



UNIVERSITY OF ARKANSAS FOR MEDICAL SCIENCES

Academic Catalog

2020-2021

UAMS[®]

University Academic Catalog

2020-2021

University of Arkansas for Medical Sciences

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Special Statement Regarding COVID-19

In response to the COVID-19 emergency, UAMS has made temporary updates to some education delivery methods and degree plans that impact students enrolled during the 2020-2021 academic year. These revisions maintain compliance with all applicable university and program accreditation requirements, and where appropriate, are noted in the *2020-2021 UAMS Academic Catalog*. Changes that did not directly modify curriculum or content are not included in the academic catalog. More information about the UAMS response to COVID-19 is available online at the following websites:

<https://uamshealth.com/coronavirus/>

<https://academicaffairs.uams.edu/covid-19-guidelines-for-students/>

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Overview & History

Overview

The University of Arkansas for Medical Sciences (UAMS) is Arkansas' only institution of professional and graduate education devoted solely to the health and biological sciences. First founded as a School of Medicine in 1879, UAMS became a medical sciences campus in 1951 with the addition of the College of Pharmacy. The College of Nursing was established in 1953, and the University Hospital was built in 1956. The College of Health Professions was organized as a separate college within UAMS in 1971. The College of Public Health was established in 2001. The Graduate Program was organized as an extension of the Graduate School of the University of Arkansas at Fayetteville in 1943, and was approved for independent status by the Board of Trustees in 1995.

The UAMS Regional Campuses, formerly called Area Health Education Centers (AHECs), were established in 1973. The Winthrop P. Rockefeller Cancer Institute was established in 1984. The Harvey & Bernice Jones Eye Institute was established in 1993. The Donald W. Reynolds Institute on Aging was established in 1996. Today, UAMS is one of fourteen campuses of the University of Arkansas System. It has grown into an academic health sciences center that encompasses broad aspects of education, research and service. The institution offers programs that improve the physical, economic and intellectual well-being of the citizens of Arkansas.

In fulfilling its educational mission, the six academic units of UAMS — the Colleges of Medicine, Nursing, Pharmacy, Health Professions, and Public Health, and the Graduate School — as well as the UAMS Medical Center, the Regional Campuses, the Winthrop P. Rockefeller Cancer Institute, the Harvey & Bernice Jones Eye Institute, the Donald W. Reynolds Institute on Aging, the Jackson T. Stephens Spine & Neurosciences Institute, the Psychiatric Research Institute, the Translational Research Institute, and the Institute for Digital Health & Innovation — provide the environment and opportunities for students and practitioners alike to learn and maintain the knowledge and skills they need. These programs integrate the liberal arts with the biological, physical and behavioral sciences, and emphasize life-long learning for practitioners in the health professions.

UAMS is the principal biomedical research center for the state of Arkansas. In its programs of research, UAMS seeks to stimulate and support scholarly inquiry for both faculty and students aimed at maintaining and preserving knowledge, and making discoveries that address the health needs of the state, nation, and world.

These research programs enhance the economic and educational progress of Arkansas through technology transfer and collaborative arrangements with other qualified individuals, groups, companies and institutions. The research mission involves the quest for new information, the organization of known information in new ways, and the sharing of this information with the scientific community.

The service mission of UAMS is fulfilled by providing comprehensive health care services to meet both the educational needs of students and the special health care needs of the state. As the only academic medical center in Arkansas, the unique role of UAMS is to provide services requiring highly specialized personnel and technology. These services are delivered in an interdisciplinary environment to all Arkansans regardless of their ability to pay.

Comprehensive services in health, wellness and rehabilitation are offered in a statewide context — organized through an integrated health system known as UAMS Health. UAMS Health includes the UAMS Medical Center, Neighborhood Clinics, orthopaedic clinics, women's clinics, the Family Medical Centers at UAMS regional campuses, digital health clinics and the affiliated clinics that UAMS operates in conjunction with other health providers. This service mission in clinical care is enhanced by affiliations with Arkansas Children's Hospital (ACH), John L. McClellan Memorial Veterans Administration Medical Center, the Arkansas Rehabilitation Services, and the Arkansas State Hospital and other health systems, hospitals and clinics across Arkansas. Additional cooperative programs are offered with other hospitals and practitioners affiliated with the UAMS Regional Campuses. UAMS has a responsibility to provide health care services in a manner that ensures the long-range financial viability and continued quality of its programs, while providing the most cost-effective care for patients.

The UAMS mission encompasses a responsibility to its alumni and other health care practitioners in Arkansas to help them continue to improve their professional knowledge and skills. All schools and departments offer life-long learning opportunities as appropriate to their missions. The UAMS Library serves as a resource for all health professionals by maintaining a portfolio of information services needed to support their information needs. The Office of Continuing Education holds joint accreditation to deliver interprofessional continuing education for physicians, nurses and pharmacists

UAMS also advances its mission of health, health care and well-being to the state through community outreach activities. This includes action as a partner in science and health areas to all levels of the educational systems of the state. As the leader in health care, the institution offers educational programs, consultation and technical advice to other institutions, agencies and local communities for the purpose of improving and maintaining the health of citizens. The role of UAMS in the economic life of the community is significant. A major element of the central Arkansas economy, the salaries of a highly educated work force contribute substantially to the regional economy.

