School of Nursing

Administrative Officers

Dean - Nancy Fahrenwald, PhD, RN, PHNA-BC, FAAN
Executive Associate Dean – Susan McLennon, PhD, ARNP-BC, CHPN
Associate Dean for Undergraduate Nursing Education - Sharon Dormire, PhD, RN
Associate Dean for Graduate Nursing Education - Matthew Sorenson, PhD, APRN, ANP-C, FAAN
Assistant Dean for Student Affairs - Todd Stricherz, MS
Associate Dean for Finance and Administration - Shirley Davidson, MBA
Associate Dean for Research - Jane Bolin, PhD, JD, BSN
Associate Dean for Clinical and Outreach Affairs - Cindy Weston, DNP, APRN, FNP-BC, CHSE
Assistant Dean for Distant Site Round Rock - Star Mitchell, PhD, RN, CCRN-K

General Statement

The four-year Bachelor of Science in Nursing (BSN) degree provides the educational and experiential base for entry-level professional nursing practice and provides the platform on which to build a career through graduate-level study for roles such as advanced practice registered nurse (nurse practitioner, nurse midwife, clinical nurse specialist, nurse anesthetist), as well as a career in nursing administration, research, and nursing education.

The education of today's nurses transcends the traditional areas, such as chemistry and anatomy, to enable a deeper understanding of health promotion, disease prevention, screening, genetic counseling, and immunization. BSN education provides nurses with an understanding of how health problems may have a social cause, often referred to as the social determinants of health, such as poverty and environmental contamination, as well as provide insight into human psychology, behavior, cultural mores, and values.

The transformation of today's healthcare system offers unlimited opportunities for nurses as care in urban and rural settings becomes more accessible. According to the U.S. Bureau of Labor Statistics, employment of RNs will grow faster than the average for all occupations through 2026, due largely to growing demand in settings such as hospitals, community health centers, home care, and long-term care. The increased complexity of health problems and move toward community-based care require highly educated and well-prepared nurses at the baccalaureate and graduate levels. It is an exciting era in nursing, one that holds exceptional promise for nurses with a Bachelor of Science in Nursing degree.

History

Texas A&M School of Nursing received approval from the Texas Board of Nursing on July 17, 2008, and admitted its first class on July 21, 2008. The school has grown to approximately 500 nursing students enrolled at two campuses: Bryan and Round Rock as well as having many students enrolled in distance education programs. The school also has a resident recruiting presence in Lufkin and McAllen serving residents in East and South Texas for both undergraduate and graduate nursing students.

Texas A&M School of Nursing graduates are among the best-prepared baccalaureate and masters nurses in the nation, and they are highly sought after by prospective employers. The first-time National Council Licensure Examination for Registered Nurses® (NCLEX-RN) pass rates for BSN graduates have ranked 10 percentage points higher than both the Texas and national average for the past ten years. The percentage of BSN graduates employed within the first month following graduation is consistently high compared to state and national averages.

The school received the National League of Nursing’s prestigious designation as a Center of Excellence in Nursing Education initially in 2016. The distinction recognizes schools of nursing that have achieved outstanding innovations, commitment, and sustainability.

School of Nursing Programs

Program: Bachelor of Science in Nursing

Length: 12 to 23 months

General Admissions Requirements: Prerequisite coursework varies by program

Application Deadline: Varies depending on program of study

Start Term: Varies depending on program of study

Specialization, Program of Study: BSN Traditional Track, BSN Second Degree Track, RN to BSN Track

Degree: BSN

Bachelor of Science in Nursing

The School of Nursing offers three tracks that lead to the Bachelor of Science in Nursing (BSN) degree. The Traditional BSN and the accelerated Second-Degree BSN options are two-year upper-division nursing degree programs. Prior to entry to the School of Nursing, students in these options must complete prerequisite courses in the humanities and biological, physical, and behavioral sciences to provide a foundation for the nursing major. Both pre-licensure options prepare graduates to take the National Council Licensure Examination (NCLEX-RN) in order to be licensed for practice as a registered nurse. The third option is the RN to BSN (RN-BSN) track for nurses with an associate's degree in nursing seeking to complete the bachelor's degree. Students in the School of Nursing are governed by the regulations and policies that apply to all students at Texas A&M. In addition, students are governed by the requirements of the School of Nursing, professional standards, and standards of the assigned clinical agencies. These include but are not limited to health requirements, immunizations, background checks, and drug screens. The requirements are presented in detail in the School of Nursing Undergraduate Student Handbook.

