



# Catalog

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*Iota Mu Chapter of Sigma Theta Tau*  
*(International Nursing Honor Society).....*  
*Phi Kappa Phi.....*  
*Golden Key.....*  
*Student Government Association .....*  
*Texas Nursing Student Association.....*

**Finances**

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*Tuition and Fees .....*  
*Refund Policies for Tuition and Fees.....*  
*Tuition for Repeated or Excessive*  
*Undergraduate Hours .....*  
*Financial Aid .....*

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**General Information**

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*Americans with Disabilities Act (ADA)..*  
*Confidentiality/Health Insurance*

*Loads*.....

*Sample Degree Plan - Traditional BSN Program*.....6

**Non-Traditional Undergraduate**

**Department**

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*Academic Requirements*.....

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*Academic Requirements*.....

*Non-Academic Admiss( )Tj9ts*

Second Bachelor's Degree..... 0

Graduation under a Particular Catalog..

Minimum Academic Requirements.....

Maintaining Minimum Academic Requirements.....

Academic Dismissal.....

Residence Credit.....

Semester Credit Hours and Course Loads.....

Sample Degree Plan - Second Degree BSN Program.....

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Transcript Evaluation.....

Program Cost.....

Academic Requirements.....

Non-Academic Admission Considerations.....

Additional Non-Academic Considerations.....

Meeting Eligibility Requirements..... 6

NCLEX-RN Examination Eligibility..... 6

tuition for Repeated or Excessive Undergraduate Hours..... 6

Computer Requirements..... 6

Criminal Background Checks..... 6

Immunizations..... 6

Drug Screening..... 6

Enrollment without Credit/Course Audit..... 6

Provisional Admission..... 6

Conditional Admission..... 6

Readmission..... 6

Special Student Enrollment.....

*Certificate*

2015 - 2016 A A



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<i>Graduation under a Particular Catalog</i> .....	
<i>DNP Clinical Hour Requirements</i> .....	0
<i>Interprofessional Education Requirement</i> .....	
<i>Maintaining Minimum Academic Requirements</i> .....	
<i>Progression in the DNP Program</i> .....	
<i>Academic Dismissal</i> .....	
<i>Residence Credit</i> .....	
<i>Majority of Credits</i> .....	
<i>Semester Credit Hours and Course Loads</i> .....	
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<b>Faculty</b> .....	6
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<b>Addendum</b> .....	
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# About US

## Welcome to the University

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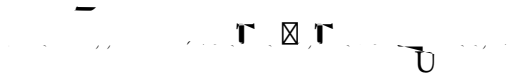
Texas Tech University Health Sciences Center  
 Institutional Administration

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## Texas Tech University Health Sciences Center Information





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# Abotso S School of Nursing

## TTUHSC School of Nursing Information

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1. The first step in the nursing process is assessment. This involves gathering data about the patient's health status. The nurse uses various techniques such as inspection, palpation, percussion, and auscultation to collect information. This data is then used to identify the patient's needs and problems.

2. The second step is diagnosis. The nurse analyzes the data collected during assessment to identify the patient's actual and potential health problems. This is done by comparing the patient's signs and symptoms with the expected findings for various conditions.

3. The third step is planning. The nurse develops a care plan based on the patient's diagnosis. This plan includes the patient's goals, the nursing interventions that will be used to achieve these goals, and the criteria for evaluating the patient's progress. The care plan is a dynamic document that is updated as the patient's condition changes.

4. The fourth step is implementation. The nurse carries out the nursing interventions outlined in the care plan. This involves providing direct care to the patient, such as administering medications, performing wound care, and providing patient education.

5. The fifth step is evaluation. The nurse evaluates the patient's response to the nursing interventions. This involves comparing the patient's current status with the goals established in the care plan. If the patient is not meeting the goals, the nurse may need to modify the care plan.

6. The sixth step is documentation. The nurse documents the patient's status, the nursing interventions performed, and the patient's response to these interventions. This documentation is an essential part of the nursing process and provides a record of the patient's care.

7. The seventh step is communication. The nurse communicates with the patient, the patient's family, and other members of the healthcare team. This communication is essential for providing coordinated and effective care.

8. The eighth step is evaluation of the nursing process. The nurse evaluates the effectiveness of the nursing process and identifies areas for improvement. This evaluation is done on a regular basis and is an essential part of the nursing profession.

9. The ninth step is research. The nurse engages in research to advance the nursing profession and improve patient care. This research can be done at the bedside, in the classroom, or in a laboratory setting.

10. The tenth step is education. The nurse provides education to the patient, the patient's family, and other members of the healthcare team. This education is essential for promoting patient health and preventing illness.

11. The eleventh step is leadership. The nurse provides leadership to the nursing staff and the healthcare team. This leadership is essential for providing high-quality patient care.