UAMS fulfills its mission through coordinated action of the following units:

- College of Health Professions
- College of Medicine
- College of Nursing
- College of Pharmacy
- College of Public Health
- Graduate School
- UA Clinton School of Public Service
- Eight Regional Campuses
- Donald W. Reynolds Institute on Aging
- Harvey & Bernice Jones Eye Institute
- Jackson T. Stephens Spine & Neurosciences Institute
- Translational Research Institute
- Institute for Digital Health & Innovation
- Northwest Regional Campus
- Psychiatric Research Institute
- UAMS Health
- Winthrop P. Rockefeller Cancer Institute
- Arkansas Center for Health Improvement

Humble Beginnings

Just a few weeks before Thomas Edison invented the first light bulb in October 1879, eight physicians pooled their money and invested \$5,000 to start the first medical school in Arkansas. The eight founding physicians were led by Dr. P. O. Hooper of Little Rock, and the street where many patients and visitors now enter the UAMS campus is named in his honor.

The initial investment of \$625 made by each of the founding physicians now represents nearly \$4 billion in economic impact for the state of Arkansas from UAMS and its affiliates every year.

The former Sperindo Restaurant and Hotel in downtown Little Rock served as the first home for what was then known as the Medical Department of Arkansas Industrial University. As enrollment grew into the 20th century, the school was housed in several different locations, including the Old State House in downtown Little Rock. A new medical school was built in the 1930s with funding provided by President Franklin Roosevelt's Public Works Administration. Additional funding was provided by a tax on beer and liquor assessed by the Arkansas state legislature.

Public Support

In 1951, Governor Sid McMath used funds from a new cigarette tax to secure \$7.4 million for a new University Hospital on a 26-acre site on West Markham Street in what was then the outskirts of Little Rock. The University of Arkansas Medical Center moved into the new hospital in 1956. Air conditioning came to patients' rooms 10 years later.

UAMS was transformed from a small medical school with a charity hospital into an academic health center and research leader under the direction of Harry P. Ward, M.D., who served as chancellor from 1979 to 2000. The Harry P. Ward Tower, which opened in 1997, is named in his honor. Ward was succeeded as chancellor by I. Dodd Wilson, M.D., in 2000.

Building on the foundation laid by Ward, Wilson began the most ambitious building program in the institution's history. This round of expansion included nearly \$500 million in building projects begun in 2001 to provide additional space for education, patient care, research and outreach programs. Among the projects was an education building opened in 2008 that the University of Arkansas Board of Trustees named the I. Dodd Wilson Education Building in honor of Wilson, who retired in late 2009.

In early 2009, UAMS opened a new hospital, a 540,000-square-foot facility with 234 adult beds (since expanded to 346 adult beds) and 64 neonatal beds. This facility enables UAMS to create comfort, hope and healing for more patients and families than ever before. Also in 2009, in response to a nationwide shortage of health care professionals, UAMS opened Northwest Regional Campus in Fayetteville to help produce more physicians, nurses, pharmacists and other health care professionals.

In addition to its state-of-the-art hospital and outpatient center, which serves as the center of the institution's now 84-acre campus, UAMS is home to the Colleges of Medicine, Nursing, Pharmacy, Health Professions, Public Health and a Graduate School with growing enrollment of 2,870 students and 799 resident physicians.

Advanced Institutes

The Winthrop P. Rockefeller Cancer Institute serves as the official cancer research and treatment institution in Arkansas. The Cancer Institute was founded as the Arkansas Cancer Research Center in 1984 and renamed to honor the late lieutenant governor of Arkansas in 2007. A 12-floor expansion opened in 2010. The Cancer Institute has more than 130,000 patient visits per year.

The Myeloma Center is part of the Cancer Institute and has performed more blood stem cell transplants for myeloma than any other facility in the world. Each year, the Myeloma Center evaluates about 500 new patients. Fifty-five percent of these patients are from outside of Arkansas, coming to UAMS from all over the United States and more than 50 countries. On any given day, there are about 200 myeloma patients staying in Little Rock for diagnosis and treatment of their disease.

The Harvey & Bernice Jones Eye Institute was founded in 1994 and houses the Department of Ophthalmology and the Pat & Willard Walker Eye Research Center. Through a nationwide network, the Arkansas Lions Eye Bank & Laboratory at UAMS provides the gift of sight to more than 400 patients each year.

The Psychiatric Research Institute, adjacent to the main hospital, opened in 2008 and combines psychiatric research and education with inpatient and outpatient care as one of the most innovative psychiatric treatment and research facilities in the nation.

The Jackson T. Stephens Spine & Neurosciences Institute is a center for research, education and clinical care related to the spine and features an expansive physical therapy room with special equipment that can measure minute improvements in patients' progress and a wheelchair-accessible swimming pool designed for water therapy.

The Donald W. Reynolds Institute on Aging, home to the UAMS College of Medicine Department of Geriatrics, is one of the most recognized geriatric centers in the nation. The department was established in 1997 and by 2003 was listed in the top 10 geriatrics programs in medical schools by U.S. News and World Report. The Institute on Aging in 2012 opened a four-floor, 55,000-square-foot expansion, bringing the institute to eight floors. Two months earlier the institute dedicated a 396-foot pedestrian bridge connecting the Reynolds Institute with the nearby Jackson T. Stephens Spine & Neurosciences Institute.

The Translational Research Institute was established in 2011 for stimulating cooperative research that accelerates translation and application of scientific discoveries into clinical and community settings.

The newest institute, the Institute for Digital Health & Innovation, was established in 2018. It encompasses existing UAMS programs in telehealth and telemedicine — including the groundbreaking telehealth programs for high-risk pregnancy patients and stroke patients with emerging applications in digital health that deliver health care through smart phones, tablets and personal computers. The institute's work led to the 2020 introduction of UAMS HealthNow, providing a real-time video connection with a UAMS medical professional using the internet through mobile devices and computers.

