 3	Fall	NURS 6660	Dissertation	6
	Spring	NURS 6660	Dissertation	6

Year 5	Fall	NURS 6660	Dissertation	6
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Year	Semester	Course Number	Course Title	Semester Credit Hours
Year 1	Fall	NURS 6310	Philosophy of Science	3
		NURS 6342	Scholarship in Nursing	3
	Spring	NURS 6312	Theory Construction and Evaluation	3
		NURS 6352	Healthcare Policy Development	3
	Summer	NURS 6350	Research in Transcultural Health	3
Year 2	Fall	NURS 6354	The Nurse as Educator	3
		NURS 6320	Data Management	3
	Spring	NURS 6333	Qualitative Research Designs & Methods	3
		NURS 6322	Advanced Statistics	3
	Summer		Elective / Cognate	3
Year 3	Fall	NURS 6330	Quantitative Research Designs & Methods	3
			Elective / Cognate	3
	Spring	NURS 6337	Advanced Research Design & Methods	3
			Elective / Cognate	3
	Summer	NURS 6356	Research Practicum	3
Year 4	Fall		Elective / Cognate	3
			(Preliminary Exam)	0
	Spring	NURS 6660	Dissertation	6

Part-time Curriculum

Course Descriptions

NURS 6310: Philosophy of Science

The origins and development of philosophy and science are explored. Includes analysis of current state of the science, ways of knowing, models of knowledge generation, criteria for causation, and argumentation. **Prerequisite:** Acceptance into the doctoral program.

NURS 6312: Theory Construction and Evaluation

In-depth analyses of theories applicable to nursing science and transcultural health are conducted. Concept analysis and development and critique of conceptual models will lay the foundation to guide programs of nursing research. **Prerequisite:** NURS 6310.

NURS 6320: Data Management

Strategies for management of quantitative and qualitative data are analyzed. Data management software packages are utilized for the creation and analysis of data files. Primary and secondary data sets for research are managed. **Prerequisite:** Acceptance into doctoral program

NURS 6322: Advanced Statistics

Multivariate techniques in health care research are studied. Aspects of complex research designs, including model testing, decision theory, and advanced statistical techniques are applied. **Prerequisite:** NURS 6320

NURS 6330: Quantitative Research Designs & Methods

Advanced quantitative research that integrates methodology, design, measurement, analysis, and interpretation.

Prerequisites: NURS 6312; NURS 6322 or concurrent enrollment.

NURS 6333: Qualitative Research Designs & Methods

Advanced qualitative research that integrates classical and developing philosophical traditions, methodology, design, analysis, and interpretation is studied.

Prerequisite: NURS 6310.

NURS 6337: Advanced Research Design & Methods

Theoretical, methodological, and procedural aspects of data generation and measurement are presented. Measurement theory, concept operationalization, and instrument development and testing for both qualitative and quantitative methods are explored.

Prerequisites: NURS 6333, NURS 6322, NURS 6330.

NURS 6342: Scholarship in Nursing

Elements of professional presentation, writing for publication, and grant writing are examined, including exploration of priorities for funding and publication. Scientific integrity in grantsmanship and dissemination of knowledge is emphasized. **Prerequisite:** Acceptance into doctoral program.

NURS 6350: Research in Transcultural Health

Research issues within a cultural milieu are explored. Emphasis on culturally relevant scholarship, knowledge, and technology to improve health status of diverse communities.

Prerequisite: Acceptance into the doctoral program.

NURS 6352: Health Care Policy Development

The role of nurse leaders in research to shape health care policy is explored. Impact of economic, socio-political, and other forces on policy formulation and access to care are considered.

Prerequisite: Acceptance into the doctoral program.

NURS 6354: The Nurse as Educator

Educational principles, learning theories, and pedagogical approaches are utilized to develop culturally sensitive teaching strategies for diverse student and community-based populations. Solutions to educational access and nursing workforce situations will be explored and studied.

Prerequisite: Acceptance into the doctoral program

NURS 6356: Research Practicum

Application of health concepts through immersion in a selected setting provides guided experience in research under supervision of faculty mentor.

Prerequisites: NURS 6330, NURS 6333, NURS 6350, NURS 6352, NURS 6354, NURS 6337.

NURS 6660: Dissertation

Original research contributing to the body of knowledge in nursing is conducted under the direction of a major professor.