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## School of Nursing Administration

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**Graduate Department**  
**MSN Advanced Practice RN Program**  
**(Nurse Practitioner and Nurse Midwifery**  
**Tracks) and DNP Program (APRN Track)**

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**Graduate Department**  
**MSN Leadership Programs**  
**(Administration, Education, and**  
**Informatics) and DNP Program**

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## REGIONAL SUPPORT

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## BUSINESS and FINANCE

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# Student Affairs and Education Support Services Contact Information

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## Undergraduate Department

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### BSN Enrolled Student Management - Traditional BSN and Second Degree BSN

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### BSN Enrolled Student Management - RN to BSN

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**Data and Enrollment Management**

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## Additional Contacts

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### RETENTION COUNSELORS

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##### Traditional BSN Program

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##### Second Degree BSN Program

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#### Amarillo Campus

##### Second Degree BSN and Veteran to BSN Programs

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#### Austin/Hill Country Area

##### Second Degree BSN Program

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#### Dallas Area

##### Second Degree BSN and Veteran to BSN Programs

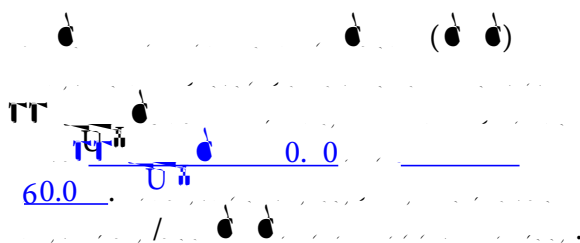
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## Academic Services

**Associate Dean – Christina R. Esperat,  
PhD, RN, FAAN**



## Criminal Background Check (CBC)



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**Drug Screening**

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**Essential Eligibility Requirements for Participation in the School of Nursing**

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TTUHSC Student Handbook  
Code of Professional Conduct

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## Student Services

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## Counseling Services

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- **Permian Basin students** ( )

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- **O -campus distance education students**

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**A 24-hour crisis/help line**

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**International Student Application Policy**

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**iBT**

- **TOEFL minimum recognized scores:**  
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## Organizations

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## Professional Societies

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**e School of Nursing has the following dedicated scholarships:**

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## General Information

Handwritten musical notation on a staff. The notation includes a treble clef, a key signature of one flat (B-flat), and a common time signature (C). The melody consists of several notes, some with stems and beams. Blue annotations highlight specific parts: a blue dot above the first note, a blue line under the first two notes, a blue box around a measure, and a blue line under the last two notes. The text ".0 & 0.0 0)" is written below the staff.

Handwritten musical notation on a staff. The notation includes a treble clef, a key signature of one flat (B-flat), and a common time signature (C). The melody consists of several notes, some with stems and beams. Black annotations highlight specific parts: a black dot above the first note, a black line under the first two notes, a black box around a measure, and a black line under the last two notes. The text "( )" is written below the staff.

Handwritten musical notation on a five-line staff. The notation includes various notes, rests, and symbols. A blue horizontal line is drawn across the staff, with some notes and symbols placed above and below it. There are some markings that look like parentheses and a square with an 'X' inside.

Handwritten musical notation on a five-line staff. This page features more extensive blue markings, including a blue horizontal line and several blue notes. There are also some square boxes with 'X' marks and other symbols scattered throughout the notation.



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**ARE MANDATORY**

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Handwritten notes on lined paper, starting with "11/12/14".

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# Admissions

## Undergraduate Departments

Department of Biology  
Department of Chemistry  
Department of Physics

Department of Mathematics  
Department of Computer Science  
Department of Engineering

Department of Economics  
Department of Political Science  
Department of History

Department of English  
Department of Journalism  
Department of Communications

Department of Art  
Department of Music  
Department of Theater

Department of Health, Behavior, and Society  
Department of Population Science and Biostatistics  
Department of Global Health





A handwriting practice sheet featuring a four-line musical staff. The staff contains various musical notations, including notes, rests, and symbols. The symbols include a treble clef, a sharp sign (#), a square box with an 'X' inside, and a square box with a diagonal line. The notation is arranged in several groups across the staff, with some notes appearing to be part of a sequence or exercise. The background of the staff is filled with a fine, repeating pattern of the letters 'U', 'R', 'RA', 'U', 'A', 'DR', 'RA', and 'S'.









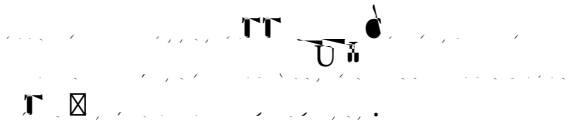
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**DEGREE REQUIREMENTS FOR STUDENTS ADMITTED TO PROGRAM**

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### Sample Degree Plan - Traditional BSN Undergraduate Program

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	<b>Total Semester Hours</b>	<b>17</b>

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<b>Total Semester Hours</b>		<b>13</b>

<b>Total Credit Hours</b>		<b>63</b>
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**3318. Oncology (CL)**  
**(3:1.5:4.5 F)**  
**(\*Elective**





**3368. High Risk Obstetrics in Nursing**

**(CL)**

**(3:2.5:1.5 F)**

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**3405. Mental & Behavioral Health Nursing  
(4:4:0 F)**

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**3801. Concepts of Chronic Care Nursing (CL)**  
**(8:4:12 F)**

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**3901. Foundational Concepts of Nursing Practice (CL)**  
**(9:4:15 F)**