Expanding Clinical Care

In 2012, UAMS expanded clinical care by adding a new Radiation Oncology Center, a component of the UAMS Winthrop P. Rockefeller Cancer Institute; partnering with Arkansas Children's Hospital in opening the Centers for Children in Jonesboro; and opening the student-led 12th Street Health & Wellness Center, which provides free health screenings and health information to the minority community in the surrounding Little Rock neighborhood. The similar student-led North Street Clinic on the Northwest Regional Campus is a clinic focused on members of the large Marshallese population in that region. UAMS also opened a west Little Rock clinic in 2012 that includes a sleep lab.

In 2014, UAMS opened the Neighborhood Clinic at Rahling Road, providing primary and specialty care to residents of one of the city's fastest growing areas. UAMS also launched its primary care service line in 2014, an organizational arrangement intended to offer better coordination of patient-centered services. A multidisciplinary Adult Sickle Cell Clinic and a multidisciplinary Adult Spina Bifida Clinic — both firsts for the state — were opened in 2014, as was a comprehensive rehabilitation clinic in northwest Arkansas, improving access to physical, occupational and speech rehabilitative services.

Enrollment at UAMS' Northwest Regional Campus reached 263 in 2020, including students in the colleges of Medicine, Pharmacy, Nursing and Health Professions, in addition to hosting 28 family medicine resident physicians, 35 internal medicine residents, 3 pharmacy residents and 2 sports medicine fellows.

Today UAMS has programs operating in all 75 counties in the state, including eight UAMS Regional Campuses, six regional Centers on Aging and one of the most successful Head Start programs in the nation.

Throughout all its advances and growth as Arkansas' only academic medical center, UAMS has remained committed to promoting a better state of health.

Mission & Values

UAMS Mission

The mission of UAMS is to improve the health, health care and well-being of Arkansans and of others in the region, nation and the world by:

- Educating current and future health professionals and the public;
- Providing high-quality, innovative, patient- and family-centered health care and also providing specialty expertise not routinely available in community settings; and
- Advancing knowledge in areas of human health and disease and translating and accelerating discoveries into health improvements.

Vision 2029

By 2029, the University of Arkansas for Medical Sciences (UAMS) will lead Arkansas to be the healthiest state in the region through its synergies of education, clinical care, research and purposeful leadership.

With this bold statement, UAMS resolved that in the coming decade its status as Arkansas' only academic health system will allow it to deliver dramatic and lasting health and health care improvements to its home state. Aiding in this vision will be its statewide network of campuses for public education and clinical outreach, along with cores of expertise in medical specialties, population health, digital health, health informatics and translational research.

UAMS chose to culminate its Vision 2029 strategic plan on the 150th anniversary of its creation in 1879 as the first medical school in Arkansas.

For its stakeholders — the patients, students and the state that it serves — UAMS pledged to:

- Establish a leadership role in all UAMS mission areas in Northwest Arkansas
- Improve the health and wellness of all Arkansans
- Improve health care quality and the patient experience at a lower cost
- Become the employer of choice
- Ensure a diverse workforce to meet the health care needs of Arkansans

While working toward those stakeholder objectives, UAMS also will:

- Deliver patient care at a level of quality and expertise that earns recognition from peers, accrediting and professional organizations, and the public
- Maximize innovation in health professions education while starting or expanding academic programs that meet workforce needs
- Promote research in areas of cancer research, interdisciplinary scholarship, translational research and work that fosters entrepreneurship
- Establish new or expand existing partnerships with organizations across the state to strengthen clinical, academic and research capacity
- Become a fully deployed digital health institution
- Recruit, develop and retain a skilled, motivated and engaged workforce

The Vision 2029 plan is a living plan, intended to be updated as situations change in the years ahead. With target measures to achieve success built in, Vision 2029 also provides accountability for the institution.

Core Values

Integrity— We foster, encourage and expect honesty, accountability and transparency in pursuit of the highest ethical and professional standards in all that we do. We take responsibility for our performance, and will engage employees, patients and families, learners and stakeholders in our critical decisions that are timely, complete and accurate.

Respect— We embrace a culture of professionalism with respect for the dignity of all persons.

Diversity and Health Equity— We are committed to the importance of the diversity of UAMS leadership, faculty, staff and learners in order to enhance the education of our learners, reduce health disparities in our state, and honor the unique contributions provided by a diversity of values, beliefs, and cultures.

Teamwork— We seek to create interdisciplinary and inter-professional, synergistic and collegial relationships characterized by honesty, collaboration, inclusiveness and flexibility.

Creativity— We encourage and support innovation, imagination, ingenuity, resourcefulness and vision.

Excellence— We strive to achieve, through continuous improvement, adherence to institutional policies and best practices, and collaboration with colleagues, patients, and families, the highest quality and standards in all our endeavors.

Safety— We commit to protect the health and safety of all who we serve through our mission: our patients, our learners, our colleagues and our neighbors in the community, state, nation and in the world. By sustaining a culture of safety, our daily work and our strategic planning promote better health care outcomes, the creation of health equity for all and a sense of joy in our work.

University of Arkansas System

Since its inception, the University of Arkansas System has developed a tradition of excellence that includes the state's 1871 flagship, land-grant research university; Arkansas's premier institution for medical education, treatment and research; a major metropolitan university; an 1890 land-grant university; two regional universities serving southern and western Arkansas; five community colleges; two schools of law; a presidential school; a residential math and science high school; a 100 percent-online university and divisions of agriculture, archeology and criminal justice. The individual entities of the UA System maintain cooperative strength as well as diverse offerings that exhibit unmatched economic and social impact to the state.

The UA System provides communities in Arkansas with access to academic and professional opportunities, develops intellectual growth and cultural awareness in its students and provides knowledge and research skills to an ever-changing society. The system enrolls more than 60,000 students, employs over 17,000 employees, and has a total budget of over \$2 billion. An intrinsic part of the texture and fabric of Arkansas, the UA System is a driving force in the state's economic, educational and cultural advancement.