Accreditation by the Commission on Collegiate Nursing Education (CCNE)

The Commission on Collegiate Nursing Education is an autonomous accrediting agency contributing to the improvement of the public's health. A specialized/professional accrediting agency, CCNE ensures the quality and integrity of baccalaureate and graduate nursing programs and of post-baccalaureate nurse residency programs. The baccalaureate and master's degree programs in nursing at Texas A&M University School
of Nursing are accredited by the Commission on Collegiate Nursing Education (http://www.ccneaccreditation.org/), 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

**Good Academic Standing**

To maintain good academic standing, a BSN student must make a minimum grade of C in all courses, maintain a minimum cumulative 2.0 GPA (on a 4.0 scale), and not be on probationary status. If a student fails to meet the requirements above, he or she will be placed on academic probation. See Student Rule 12.1 Scholastic Deficiency (https://student-rules.tamu.edu/rule12/) for additional information.

**Academic Dismissal**

Students will not be permitted to continue in the nursing program or apply for readmission if they: 1) receive a grade of D or F in more than one course, 2) receive any combination of grades of D or F on two attempts of the same course, or 3) receive written notice of dismissal from the program by the Associate Dean for Undergraduate Nursing Education.

Written notification of academic dismissal will include procedures for appeal as outlined in Student Rule 12 (https://student-rules.tamu.edu/rule12/), and Student Rule 57 Undergraduate Academic Appeals Panel (https://student-rules.tamu.edu/rule59/).

The basis for an appeal based upon dismissal for failure to adhere to the School of Nursing’s Professional Standards Policy will follow the procedures as noted in the section on Violation of the Professional Code of Ethics.

Dismissed students are expected to make arrangements with the Office of Student Affairs to begin the formal withdrawal process in a timely manner. Dismissed students will be required to turn in any equipment or materials belonging to the school as well as any ID badges.

**Professional Code of Ethics**

The nursing profession expresses its moral obligations and professional values through the Code of Ethics for Nurses (ANA, 2017). Each student should read the American Nurses Association Code of Ethics (https://www.nursingworld.org/~4aeef79/globalassets/docs/ana/ethics/anastatement-ethicshumanrights-january2017.pdf) and be accountable for its contents. Ethics is the foundation upon which nursing is built. Nursing has a distinguished history of concern for the welfare of the sick, injured and vulnerable. This concern is embodied in the provision of nursing care to individuals and the community.

The Code of Ethics for a profession makes explicit the primary goals, values, and obligations of the profession. Students are expected to function within the framework of the American Nurses Association Code for Nurses.

Nursing students are expected not only to adhere to the morals and norms of the profession but also to embrace them as part of what it means to be a nurse. The nurse recognizes that his/her first obligation is to the patient’s welfare.

Any situation that threatens patient safety, exhibits a lack of moral character, demonstrates a lack of professionalism or good judgment, and/or is a violation of school/hospital policy may result in immediate termination from the program.

Verbal or written derogatory statements about patients, clinical placements, the Health Science Center, School of Nursing students, faculty or staff will be subject to disciplinary action. This includes postings on internet social networking sites (i.e. Facebook, Twitter, YouTube, etc.)

Students are expected to demonstrate and embrace the following principles:

- Be responsible for their own learning and clinical practice and honor other students’ right to learn and be successful in academic and clinical environments.
- Demonstrate respect in verbal and non-verbal behaviors to all others in clinical and academic settings. The use of abusive language or disruptive behavior directed toward faculty, staff, or other students will not be tolerated.
- Provide safe, competent care, seeking assistance when personal knowledge and/or skill are not adequate. Avoid use of any substances that would impair clinical ability or judgment.
- Provide the same standard of care to all patients and families regardless of race, ethnicity, age, sexual preference, disability, religion, economic status, employment status, or the nature of their health problem. Accept that others have the right to their own cultural beliefs and values and respect their choices.
- Document in a thorough, accurate, truthful, and timely manner data that reflects findings from one’s own personal assessment, care, interventions, teaching, or the patient’s and/or family’s response to those activities.
- Act in a manner that contributes to the development and maintenance of an ethical educational and practice environment. Recognize that the primary commitment in clinical practice is to the patient and that respectful interactions are expected.
- Complete legally required HIPAA training and Texas A&M, School of Nursing, or clinical site requirements regarding confidentiality prior to the beginning of the academic year. Use patient data in all school work, papers, presentations, research findings, and in the clinical setting in a manner that is accurate, truthful, and confidential.
- Refrain from unauthorized use or possession of school or clinical setting’s equipment, patient’s belongings, or items dispersed or intended for patient use.