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**4000 Level Courses**

**4102. Integrated Learning III (CL)**  
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**4202. Complex Concepts of Nursing Care:  
Application to Practice I (CL)  
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## Non-Traditional Undergraduate Department

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### **RN to BSN Program**

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### **PROGRAM OVERVIEW**

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**PREREQUISITE COURSES and REQUIREMENTS**


**Core Curriculum**

Requirements for the Bachelor of Science in Health Sciences (BSHS) program. The program requires completion of 120 credit hours, including 48 credit hours of core curriculum. The core curriculum consists of the following courses: **Prerequisite 1-3(a) 1e) - 5e) - 6e) - 7e) - 8e) - 9e) - 10e) - 11e) - 12e) - 13e) - 14e) - 15e) - 16e) - 17e) - 18e) - 19e) - 20e) - 21e) - 22e) - 23e) - 24e) - 25e) - 26e) - 27e) - 28e) - 29e) - 30e) - 31e) - 32e) - 33e) - 34e) - 35e) - 36e) - 37e) - 38e) - 39e) - 40e) - 41e) - 42e) - 43e) - 44e) - 45e) - 46e) - 47e) - 48e) - 49e) - 50e) - 51e) - 52e) - 53e) - 54e) - 55e) - 56e) - 57e) - 58e) - 59e) - 60e) - 61e) - 62e) - 63e) - 64e) - 65e) - 66e) - 67e) - 68e) - 69e) - 70e) - 71e) - 72e) - 73e) - 74e) - 75e) - 76e) - 77e) - 78e) - 79e) - 80e) - 81e) - 82e) - 83e) - 84e) - 85e) - 86e) - 87e) - 88e) - 89e) - 90e) - 91e) - 92e) - 93e) - 94e) - 95e) - 96e) - 97e) - 98e) - 99e) - 100e) - 101e) - 102e) - 103e) - 104e) - 105e) - 106e) - 107e) - 108e) - 109e) - 110e) - 111e) - 112e) - 113e) - 114e) - 115e) - 116e) - 117e) - 118e) - 119e) - 120e)**

1. The patient is a 60-year-old male with a long history of hypertension and diabetes mellitus. He has been admitted to the hospital for a routine check-up. The patient reports feeling increasingly tired and has noticed some swelling in his legs. The physical examination reveals a blood pressure of 160/90 mmHg, a heart rate of 100 bpm, and a respiratory rate of 20 breaths per minute. The lungs are clear, and there is no crackles or wheezes. The abdomen is soft and non-tender. The lower extremities show mild edema. The patient's laboratory tests show a hemoglobin of 12 g/dL, a hematocrit of 36%, and a serum creatinine of 1.5 mg/dL. The patient's medical history is significant for hypertension, diabetes mellitus, and a recent diagnosis of chronic kidney disease. The patient is currently on a diet low in sodium and protein. The patient's current symptoms are consistent with fluid overload and may be related to his underlying kidney disease. The patient's blood pressure is also elevated, which may be contributing to his symptoms. The patient's physical examination findings are consistent with his medical history and symptoms. The patient's laboratory tests show a hemoglobin of 12 g/dL, a hematocrit of 36%, and a serum creatinine of 1.5 mg/dL. The patient's medical history is significant for hypertension, diabetes mellitus, and a recent diagnosis of chronic kidney disease. The patient is currently on a diet low in sodium and protein. The patient's current symptoms are consistent with fluid overload and may be related to his underlying kidney disease. The patient's blood pressure is also elevated, which may be contributing to his symptoms. The patient's physical examination findings are consistent with his medical history and symptoms.

2. The patient is a 60-year-old male with a long history of hypertension and diabetes mellitus. He has been admitted to the hospital for a routine check-up. The patient reports feeling increasingly tired and has noticed some swelling in his legs. The physical examination reveals a blood pressure of 160/90 mmHg, a heart rate of 100 bpm, and a respiratory rate of 20 breaths per minute. The lungs are clear, and there is no crackles or wheezes. The abdomen is soft and non-tender. The lower extremities show mild edema. The patient's laboratory tests show a hemoglobin of 12 g/dL, a hematocrit of 36%, and a serum creatinine of 1.5 mg/dL. The patient's medical history is significant for hypertension, diabetes mellitus, and a recent diagnosis of chronic kidney disease. The patient is currently on a diet low in sodium and protein. The patient's current symptoms are consistent with fluid overload and may be related to his underlying kidney disease. The patient's blood pressure is also elevated, which may be contributing to his symptoms. The patient's physical examination findings are consistent with his medical history and symptoms.