Effective leadership, beginning with the Board of Trustees to the president, chancellor and our executive leadership, is vital to the success of UAMS' mission.

The Board of Trustees of the University of Arkansas is the institution's main governing body. Appointed by and responsible to the 10-member Board of Trustees, the UA system president manages the offices and executes the policies of the entire system. Each UA campus has a chancellor, who reports directly to the system president and oversees a cabinet of executive leadership for their respective campus.

[The UA Board of Trustees](#) is comprised of 10 trustees representing each of the state's four congressional districts. The governor of the state of Arkansas has the constitutional authority to appoint trustees for 10-year terms. The Board of Trustees is a [body politic](#), corporate organized, and existing under the laws of the [State of Arkansas](#), and it [governs, manages and controls](#) the University of Arkansas System, including UAMS. [The Board of Trustees](#) and the [President of the University of Arkansas](#) develop [fair and ethical policies](#) and practices that govern the board and its campuses. This includes the [Board of Trustees Standards of Conduct and Conflict of Interest policy](#), which holds that "[m]embers of the Board seek to perform their responsibilities in accordance with high standards of integrity, to avoid conflicts of interest, and to disclose those which occur." The board's [Audit and Fiscal Responsibility](#) Committee maintains the university's commitment to judiciously manage and spend funds by recommending fiscally responsible policies to the board and by annually reviewing strategic financial reports related to the university's financial operations. The committee also assists the board with its fiscal oversight responsibilities by reviewing financial reports to the Arkansas Legislature, internal controls and the audit process. Additionally, the university's Internal Audit Department provides independent, objective assurance about the adequacy and effectiveness of internal and administrative accounting controls. The department directs all annual internal and external audit activities for each of the university's campuses, including UAMS. All internal audits follow the guidelines established by the International Standards for the Professional Practice of Internal Auditing, Statements on Auditing Standards, and the Generally Accepted Government Auditing Standards.

The board is charged with maintaining a comprehensive, multi-campus public institution dedicated to the improvement of students' minds and spirits through the development and dissemination of knowledge. The board hires the [president of the University of Arkansas System](#), who acts as the chief executive officer of the system. The Arkansas General Assembly established the university in Fayetteville in 1871 under the Morrill Act of 1862. In 1879, the university accepted responsibility for academic management and operation of a privately established non-profit medical campus in Little Rock. This medical campus merged into the UA System in 1911, and it is now known as the University of Arkansas for Medical Sciences.

The board meets a minimum of five times per year. These [board meetings](#) are public meetings as defined by the Arkansas Freedom of Information Act, and the press and public may attend. At these meetings, the board members' deliberations reflect their commitment to carry on the mission and business of the institution with fairness and transparency. In this manner, the governing board deliberations reflect the universities' priorities to preserve and enhance the institution.

The board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties through a rigorous conflict of interest structure. The board has set forth the general [standards of conduct](#) for all trustees. Trustee decisions shall be made in good faith, with the care of an ordinarily prudent person in a like position, and in a manner that the trustee believes to be in the best interest of the university. All trustees must abstain from voting or influencing transactions where a conflict of interest exist, and are required to annually submit a statement to the secretary of the board disclosing whether the trustee, family members or certain entities are party to any conflict of interest cases.

Finally, the board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters. [Board Policy 100.4](#) states that the president shall be the chief executive officer of the University of Arkansas System and shall be appointed by and responsible to the Board of Trustees. Subject to the direction and control of the Board of Trustees, the president shall be responsible for the management of the affairs and the execution of the [policies of the University of Arkansas System](#) and all of its campuses, divisions and units of administration. The president shall have broad discretionary authority to affect these functions and meet the responsibility of the office. An executive cabinet reports to the president, including vice presidents for Academic Affairs, Finance, Administration, the General Counsel, the Director of Internal Audit, and Governmental Relations. UA Board Policy further states the board shall appoint the chancellor of any

campus upon recommendation of the president. [The Chancellor](#) of a campus exercises complete executive authority, including the enforcement of the policies and procedures of that campus and the management of the budget decisions of the board concerning that campus. Faculty oversee the daily management of issues related to admissions, instruction, evaluation and progression of students. At UAMS this responsibility flows from the chancellor to the Office of the Provost and from there to the Council of Deans and onto the individual college faculty members.

Accreditation

UAMS is regionally accredited by the Higher Learning Commission which governs over 1,000 colleges in 19 states. UAMS is subject to a 10-year reaccreditation process which was last completed in the 2016-17 Academic year and its next cycle will be completed in the 2026-27 academic year. UAMS is required to have HLC accreditation in order to allow credits and degrees to be transferred from other accredited higher education institutions and to ensure professional licensure for UAMS graduates. Accreditation is required before students can receive federal financial aid.

Higher Learning Commission
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Phone: 800.621.7440 / 312.263.0456
Fax: 312.263.7462
info@hlcommission.org

For specific program accreditations, see the college sections of the catalog.

Professional Licensure

Any student who plans to complete an academic program that leads to a professional licensure, and who lives or plans to live outside of Arkansas following completion of the program, must understand the regulations and requirements for licensure in other states prior to enrollment. Whenever possible, UAMS will provide information regarding whether our program curriculum aligns with the requirements of each state's licensing body. UAMS recommends that students contact the appropriate licensing board for the intended profession and the appropriate UAMS academic program advisor before beginning a program. A comprehensive listing of licensure information for UAMS programs is available online at <https://academicaffairs.uams.edu/irpa/professional-licensure-disclosure/>.

Academic & Institutional Policy

Detailed information regarding all UAMS Academic Affairs and Institutional policies can be found online at <https://academicaffairs.uams.edu/policy-search/>. Select the appropriate links for Academic or Institutional policies, then search by entering the policy number and/or name in the appropriate search fields. Brief descriptions for many policies are listed below, but this collection is not exhaustive. Please contact the Department of Institutional Research, Policy, and Accreditation at 501-296-1275 for additional information.