**Compliance Requirements for Clinical Courses**

Students must provide documentation confirming the completion of compliance requirements prior to participating in clinical nursing courses. Information on requirements is provided upon admission and during New Student Orientation.

**Locations**

The Bryan/College Station campus serves as the headquarters of the Texas A&M School of Nursing. The 200-acre campus is located along State Highway 47 approximately three miles west of the main campus of Texas A&M University. The School of Nursing campus in Round Rock, Texas, provides a state-of-the-art 134,000-square-foot structure with classrooms, a simulation center, library, study lounge, student services, and faculty offices. Additionally, the School of Nursing has two advising locations: Lufkin and McAllen, Texas.
Faculty

Akinlotan, Marvellous, Research Assistant Professor  
College of Nursing  
PHD, Texas A&M University, 2019

Barnes, Karen, Lecturer  
College of Nursing  
MSN, Western Governors University, 2018

Becker, Kristin, Lecturer  
College of Nursing  
MSN, University of Texas Health Science Center at El Paso, 2019

Bolin, Jane, Regents Professor  
College of Nursing  
PHD, Pennsylvania State University, 2002

Bonner, Rickie, Clinical Assistant Professor  
College of Nursing  
DNP, Regis University, 2012

Bosenbark, Margaret J, Clinical Assistant Professor  
College of Nursing  
PHD, The University of Texas Medical Branch at Galveston, 2020

Bruce, Richard C, Clinical Assistant Professor  
College of Nursing  
MS, University of Phoenix, 2012

Burns, Rebecca J, Clinical Assistant Professor  
College of Nursing  
DNP, Loyola University New Orleans, 2015

Charles, Laurie A, Clinical Assistant Professor  
College of Nursing  
MS, Western Governor’s University, 2015

Decker, Willa A, Clinical Assistant Professor  
College of Nursing  
MA, University of Houston at Clear Lake, 1989

Dormire, Sharon L, Professor  
College of Nursing  
PHD, University of Florida, 1992

Downing, Nancy, Associate Professor  
College of Nursing  
PHD, The University of Iowa, 2010

Drake, Stacy, Associate Professor  
College of Nursing  
PHD, Texas Woman’s University, 2014

Ehlert, Patricia L, Clinical Assistant Professor  
College of Nursing  
MS, University of Phoenix, 2004

Ekroos, Rachell, Lecturer  
College of Nursing  
PHD, University of Washington, 2016

Fahrenwald, Nancy Lynn, Professor  
College of Nursing  
PHD, University of Nebraska Medical Center, 2002

Fuller, Lisa, Lecturer  
College of Nursing  
MSN, University of Texas Medical Branch, 2013

Gary, Jodie C, Assistant Professor  
College of Nursing  
PHD, University of Texas at Tyler, 2012

Gruben, Darla A, Clinical Assistant Professor  
College of Nursing  
MNU, The University of Texas Health Science Center, 1999

Hare, Martha L, Clinical Assistant Professor  
College of Nursing  
DNP, Texas Tech University Health Science Center, 2010

Hepfer, Katie L, Clinical Assistant Professor  
College of Nursing  
DNP, The University of Iowa, 2016

Hoffman, Matt F, Clinical Assistant Professor  
College of Nursing  
DNP, The University of Iowa, 2016

Hutton, Michael W, Clinical Assistant Professor  
College of Nursing  
MSN, University of Texas Health Science Center at San Antonio, 1990

Lang, Bambi, Lecturer  
College of Nursing  
MSN, University of Texas Health Science Center at San Antonio, 1996