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**DEGREE REQUIREMENTS FOR STUDENTS ADMITTED TO PROGRAM**

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### Sample Degree Plan - RN to BSN Program

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<b>Total Semester Hours</b>		<b>15</b>

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**4311. Elective Care Coordination for Seniors**

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**(\*Elective)**

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**4376. Population Focused Community Health (CL)**  
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**4377. Risk Analysis and Implications for Practice (CL)**  
**(3:2.5:0.5 O)**

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**4380. Nature of Nursing Theory (3:3:0 O)**

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**4381. Issues and Trends in Nursing (3:3:0 O)**

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**4383. Legal and Ethical Issues in Healthcare (CL)**  
**(3:2.5:0.5 O)**

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**4388. Client and Peer Teaching (3:3:0 O)**  
**(\*Elective)**

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**4390. Baccalaureate Nursing Practice  
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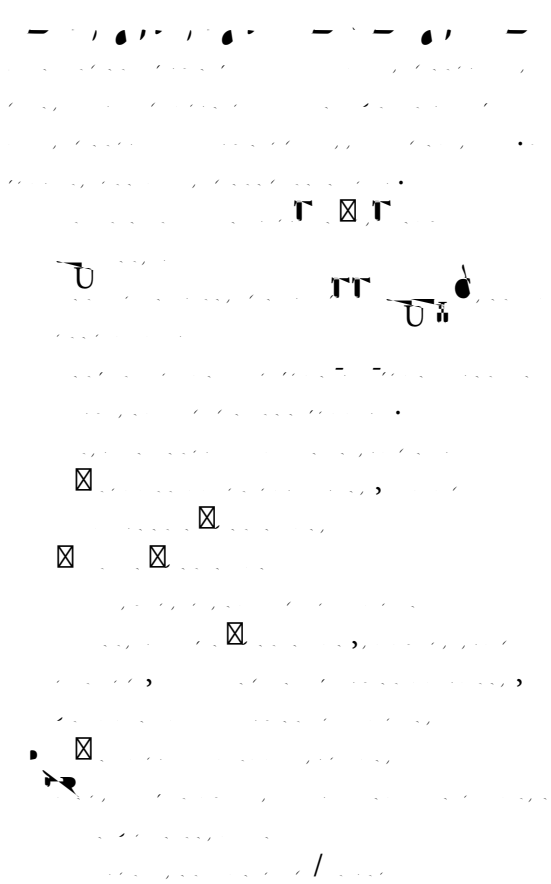
## Second Degree BSN Program

1. **BSN** - Bachelor of Science in Nursing

2. **BSN** - Bachelor of Science in Nursing

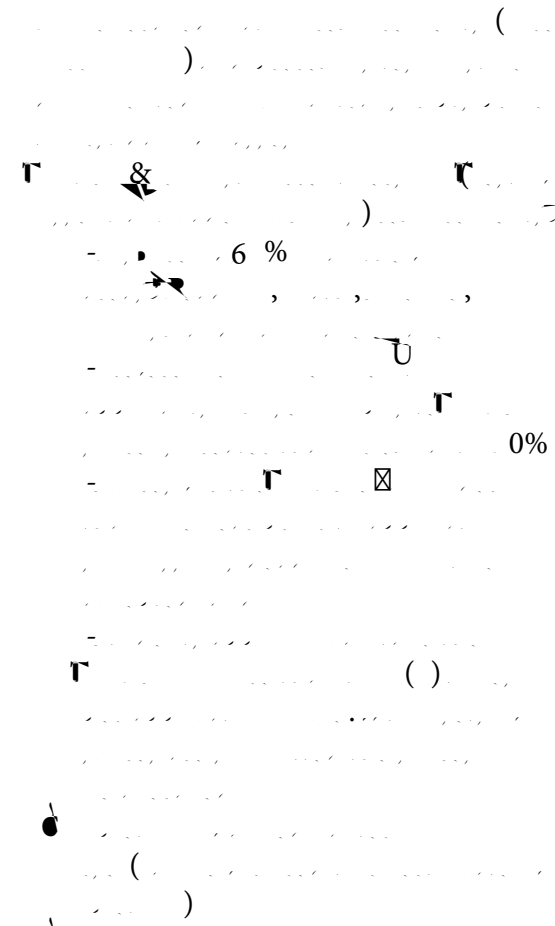
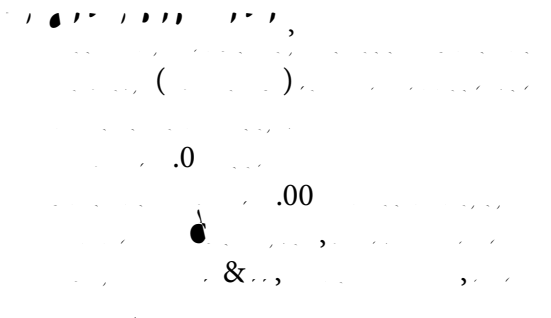
## PROGRAM OVERVIEW

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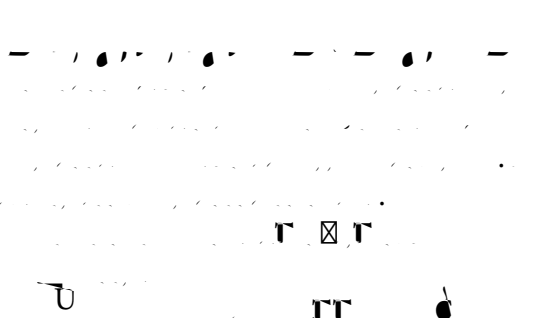


**ADMISSIONS REQUIREMENTS FOR SPRING 2016**

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Core Curriculum Requirements on page 28