Catalog Publication

The UAMS Academic Catalog is published annually. Information in this catalog is current as of the publication date, but is subject to change without notice. The 2020-2021 catalog was published on August 4, 2020 and is official as of that date. Mid-cycle catalog updates are documented in the "Addenda" section at the end of the catalog.

Students are expected to keep themselves informed concerning current regulations, policies, and program requirements in their fields of study and must meet all requirements of the degree programs in which they are enrolled. Courses which are modified or added to a curriculum and which are incorporated into the curriculum at a level beyond that at which a student is enrolled may become graduation requirements for that student. Courses which are incorporated into the curriculum at a level lower than the one at which the student is enrolled may not be required for that student. Students should communicate with their academic department with questions and to receive curricular updates.

Academic and Professional Policies

2.1.1 Social Networking

UAMS recognizes that social networking websites and applications such as Facebook, MySpace, Twitter, Instagram, etc. are important and timely means of communication. Students who use these websites and applications must be aware of the critical importance of privatizing these websites and applications so that only trustworthy "friends" have access to the sites. They must also be aware that posting certain information is illegal. Violation of existing statutes and administrative regulations may expose the offender to criminal and civil liability, and punishment for violations may include fines and imprisonment. Offenders also may be subject to adverse academic actions that range from a letter of reprimand to probation to dismissal from the University.

2.1.3 Non-Discrimination Statement

It is the policy of the University of Arkansas for Medical Sciences and all of its affiliated colleges and organizations not to engage in discrimination or harassment against any person because of race, color, religion or creed, sex, gender, gender identity, pregnancy, national or ethnic origin, non-disqualifying disability, age, ancestry, marital status, sexual orientation, veteran status, political beliefs or affiliations, and to comply with all federal and state non-discrimination, equal opportunity and affirmative action laws, orders and regulations, including remaining compliant and consistent with the Civil Rights Act; the Americans with Disabilities Act; the Rehabilitation Act of 1973; and Title IX of the Education Amendments of 1972.

2.2.1 Student Grievance Procedure

UAMS is committed to the policy of providing educational opportunities to all qualified students regardless of economic or social status and prohibits discrimination on the basis of race, ethnicity, color, sex, creed, age, marital or parental status, pregnancy, national origin, genetic information, gender identity, gender expression, sexual orientation, religion, ethnic origin, disability or veteran status including disabled veterans and veterans of the Vietnam Era.

From time to time, a student may allege that one or more of the University's policies, procedures or practices are discriminatory. In those cases, it is imperative that clear steps to a common system of inquiry, resolution and appeal be established, and that these steps are communicated and accessible to all parties. This UAMS Division of Academic Affairs policy provides guidance to students who wish to allege discrimination and describes the procedure of investigating and adjudicating those matters.

The student grievance procedure outlines internal procedures to be followed by any student who wishes to submit a grievance alleging the existence of a discriminatory policy, procedure or practice prohibited by either state or federal law/regulation or by University of Arkansas Board of Trustees or UAMS policies. This policy does not address external routes of redress such as those available in the state or federal courts. Academic challenges may not be pursued under this policy. Report regarding potential claims of sex-based discrimination or harassment are subject to the UAMS Title IX policy, Admin. Guide No. 3.1.48.

2.2.2 Registration of Recognized Student Organizations

UAMS embraces student engagement in various activities that serve to enrich the lives and educational experience of students. Student organizations are required to register with the Campus Life and Student Support Services (CLSSS) department following the guidelines within 2.2.2. Registration means submitting a "UAMS Student Organization Registration" form and other information described in the section policy. Those organizations required to register will be listed on the CLSSS Web site as recognized student organizations.

A recognized student organization is defined as a group of five (5) or more currently enrolled UAMS students, faculty, staff and/or individuals from the community whose primary purpose is to support the goals and mission of the University. Only students may serve as officers or have a controlling interest in the organization. All organizations must have a designated University faculty or staff member to serve as advisor. These organizations must adhere to expectations of the entire UAMS community, contribute positively to the campus and abide by all State laws and University policies. Student organization categories recognized by UAMS include Academic/Professional, Institutional, and Service Groups.

2.2.5 Student Accommodation Policy

UAMS is subject to the requirements of Section 504 of the Rehabilitation Act of 1973, which states: *"No otherwise qualified individual with a disability in the United States, as defined in section 705 (20) of this title, shall, solely by reason of his or her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance..."*

Additionally, UAMS is subject to the requirements of the American with Disabilities Act (ADA), Title II, Subpart B, as amended September 15, 2010, which states: *"No qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by any public entity."*

UAMS recognizes its obligations under Section 504 and the ADA, as amended. In addition, UAMS embraces the philosophy of inclusion and consistent with its overall vision, mission, and core values, strives to reflect diversity in its staff, faculty and student body. Inherent to this philosophy is the belief that all students, including those with disabilities, are entitled to equal and appropriate access in the educational experience and a welcoming and supportive environment for learning.

The purpose of the student accommodation policy is to define the process students should follow if accommodations in an academic setting are needed due to a disability. This policy applies to all academic programs, facilities, housing, co-curricular and extra-curricular activities that affect students in all UAMS colleges and the Graduate School. The ADA/Title IX Coordinator (Coordinator) is granted authority on behalf of all UAMS colleges and the Graduate School to serve as the central point of contact for students seeking accommodations.

2.2.9 Formal Complaint Resolution Policy

UAMS is committed to providing a safe and inclusive learning environment that is supportive of student success. From time to time students may have complaints regarding academic and non-academic decisions or actions by UAMS or a UAMS employee that the student contends was in violation of written campus policies or constitutes unfair or unequal application of such policies.