Lehde, Britni, Lecturer  
College of Nursing  
MSN, Texas Tech University Health Science Center, 2015
Marklund, Leroy, Clinical Assistant Professor
College of Nursing
DNP, University of Alabama, 2015

Matthews, Debra, Clinical Assistant Professor
College of Nursing
PHD, Washington State University, 2014

Mauldin, Betsy L, Clinical Assistant Professor
College of Nursing
MSN, Angelo State University, 2018

McKee, Susan J, Clinical Assistant Professor
College of Nursing
MSN, University of Texas at Tyler, 2012

Mitchell, Stacey A, Clinical Professor
College of Nursing
DNP, University of Tennessee Health Science Center, 2006

Moffitt, Cassandra, Clinical Assistant Professor
College of Nursing
MSN, University of Texas-Tyler, 2017

Montalvo-Liendo, Nora, Associate Professor
College of Nursing
PHD, University of Texas Health Science Center at Houston, 2009

Mufich, Martin W, Clinical Assistant Professor
College of Nursing
MNU, The University of Texas, 2015

Mulcahy, Angela M, Clinical Associate Professor
College of Nursing
PHD, University of Texas at Tyler, 2018

OBriant, Deborah L, Clinical Assistant Professor
College of Nursing
DNP, Vanderbilt University, 2020

Page, Robin L, Assistant Professor
College of Nursing
PHD, The University of Texas, 2006

Perez, Cayla, Clinical Assistant Professor
College of Nursing
MSN, Texas A&M University at Corpus Christi, 2017

Pittman, Alison F, Clinical Assistant Professor
College of Nursing
PHD, University of Texas at Tyler, 2017

Pullium, Cheryl L, Clinical Associate Professor
College of Nursing
DNP, The University of Alabama, 2018

Rosen, Chelsey L, Clinical Assistant Professor
College of Nursing
MSN, University of Texas at Tyler, 2018

Seaback, Wanda F, Clinical Assistant Professor
College of Nursing
MNU, Texas Women’s University, 2005

Sorenson, Matthew, Professor
College of Nursing
PHD, Loyola University, 2002

Stucki, Kenzie, Lecturer
College of Nursing
MSN, Western Governors University, 2018

Utterback, Virginia A, Associate Professor
College of Nursing
PHD, Texas Tech University, 2010

Van, Suzanne M, Clinical Assistant Professor
College of Nursing
MNU, University of Texas at El Paso, 2014

Vargas, Sylvia, Clinical Assistant Professor
College of Nursing
MNU, Texas A&M University at Corpus Christi, 2013

Wagner, Lisa, Lecturer
College of Nursing
MPH, University of Texas Health Science Center at Houston, 2018

Wells-Beede, Elizabeth R, Clinical Assistant Professor
College of Nursing
PHD, Capella University, 2018

Weston, Cynthia G, Associate Professor
College of Nursing
DNP, University of Texas Health Science Center San Antonio, 2014

White-Corey, Shelley J, Clinical Assistant Professor
College of Nursing
DNP, Texas A&M University at Corpus Christi, 2020

**Majors**

**School of Nursing**

- Bachelor of Science in Nursing, RN to BSN Track (http://catalog.tamu.edu/undergraduate/nursing/rn-bsn/)
- Bachelor of Science in Nursing, Second Degree BSN Track (http://catalog.tamu.edu/undergraduate/nursing/second-degree-bsn/)
- Bachelor of Science in Nursing, Traditional BSN (http://catalog.tamu.edu/undergraduate/nursing/bsn/)

**Masters**

**School of Nursing**

- Master of Science in Nursing in Family Nurse Practitioner (http://catalog.tamu.edu/graduate/colleges-schools-interdisciplinary/nursing/msn-family-practitioner/)
- Master of Science in Nursing in Forensic Nursing (http://catalog.tamu.edu/graduate/colleges-schools-interdisciplinary/nursing/msn-forensic-nursing/)
- Master of Science in Nursing in Nursing Education (http://catalog.tamu.edu/graduate/colleges-schools-interdisciplinary/nursing/msn/)
Doctoral

School of Nursing

• Doctor of Nursing Practice (http://catalog.tamu.edu/graduate/colleges-schools-interdisciplinary/nursing/nursing-dnp/)