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### Sample Degree Plan - Second Degree BSN Program

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### Veteran to BSN Program

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### PROGRAM OVERVIEW

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Core Curriculum Requirements on page 33

**PREREQUISITE COURSES and REQUIREMENTS**

**RECOGNITION OF PREVIOUS  
NURSING LEARNING**

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**Veteran to BSN Program Prerequisite Coursework Table**

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**DEGREE REQUIREMENTS FOR STUDENTS ADMITTED TO PROGRAM**

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Handwritten musical notation on a five-line staff. It includes a treble clef, a key signature of one flat (F), and a common time signature (C). The notation consists of several notes, some with stems and beams, and rests. A circled '6' is written below the staff. At the bottom left, there is a stylized logo that appears to be 'A&S'.

Handwritten musical notation on a five-line staff. It includes a treble clef, a key signature of one flat (F), and a common time signature (C). The notation consists of several notes, some with stems and beams, and rests. A circled '6' is written below the staff.

**DEGREE PLAN**

Handwritten musical notation on a five-line staff. It includes a treble clef, a key signature of one flat (F), and a common time signature (C). The notation consists of several notes, some with stems and beams, and rests.





**3307. Health Assessment (CL)**

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**3315. Developing Family Nursing**

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**3323. CAP Health Assessment (CL)**

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**3324. CAP Foundations**

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**3380. Foundational Concepts of Nursing Practice**

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**3385. Concepts of Chronic Care Nursing  
(3:3:0 O)**

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**3510. Clinical Foundations of Nursing Practice (CL)**

**3408. Pharmacology  
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**3440. CAP Pharmacology  
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**4000 Level Courses**

**4107. Nursing Transitions II**

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**4392. CAP Management and Leadership**

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## Graduate Departmen

1. The first step in the process of protein synthesis is the transcription of DNA into messenger RNA (mRNA). This process occurs in the nucleus of the cell.

2. The second step is the translation of mRNA into a polypeptide chain. This process occurs in the cytoplasm of the cell, where ribosomes are located.

3. The ribosome is a complex of two subunits, each composed of ribosomal RNA (rRNA) and ribosomal proteins. The ribosome binds to the mRNA and facilitates the assembly of the polypeptide chain.

4. The polypeptide chain is synthesized as a linear sequence of amino acids. The sequence is determined by the sequence of codons on the mRNA.

5. The polypeptide chain is then folded into a specific three-dimensional shape, which is determined by the sequence of amino acids.

6. The folded polypeptide chain is then released from the ribosome and may undergo further processing, such as glycosylation or phosphorylation.

7. The final product is a functional protein, which is then transported to its site of action in the cell.



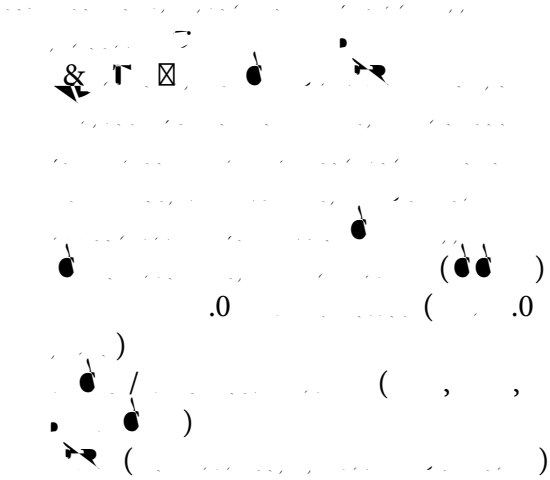
**MSN APPLICATION and ADMISSION INFORMATION**

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**(Please note the MSN Program does not admit students for the summer admission. Summer applications are accepted for the Post-Master's Certificate.)**

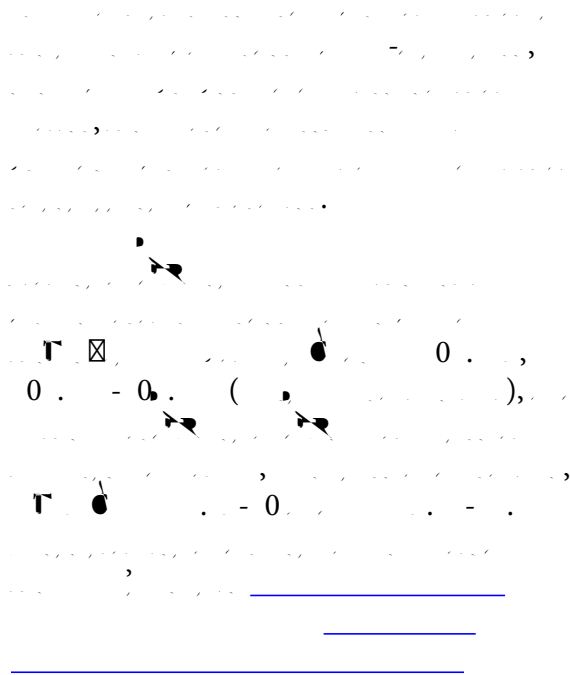






Handwritten musical notation on a five-line staff. The notation includes various notes, rests, and symbols. A blue underlined "0. 0." is present. The staff contains several measures of music, including notes with stems and beams, and some notes enclosed in parentheses. There are also some symbols that look like "r" or "u" with a double bar line.