The formal complaint resolution policy outlines the policies and procedures in place to manage student academic and non-academic complaints. This policy applies to students enrolled in traditional as well as online courses.

CFR 38 21.425 (c) (10)

UAMS does not utilize advertising of any type which is erroneous or misleading, either by actual statement, omission, or intimidation.

Student Records and Enrollment Policies

2.1.01 (UAMS Administrative Guide) Confidentiality Policy

UAMS prohibits the unlawful or unauthorized access, use or disclosure of Confidential Information obtained during the course of employment or other relationship with UAMS. As a condition of employment, continued employment or relationship with UAMS, the UAMS workforce and all non-UAMS employees, vendors, consultants and other visitors who may access Confidential Information shall be required to sign a UAMS Confidentiality Agreement approved by the UAMS Office of General Counsel (Example: Appendix A of UAMS Administrative Guide Policy 2.1.01). UAMS will provide training for each of its workforce members on the importance of maintaining confidentiality and the specific requirements of state and federal law, including the HIPAA Privacy Regulations and laws protecting the privacy of students and employees, as well as UAMS policies, in accordance with Policy 2.1.15 HIPAA Education and Training

2.1.2 FERPA Policy

The Family Educational Rights and Privacy Act of 1974 (FERPA) affords all students in higher education institutions certain rights with respect to their education records. Some of these rights are only applicable to students over 18 years of age.

UAMS may release directory information for all students unless otherwise instructed by a student through a signed *FERPA Hold Directory Information Form* that restricts disclosure of information. It is the student's responsibility to complete and submit the signed form to the Office of the University Registrar. A student may submit a *FERPA Hold Directory Information Form* at any time during the academic year; however, the request can only be honored for future publications and cannot be applied retroactively. A signed *FERPA Hold Directory Information Form* does not exclude the student from inclusion in the UAMS Global email address listing or regular class schedules and instructor grade rosters. The form does not exclude the student from inclusion in the *Caduceus* yearbook, the UAMS Senior Wall, or UAMS Commencement publications and press notifications unless the student specifies otherwise in a separate section on the completed *FERPA Hold Directory Information Form*.

2.1.5 Assignment of Credit Hours for Education Programs

Policy 2.1.5 applies to all credit courses leading to a certificate or degree taught in the five colleges and Graduate School of UAMS. The guidelines for calculating credit / contact hours for a class are the same for online and distance courses as for traditional (face-to-face) instruction, and for all locations where the classes are delivered.

2.2.8 Transfer Credit Policy

The requirements and general business process for the evaluation of transfer credit at UAMS are outlined in 2.2.8. It provides institutional guidelines for transfer credit evaluation and refers to individual college and/or academic program policy as needed. The guidelines included in this policy represent minimum transfer credit evaluation requirements, though individual academic college or program requirements may be more stringent where allowed.

2.2.4 Student or Student's Spouse Called into Military Duty

In accordance with Arkansas State Code 6-61-112, when a student or a student's spouse is activated for full-time military service during a time of national crisis and is required to cease attending the UAMS without completing and receiving a grade in one or more courses, they shall receive compensation for the resulting monetary loss as provided under this policy.

Tuition & Fees Policies

3.1.1 Student Account and Fee Administration

All tuition and fee payments shall be processed through the Student Financial Services Office in a manner determined by that office. No other office, unit, department, college or individual shall be authorized to accept payments from students with the exception of elective fees defined in the policy. The student is ultimately responsible for the payment of all tuition and fees, book store charges, residence hall charges, fitness center charges or any balance on the student's account. Payments are due by the assigned due date posted on the student's account in GUS.

3.1.2 Student Payment Plan

All UAMS enrolled students who meet eligibility criteria may enroll in a Student Payment Plan. The UAMS payment plan structure(s) will be approved by the Vice Chancellor for Finance and administered by the Bursar's Office.

Eligibility Criteria:

1. A student must be enrolled in a fall or spring term. Payment plans are not offered during the summer term except for the Physician Assistant Program.
2. For students who are receiving financial aid, all financial aid sources must post to the student's account prior to enrolling in a payment plan.
3. The student must have a balance of \$500.00 or more to enroll in a payment plan.

3.1.4 Tuition and Fee Refunds for Adding and/or Dropping Courses

A student must complete a request to withdraw from a course or courses through the Registrar's Office. The date that the request is accepted by the Registrar determines whether or not a student is eligible for a refund of tuition and fees, according to the refund schedule below. Students who do not officially drop a course by completing the request form are not eligible to receive refunds.

A student who adds a course may be subject to additional tuition and/or fees. Additional tuition and/or fee assessments are due and payable when the change is entered. Each student is responsible for processing the add/drop course request by the appropriate deadline. The effective date of the change is the date of receipt by the registrar.

The UAMS Registrar's Office may establish charges for adding or dropping a course beyond the published add/drop period, as approved by the Vice Chancellor for Finance and the Provost.

3.1.5 Tuition and Fee Refunds for Students Withdrawing from UAMS

The refund amount for students withdrawing from UAMS shall be based on the following schedule:

<u>1-5 Business Days</u>	<u>6-10 Business Days</u>	<u>11th Business Day and after</u>
100%	50%	0%

Special consideration may be given by the Student Financial Services (SFS) Bursar's Office to military students and other students who experience extraordinary, extenuating circumstances during a term and who officially withdraw from UAMS after the refund period. These students may submit a petition for a partial refund which, if approved, will be prorated according to the date of the official withdrawal. Information is available on the SFS Bursar's Office website.