Prerequisite: Advancement to candidacy

Cognates and Electives

Students in the program have six hours of electives that may be taken within or outside of nursing to permit students to pursue an area of individual interest. The program also offers six hours of cognates, which must be taken in a field other than nursing as an enhancement to the program of study. Electives and cognates broaden and deepen the student's knowledge and perspective. Students will work with their advisor to select electives and cognates that support their program of research and individual goals.

Doctoral Preliminary Exam

Prior to entering candidacy, the student must successfully pass the Doctoral Preliminary Exam (DPE). The purpose of the exam is to articulate the knowledge accumulated throughout coursework. This exam is scheduled near the end of coursework and includes written and oral components.

Dissertation

The dissertation is a culmination of the student's program of research while enrolled in the doctoral program at The University of Texas at Tyler. The dissertation process at The University of Texas at Tyler College of Nursing is a hybrid between the traditional U.S. model, which emphasizes beginning a major research project upon completion of coursework, and the European model, which places emphasis on publication and a discourse of the program of research at the end of study.

Policies and Procedures

Doctoral Program

Note: The following policies are a supplement to the general academic and doctoral policies of the Graduate Studies Office: <http://www.uttyler.edu/graduate/gradhbk.pdf>

Admission Requirements

Students entering the proposed PhD in Nursing program are expected to have a background equivalent to that of students graduating from the Master of Science in Nursing (MSN) program offered at The University of Texas at Tyler, or to obtain such background through specified prerequisite coursework.

In addition to the general requirements for admission to graduate study at The University of Texas at Tyler, the following criteria must be met for entry into the program:

1. A degree in nursing from a college or university approved by a recognized national accrediting body.
2. A master's degree from a college or university approved by a recognized national accrediting body.
3. A minimum GPA of 3.0 on 4.0 scale on previous academic coursework.
4. Submission of Graduate Record Examination (GRE) scores taken within the past five years.
5. A current license to practice professional nursing.
6. International applicants will be evaluated for equivalency on criteria 1-5.
7. A minimum score of 550 (paper) or 79 (internet-based), on the Test of English as a Foreign Language (TOEFL) for all applicants who have English as a second language or are not graduates of programs in the United States.
8. A 3-5 page paper linking professional goals and research interests to health issues emphasized in this program.
9. Three academic and/or professional letters of reference.

Consideration for admission to the PhD in Nursing program will also be given to one or more of the following: the applicant's demonstrated commitment to his or her chosen field of study, socioeconomic background, first generation college graduate, multilingual proficiency, geographic region of residence, and level of responsibility in other matters including extracurricular activities, employment, community, service, and family responsibilities.

Advising

Doctoral Advisor

Upon acceptance into the program and based on the areas of interest identified in the application essay, students are assigned a doctoral advisor. This advisor will mentor the student throughout the first year of study. Specific expectations include:

1. Student will meet with advisor during the orientation prior to beginning coursework.
2. Together, student and advisor will complete a projected program of study during their initial meeting. This program may be revised as needed and as indicated by the direction of the student's research.
3. Student will consult with the advisor prior to registering each semester. The program of study is reviewed and updated at this time. Students are barred from registering until the advisor gives the graduate office approval to lift the registration bar.
4. The initial advisor will assist student in identifying an appropriate major professor.

Dissertation Chair

The dissertation chair must be selected prior to the second year of full-time study or the equivalent in earned credits. The dissertation chair is selected in consultation with the doctoral advisor. The dissertation chair must be a member of the UT Tyler College of Nursing graduate faculty. Specific expectations include:

1. The dissertation chair agrees to mentor the student.
2. Together, student dissertation chair will review the projected program of study during their initial meeting. This program may be revised as needed and as indicated by the direction of the student's research.
3. Student will consult with the dissertation chair prior to registering each semester. The program of study is reviewed and updated at this time. Students are barred from registering until the dissertation chair gives the graduate office approval to lift the registration bar.