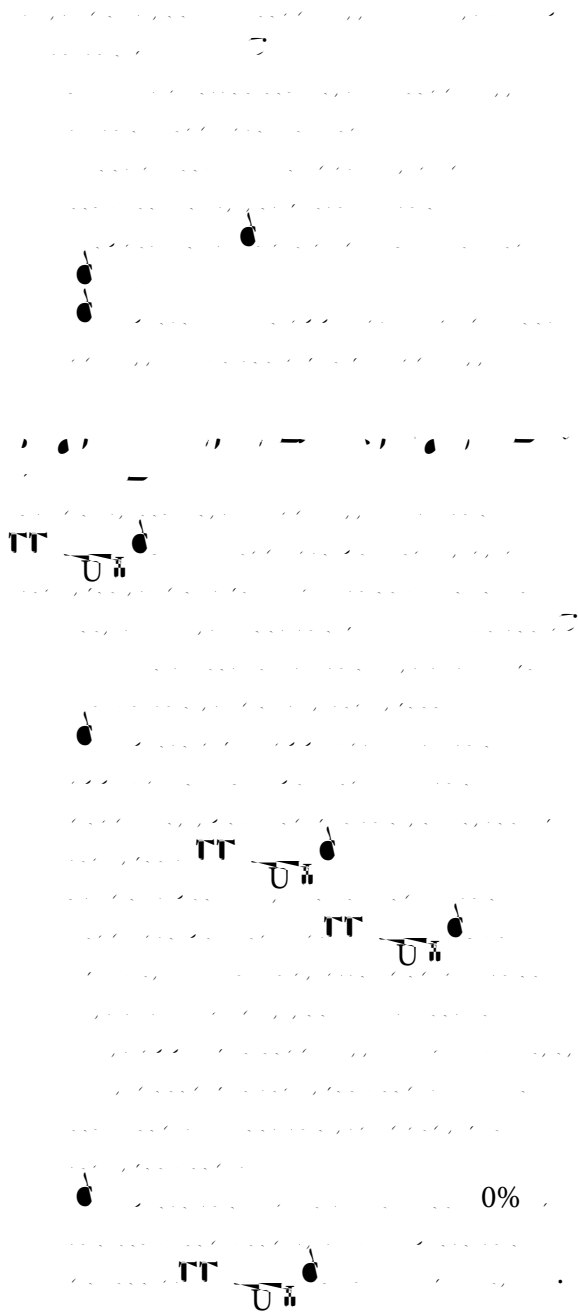
Handwritten musical notation on a five-line staff. The notation includes various notes, rests, and symbols. A blue underlined "0. 0." is present. The staff contains several measures of music, including notes with stems and beams, and some notes enclosed in parentheses. There are also some symbols that look like "r" or "u" with a double bar line.



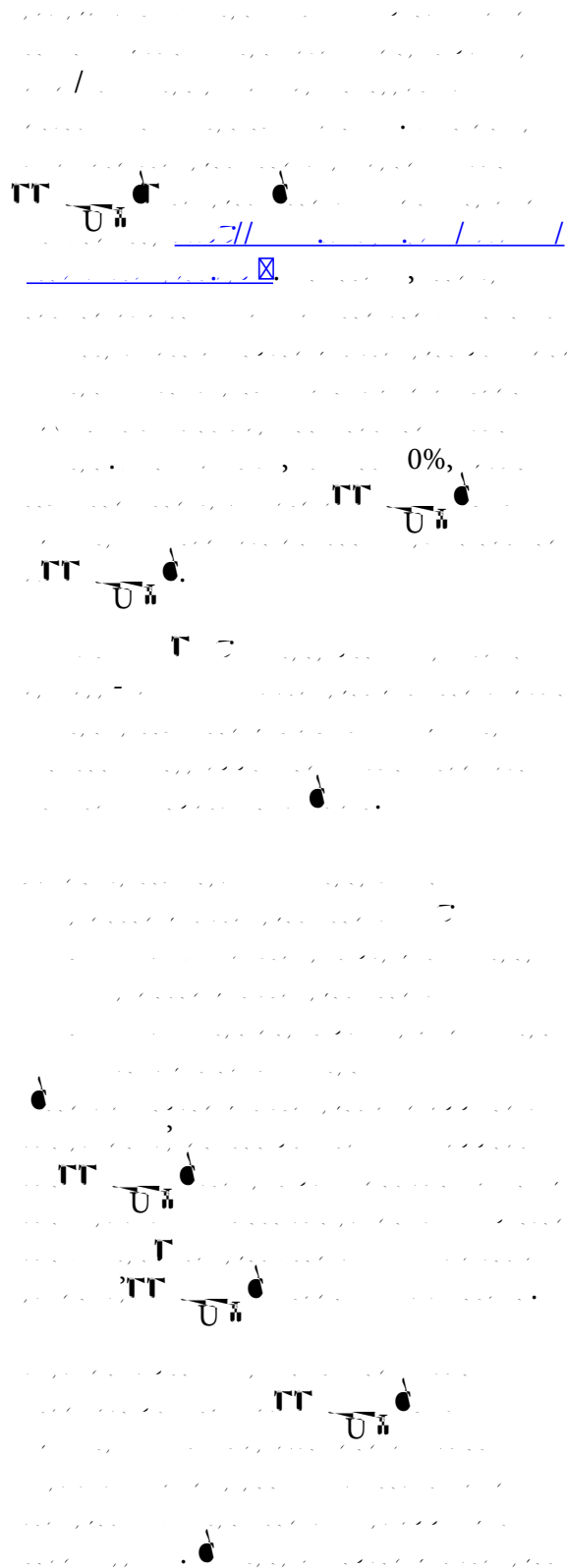
**A complete Special Student (non-degree) application includes the following:**