Special consideration may be given to a College of Medicine student dismissed due to final failure of the United States Medical Licensing Examination (USLME) up to 30 days after the UAMS official start date of the term. This special consideration would be a joint decision made by a representative of the College of Medicine, Provost and CFO.

3.1.6 Tuition Calculation for Dual or Combined Degree Plans and Dual Enrollment

UAMS encourages students to further their health professions education by pursuing multiple degrees offered by UAMS without increasing their financial burden. The purpose of this policy is to define tuition collected from students in dual degree programs that include the Master of Public Health degree in the College of Public Health, combined degree programs and multiple enrollment in programs. This policy applies to UAMS dual and combined degree programs such as the MD/MPH, PharmD/MPH programs, and the Global Health Certificate as well as ad hoc simultaneous enrollments and use of the Continuing Registration Fee.

3.1.8 Collection of Student Tuition, Fees and Other Charges

The Student Financial Services (SFS) Bursar's Office is responsible to collect tuition, co-fees and other outstanding charges owed by students per the Tuition and Fee Administration Policy. Late fees may be assessed on student accounts 30 days past due unless the student has an authorized deferment. If a student's account continues to remain past due, the outstanding balance will be placed with an outside collection agency and/or on the State of Arkansas' Debt Setoff Program. The student may be subject to collection and/or legal fees. The SFS Bursar's Office will place service indicators on past due accounts to prevent students from registering for classes in the subsequent term or to be cleared for graduation.

3.2.1 Standards and processes for Determining Student Residency Status

Standards and procedures for making residency determinations of applicants and students of the University of Arkansas for Medical Sciences' (UAMS) are made in accordance with University of Arkansas Board of Trustees policy 520.8.

This policy provides a pathway for reclassification of non-residents to establish themselves as permanent residents in order to participate in and contribute to, the professional, economic, and socio-cultural enterprise of the state. This pathway cannot be extended to non-residents whose sole or primary purpose for being in the state is to enroll in one of UAMS' education programs and who are likely to exit the state after graduation/completion. This category of non-resident will be classified as a non-resident and will be charged the non-resident tuition rates of the respective program.

3.4.1 Student Emergency Loan Policy

Student emergency loans are available to assist students faced with an unexpected financial need. The policy outlines basic procedures that will govern the distribution of emergency loans. Funds are limited and made available to students in emergencies resulting from either extenuating circumstances or to help meet unforeseen educational expenses. Eviction notices, utility shut off notices, medical emergencies, death in the family and unanticipated education expenses are some examples meriting an emergency loan.

Students must meet the requirements to apply for a UAMS Student Emergency Loan. Students applying must have their College Dean or Associate Dean (or designee) sign the Student Emergency Loan Application and Contract prior to submitting the paperwork to the Student Financial Services (SFS) Financial Aid Office. The SFS Financial Aid Office is responsible for approving/denying emergency loan applications. The approved application will be forwarded to the Student Financial Manager to schedule a debt counseling session prior to notifying the SFS Bursar's Office. The SFS Bursar's Office is responsible for issuing funds and monitoring the repayment of all emergency loans.

Health and Safety Policies

1.4.1 Needle Stick Policy

All students who experience a blood/body fluid exposure while carrying out clinical/experiential requirements of their education program should be evaluated for the need for chemoprophylaxis and monitoring regardless of the type of exposure or risk status of the source patient. Procedures are described in 1.4.1.

Procedures for students who suffer parenteral (e.g. needle stick or cut) or mucous membrane (e.g., splash to the eye, nose or mouth) exposure to blood or other body fluids, or who have a cutaneous exposure involving blood or prolonged contact with blood—especially when exposed skin is chapped, abraded, or afflicted with dermatitis -- are described according to the practice site location where the incident occurs.

1.4.2 Student Health Screening

New students are required to submit pre-enrollment medical examination forms to Student and Employee Health Services (SEHS) prior to their first term of enrollment unless otherwise noted in the policy. Continuing students will be required to complete additional medical screenings and immunizations including but not limited to the flu vaccine. Health care facilities that provide instruction to UAMS students may require additional tests, physical examinations or immunizations. Health screening standards at UAMS will reflect recommendations set by the Centers for Disease Control, found in its Recommended Adult Immunization Schedule for Health Care Workers and the Hospital Infection Control Practices Advisory Board.

1.4.4 For-Cause Student Drug Testing

All UAMS students are subject to for-cause drug testing. UAMS explicitly prohibits:

- The use of illicit substances;
- Being impaired or intoxicated by alcohol or prescription medication while on university premises and/or during clinical, experiential, or research rotations.
- Possession, solicitation, or sale of illegal drugs

UAMS may require a student to submit to "for cause" drug testing at any time there is reasonable cause to suspect that the student is impaired or under the influence of drugs or alcohol, including, but not limited to:

- Observed impairment of performance (negative performance patterns, excessive and unexplained absences);
- Abnormal conduct or erratic behavior;
- Evidence of drug tampering in the student's practice environment (evidence of drugs or alcohol on or about the student's person or in the general vicinity, eyewitness testimony);
- Arrest or conviction on an alcohol or drug-related offense

Students who refuse "for cause" drug testing are subject to administrative dismissal from their college/school. Students will submit to testing where assigned, and all costs associated with drug testing are the responsibility of the student. If a student tests positive for drugs, the student's college policies will detail the administrative actions taken.

1.4.5 Missing Student Policy

In accordance with Section 485(j) of the Higher Education Act, 20 USC Section 1092(j), UAMS has developed policy 1.4.5 which describes the procedures for investigation and notification of students who reside in campus housing or off campus and who have been reported as missing.