Computer Competencies / Technical Requirements

Students enrolled in an on-line program are expected to have specific computer skills and technical equipment necessary to participate in on-line learning experiences. The following are required:

Computer Skills

1. Basic internet skills:
 - e-mail, including downloading, saving, and sending attachments
 - internet searches, including literature searches using health-related databases
2. Word Processing
 - ability to format documents
 - ability to create tables
3. On-line Presentation
 - ability to develop an on-line slide presentation using graphic design program such as PowerPoint
4. Statistical Programs
 - ability to create basic statistical database using SPSS®
 - ability to conduct basic statistical analysis (descriptive statistics) using SPSS®

Prior to beginning coursework, students will complete the Readiness for Education at a Distance Indicator (READI) self-assessment. An evaluation is prepared along with links to improve the skills required for a successful distance education experience. For more information, see: <http://uttyler.readi.info>

Technical Requirements

The UT TeleCampus determines technical requirements for successful participation in the online program. For specific information, see <http://www.telecampus.utsystem.edu/>

Transfer of Credit

Transfer of credit is subject to the policies of the Graduate Studies Office. Please see: <http://www.uttyler.edu/graduate/gradhbk.pdf>

Independent Study

Doctoral study is highly individualized. An independent study is an option available to students who wish to pursue a particular topic in depth. The following guidelines should be followed when electing an independent study course:

1. Independent study is not intended as a substitute for scheduled courses.
2. Independent study requires the approval of the student's advisor.
3. The participating faculty and student must agree in advance upon objectives, strategies, and evaluation methods.
4. A signed Independent Study Agreement form must be filed in the College of Nursing Graduate Studies Office prior to registering for an independent study course.
5. The Independent Study course may be repeated for credit.
6. A maximum of six hours may be counted toward the degree.

Doctoral Preliminary Examination (DPE)

The purpose of the preliminary examination is to evaluate the student's readiness to commence in the dissertation process. The student should demonstrate sufficient synthesis and integration of knowledge essential for conducting scholarly original research in nursing.

The preliminary examination is comprised of an oral presentation and a written component. The student must demonstrate the ability to:

- a) articulate an understanding of the research process
- b) adhere to all standards related to protection of human rights
- c) contribute to the body of nursing knowledge
- d) illustrate how previous coursework supports the goals for original research
- e) describe the theoretical foundation for research area of interest
- f) contribute to the global health initiatives

Each student will deliver a formal presentation that enables the committee members to examine their readiness to do independent dissertation research. This is an individual one hour meeting of the student with his/her advisory committee scheduled by the student in cooperation with his/her advisor and each committee member. The presentation should review the student's coursework and how the courses support both dissertation and future research plans. A twenty minute power point presentation by the student is recommended to facilitate the ability of the committee members to be able to follow the presentation and participate via phone. The student will submit a written summary of the presentation prior to the exam date. Following the student presentation, committee members will have the opportunity to ask questions, clarify statements, and evaluate the student's breadth and depth of knowledge, the program of study and how well it supports the research plans. This presentation does not involve a presentation of a formal proposal for research. That comes in a proposal meeting of the student and the dissertation committee at the first proposal defense. The preliminary exams are designed to examine the student's readiness to be advanced to candidacy.

If the student is not successful on the examination, the student will be informed of the area(s) of weakness and given the opportunity to submit a written response. The student is to submit a written paper within 30 days that articulates how the student's knowledge of the area is adequate to conduct original nursing research. The paper will be graded by all members of the preliminary examination committee. If successful, the student is eligible to progress to candidacy once coursework is completed. If not, a plan of remediation will be outlined by the advisory committee. The student must successfully complete all requirements of the plan and then reapply for the preliminary examination.

Doctoral Preliminary Examination Eligibility

The preliminary examination is taken after the student has successfully completed at least 30 hours of required course work, usually in the summer of year 2 (for full-time students).

Doctoral Preliminary Examination Committee

The preliminary exam committee will be comprised of three College of Nursing faculty members. The dissertation advisor must be on the committee but may not chair the preliminary examination committee.

Application to Candidacy

After completion of the Doctoral Preliminary Examination and all coursework, the student must apply for candidacy before registering for dissertation. Please refer to the *UT Tyler Graduate Handbook*:

<http://www.uttyler.edu/graduate/gradhbk.pdf>

Dissertation Policies

The dissertation is the capstone event in the doctoral education process. A capstone is a crowning achievement; and the dissertation is intended to be the crowning achievement of the doctoral endeavor. All courses lead to the production of original research by the student, which contributes to the profession's body of knowledge in the format of the dissertation.

Forms of Dissertations

The desired outcome for graduates of the University of Texas at Tyler doctoral nursing program as reflected by the dissertation will be to demonstrate:

1. Ability to conduct original research
2. Ability to coherently organize and disseminate research to contribute to the body of nursing knowledge.