- [Application Form](#)
- [Application Fee](#)

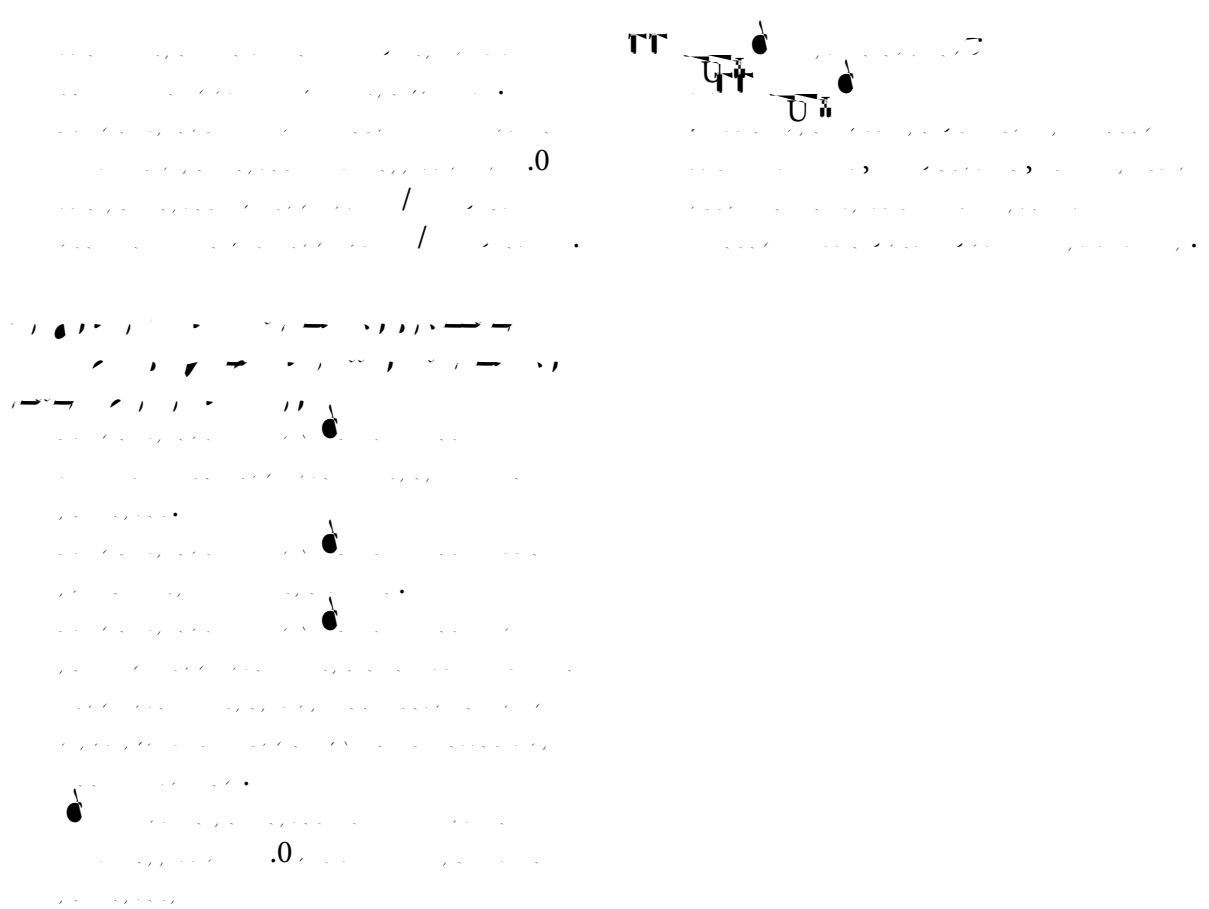
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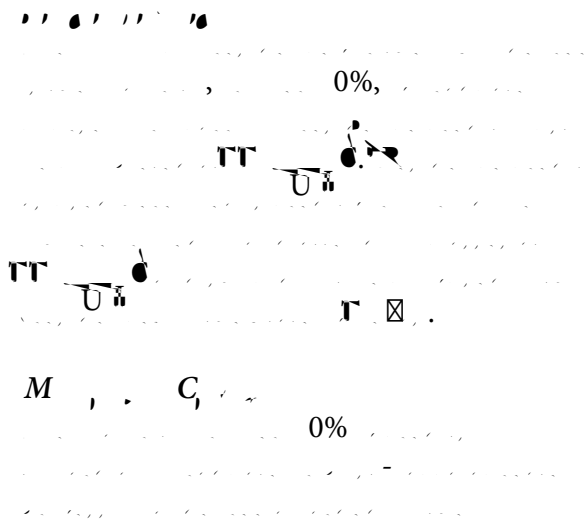
**RECOGNITION OF PREVIOUS NURSING LEARNING**