The purpose of the dissertation is to: 1) produce a written record of original research produced by the student so that it can be consumed, analyzed, and critiqued by peers; and 2) demonstrate ability to develop and synthesize knowledge to be offered as evidence upon which nursing practice is based. The student is expected to confer with the doctoral advisory committee upon entering candidacy regarding form of dissertation. The following forms are considered acceptable for meeting the goals of the dissertation.

Form A. Traditional dissertation: The traditional dissertation consists of 4-5 chapters which report some or all of the following depending on the research approach used: proposed aims of the research, theoretical framework, review of the literature, design and methods, findings, discussion of findings, conclusions, and recommendations. This manuscript is completed and offered as evidence of scholarly work. A bound version is placed in The University of Texas at Tyler Robert R. Muntz Library and a copy is filed with Dissertation Abstracts.

Form B. Scholarly Portfolio: The nontraditional dissertation consists of a minimum of three publishable articles based on the student's original research. The aim and content of the articles are at the discretion of the student in consultation with dissertation advisor with the following caveats: 1) at least one of the articles must be a report of the research findings suitable for a research journal; 2) other articles must evolve from the research and must add to the body of nursing knowledge. Options for the two discretionary articles might include: report of methods, innovative statistical applications, creative data collection methods, policy articles to change practice, impact article on the future of healthcare, persuasive call to action based on research findings, theoretical concept analysis; application of a theoretical model to research, and others as approved by the dissertation committee. Target journals must be named for the potential publication.

Articles submitted after candidacy must be developed with input from the Dissertation Committee and be approved prior to submission. Articles which have been previously submitted and/or accepted may be submitted for approval and acceptance by the committee as part of the dissertation portfolio.

Declaration of Intent

Students will declare their intention to do a traditional or nontraditional dissertation when they satisfactorily complete the preliminary examination and are admitted to candidacy. At that time, they will select their dissertation committee and begin the dissertation proposal phase. The student has the option

to change the decision regarding traditional or nontraditional form during the dissertation proposal process. The dissertation form decision becomes final after the proposal is successfully defended and accepted by the Dissertation Committee.

Dissertation Committee

Doctoral advisor. The doctoral advisor is assigned at entry into program and will assist the student with assimilation into doctoral education. The doctoral advisor may be invited to be part of the Dissertation Committee if the student wishes; however, inclusion of this person on the committee is not mandatory.

Dissertation Committee. This committee will administer and grade the proposal and final defenses and advise student regarding all matters pertaining to the dissertation. Members of this committee are selected by the student and, at a minimum, will consist of the following:

- 1) Chair – from the College of Nursing
- 2) Member – from the College of Nursing
- 3) Member – external to the College of Nursing

Exceptions to this committee structure may be made with permission from the Director of the Doctoral Program and the Associate Dean for Graduate Programs. A member of the Dissertation Committee may change at the request of the member or the student at any time during the education process by providing a written request to the director of the doctoral program.

Please refer to the UT Tyler Graduate Handbook for further guidelines regarding the dissertation committee: <http://www.uttyler.edu/graduate/gradhbk.pdf>

Dissertation Proposal Defense

At the discretion of the Dissertation Committee, the student may request to begin the research process by defending the proposed research study before the Dissertation Committee. The student will describe the proposed research, explain how subjects will be protected, defend the proposed methods and goals, and articulate how they plan to meet the expected outcomes of the form of dissertation they have chosen. The committee will decide whether the student may move forward with the dissertation research study. After approval of the proposal, the student may complete the Institutional Review Board (IRB) request, and upon receiving IRB approval, may begin the study. No data may be collected until unqualified approval of the IRB has been obtained in writing.

Dissertation Final Defense

Dissertation defense will be at the discretion of the Dissertation Committee Chair in consultation with the student. The goal of the defense is to demonstrate proficiency in the research process and an understanding of producing and disseminating original research. At a minimum, (1) the defense will be conducted at a specified time which shall be shared with all members of the university community; (2) all members of the Dissertation Committee shall be involved in the dissertation defense and have the opportunity to vote on acceptance or rejection of the product; (3) the student will be given adequate time to prepare for defense with knowledge of expectations and a clear understanding of expectations to be met for successful completion. At the completion of a dissertation defense, the student will be given one of the following designations:

- 1) Successful completion with no additional changes needed
- 2) Successful completion after making committee-recommended changes
- 3) Premature defense, significant work needed before defending again
- 4) Unsuccessful completion, dissertation does not meet the standard and has no chance of success, student must retake designated courses and begin research project again.