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







# MSN Degree Course Requirements for Leadership Programs

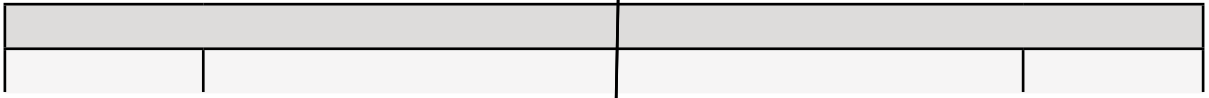
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# MSN Degree Course Requirements for APRN Programs



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## Post Master's Certificate Course Requirements

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### Pre- or co-requisites to Required Nursing Courses:

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**Pre- or co-requisites to Required Nursing Courses:**

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**Pre- or co-requisites to Required Nursing Courses:**

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**Pre- or co-requisites to Required Nursing Courses:**

Pre- or co-requisites to Required Nursing Courses		
Course	Pre- or co-requisites	Grade
NUR 600	None	(C-)
NUR 601	NUR 600	(C-)
NUR 602	NUR 600, NUR 601	(C-)
NUR 603	NUR 600, NUR 601	(C-)
NUR 604	NUR 600, NUR 601	(C-)
NUR 605	NUR 600, NUR 601	(C-)
NUR 606	NUR 600, NUR 601	(C-)

**Graduate Certificates**

**OVERVIEW**

**GRADUATE CERTIFICATE APPLICATION and ADMISSION INFORMATION**

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## Doctor of Nursing Practice (DNP)

The DNP program is designed to prepare nursing professionals for advanced practice roles in clinical, academic, and leadership settings. The program includes coursework in advanced nursing practice, research, and healthcare policy. Graduates are prepared to provide expert clinical care, lead nursing teams, and contribute to the advancement of the nursing profession.

Key components of the DNP program include:

- Advanced nursing practice courses
- Research and evidence-based practice courses
- Healthcare policy and management courses
- A capstone project or dissertation

The program is designed to be flexible, allowing students to complete their degree in 3 or 4 years, depending on their prior education and work experience.

The DNP program is a rigorous and challenging program that requires a strong commitment to learning and professional growth. Graduates will be well-prepared to take on leadership roles and make a significant impact on the healthcare industry.

For more information about the DNP program, please contact the School of Nursing at [University Name].

The DNP program is designed to provide students with the knowledge and skills necessary to excel in advanced nursing practice. The program includes a variety of courses that cover a wide range of topics, including:

- Advanced nursing practice
- Research and evidence-based practice
- Healthcare policy and management
- Leadership and professional development

Graduates of the DNP program will be prepared to take on a variety of roles, including:

- Advanced practice nurses
- Nursing researchers
- Healthcare administrators
- Leadership roles in clinical settings

## PROGRAM OVERVIEW

The DNP program is a rigorous and challenging program that requires a strong commitment to learning and professional growth. Graduates will be well-prepared to take on leadership roles and make a significant impact on the healthcare industry.

The program is designed to be flexible, allowing students to complete their degree in 3 or 4 years, depending on their prior education and work experience.

For more information about the DNP program, please contact the School of Nursing at [University Name].





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**DEGREE REQUIREMENTS FOR STUDENTS ADMITTED TO DNP PROGRAM**

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**5312. Foundations for Advanced Practice  
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5332 Informatics II: Health Information Management and Knowledge (CL)

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5333. Informatics III: Information Technology (CL)

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5334. Informatics IV: Health Information Technology Systems Life Cycle (CL)

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**5421. Issues in World Health (4:4:0 O)**

**5422. Practicum: Application of the World Health Concepts (CL) (4:3:1.5 O)**

**5440. Primary Healthcare I (CL) (4:2:7 O)**

**5460. Adult-Gerontology Acute Care I (CL) (4:2:7 O)**

**5470. Nurse Midwifery I – Antepartum Care Management (CL) (4:2:7 O)**



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**5480. Pediatric Primary Care I (CL)**  
**(4:2:7 O)**

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**5500 Pediatric Acute Care I (CL)**  
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**6200. DNP Role Transition I**  
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**7000 Level Courses**

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**7310. Health Innovations in Chronic  
Illness (CL)**

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Also

**TTUHSC School of Nursing Faculty**

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



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**Brewer, Sharon, MSN, RN**

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**Litterer, Karen, MSN, RN**

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**Morris, Heather, MSN, RN, NP-C**

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## 2015-2016 Catalog Addendum

**REVISED 10.22.15**