At the time of dissertation defense, if there is a split vote regarding acceptance or rejection of the dissertation, the Dissertation Chair will cast the deciding vote.

Successful completion of the dissertation will be followed by completion of application for graduation with the Office of the Dean of Students. Unsuccessful dissertation outcomes may be appealed according to The University of Texas at Tyler's official grievance policy.

Publication / Co-authorship

There are occasions when it is appropriate for faculty or students submitting manuscripts for publication or abstracts for presentation to invite those colleagues who have made appropriate contributions to coauthor. Please refer to the Publication Manual of the American Psychological Association (5th ed., 2001, pp. 6-7) or the Uniform Requirements for Manuscripts Submitted to Biomedical Journals (<http://www.icmje.org/index.html>) for guidelines on what constitutes appropriate contributions for co-authorship.

Grading Policy and Progression

In addition to the grading and progression policies set forth by the University of Texas at Tyler Graduate Studies Office (<http://www.uttyler.edu/graduate/gradhbkc.pdf>), the following policy is adhered to in the College of Nursing:

1. A minimum grade of "B" is necessary in all required courses for the PhD degree.

Graduate Studies Office

The PhD in Nursing is subject to the policies of the Graduate Studies Office of The University of Texas at Tyler. Students are responsible for all information contained within the Graduate Studies Handbook: <http://www.uttyler.edu/graduate/gradhbkc.pdf> The Graduate Studies Handbook includes general academic policies for graduate study (e.g. admission, transfer of credit, grading) and those specific to the doctoral program (e.g. grading, preliminary exams, dissertation).

Human Subjects Protection

Students in the PhD program will be required to demonstrate completion of a course regarding protection of human subjects. <http://www.uttyler.edu/research/policies.htm>

A free online course is available through the NIH National Cancer Institute at: <http://cme.cancer.gov/clinicaltrials/learning/humanparticipant-protections.asp>

Graduation Requirements

Students must apply for graduation with the registrar's office: <http://www.uttyler.edu/registrar/graduation.htm>

The deadline to apply for graduation is specified in the university academic calendar: <http://www.uttyler.edu/news/calendar.html>

A degree will not be granted until all requirements have been verified. Refer to the UT Tyler Graduate Handbook <http://www.uttyler.edu/graduate/gradhbkc.pdf> and UT Tyler Catalog <http://www.uttyler.edu/catalog/>

Resources

This section of the handbook provides you with links to helpful sites within the university.

A. Academic Computing Center

The Academic Computing Center can provide assistance with student e-mail accounts and UT Tyler Blackboard sites: <http://ccs.uttyler.edu/>

B. Robert R. Muntz Library

The UT Tyler Robert R. Muntz Library offers an extensive collection of online databases. A librarian designated to the College of Nursing can offer assistance with online searches. The librarians will also assist students in obtaining necessary research articles through interlibrary loan. <http://library.uttyler.edu/>

C. Bookstore

The bookstore offers online services to purchase books and discounted software (e.g. Microsoft Office, SPSS). <http://www.uttylerbookstore.com/>

D. Financial Aid

The Financial Aid Office offers an extensive list of federal, state and private financial aid opportunities with over \$5 million in financial aid available.

<http://www.uttyler.edu/financialaid/>

E. Registrar's Office

From registration steps to graduation procedures, the Office of the Registrar can help. Their office also handles loan deferments, name/address changes, and many other vital items related to your university experience. <http://www.uttyler.edu/registrar/graduation.htm>

F. UT TeleCampus

The PhD in Nursing is offered through the UT TeleCampus (UTTC). UTTC works with all 15 member institutions of the University of Texas System to build and deliver high-quality online courses, degree programs and support services for distance learners. In addition to the UT Tyler library, students have access to the resources of the UTTC electronic library. Their staff is available 24 hours a day to assist students with technology concerns.

<http://www.telecampus.utsystem.edu/>

G. Office of Nursing Research & Scholarship

The Office of Nursing Research & Scholarship (ONRS) offers research support to nursing faculty and students. The staff will assist with Institutional Review Board (IRB) applications and grant submissions. All IRB applications are reviewed by the ONRS prior to submission for IRB approval.

<http://www.uttyler.edu/nursing/research/index.htm>

H. Office of Sponsored Research

The OSR at UT Tyler assists in securing external funding by providing technical assistance during proposal preparation, handling administrative matters with sponsors and reviewing proposals before submission to the sponsor. <http://www.uttyler.edu/research/index.htm>