2.2.3 Student Health Insurance

Unexpected health care expenses can destabilize a student's financial situation and derail the educational progress. Students who experience a serious illness or injury may be forced to leave school because of the financial burden of health care cost incurred when they are uninsured or underinsured. These potential barriers to attendance and degree completion are reduced when students have adequate health insurance. Therefore, UAMS practices a hard waiver insurance program, which means that every student is required to provide proof of comprehensive health insurance coverage.

Full and part-time students enrolled at UAMS are required to verify health insurance coverage every semester. Student health insurance compliance is managed by the Division of Academic Affairs' Department of Campus Life and Student Support Services.

2.2.6 Non-Discrimination in Admission and Retention of Students Known to be Infected with a Blood Borne Pathogen (with or without symptoms)

This policy provides guidance regarding management of students at UAMS who are infected with a blood borne pathogen, including, but not limited to, Human Immunodeficiency Virus (HIV), Hepatitis C (HCV) and Hepatitis B (HBV). Each of these viruses is treatable with antiviral agents, and suppression of the viral load is the goal of therapy. In compliance with Sections 503 and 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, students with blood borne diseases are to be treated like anyone else having a "disability" for purposes of admission and retention by the University of Arkansas for Medical Sciences. UAMS is committed to non-discrimination of disabled individuals and makes reasonable accommodations to enable them to complete their education. It has been determined that students with suppressed viral load for HBV, HCV, and/or HIV may participate (as described below) in all activities, other than EIPs. For students without suppression, the colleges will make reasonable accommodations for infected students so that they will be able to complete requirements for their degree. All students must meet the technical standards for admissions detailed by the colleges of UAMS.

Complete policy information and requirements are available in the full policy, and a student may contact the associate dean for her/his college for additional information.

Institutional Policies

UAMS Smoking/Tobacco Use Policy (Administrative Guide 3.1.01)

The University of Arkansas for Medical Sciences (UAMS) is committed to promoting health, wellness, prevention and the treatment of diseases within the community as well as to providing a safe, clean and healthy environment for our patients, visitors, employees and students. UAMS serves as a model for our community in the area of promoting the good health of our staff and influencing public attitudes about the use of tobacco products. It is, therefore, UAMS's policy to provide a tobacco-free work environment. All persons are prohibited from using tobacco products on or in all UAMS owned or leased properties, UAMS owned or leased vehicles, and UAMS adjacent grounds, including parking lots and ramps.

Academic Visitors Policy (Administrative Guide 12.1.01)

This policy establishes a process for granting academic visitors access to resources and systems on the UAMS campus and provides the requirements and terms that these visitors must satisfy to obtain academic visitor status. The policy applies to all non-employee faculty, clinicians and other health care specialists, to students from other institutions of higher education or those from or who have completed secondary school, and to College of Medicine residents and fellows from other accredited programs seeking to participate in or observe central functions of the university and/or have access to protected or confidential information, data or records for education, training or professional development/enrichment purposes, regardless of the area of interest (e.g., education, patient care or research).

Affirmative Action (Administrative Guide 4.5.01)

The University of Arkansas for Medical Sciences does not discriminate against individuals on the basis of their race, sex, sexual orientation, gender identity, religion, color, national or ethnic origin, age, disability, military service, or genetic information in its administration of educational policies, programs, or activities; admissions policies; scholarship and loan programs; or University-administered programs; or employment. UAMS will comply with and enforce all applicable federal and state laws regarding equal employment opportunity and affirmative action, including Title VII of the Civil Rights Act of 1964 (as amended), Executive Order 11246 (as amended), the Vietnam Era Veterans' Readjustment Assistance Act of 1974 (as amended), 38 U.S.C. 4212, (VEVRRA) the Uniformed Services Employment and Reemployment Rights Act (USERRA) (38 U.S.C. 4301, et seq.) (as amended), the Jobs for Veterans Act; Sections 503 and 504 of the Rehabilitation Act of 1973 (as amended), the American with Disabilities Act of 1990, the ADA Amendments Act (ADAAA) of 2008 (as amended), the Genetic Information Nondiscrimination Act of 2008, US Federal Court Decree in the Adams Cases of 1973, Arkansas Code Annotated sections 21-3-302 and 303 (as amended) and Act 99 of 1989 of the Arkansas General Assembly. UAMS will take affirmative, positive actions to overcome institutional forms of exclusion and discrimination.

Title IX, Sex Discrimination, Sexual Harassment, Sexual Assault, Sexual Misconduct, Sexual Violence, Stalking, Gender-Based Harassment and Retaliation Policy (Administrative Guide 3.1.48)

UAMS is committed to providing an environment that emphasizes the dignity and worth of every member of its community. Members of the UAMS community have the right to an environment free of sex discrimination, sexual harassment, sexual assault, sexual misconduct, sexual violence, stalking, gender-based harassment and retaliation, and this behavior will not be tolerated. This right is protected by Title VII of the 1964 Civil Rights Act, Title IX of the Educational Amendment of 1972 Act, the Clery Act, the SaVE Act, and the Violence Against Women Act.

No person at UAMS will be subjected to sex discrimination, sexual harassment, sexual assault, sexual misconduct, sexual violence, stalking, gender-based harassment or retaliation under any employment, academic, educational, extracurricular, or other program of UAMS, whether these programs take place in UAMS facilities, in transportation, at a class, training program, or event sponsored by UAMS at another location or elsewhere. All complaints or any concerns about conduct that may violate this policy and retaliation must be filed with the Campus Title IX Coordinator or a Deputy Title IX Coordinator.

HIPAA Confidentiality Policy (Administrative Guide 2.1.01)

UAMS prohibits the unlawful or unauthorized access, use or disclosure of Confidential Information obtained during the course of employment or other relationship with UAMS. As a condition of employment, continued employment or relationship, or affiliation with UAMS, the UAMS workforce and all non-UAMS employees, vendors, consultants and other visitors who may access Confidential Information shall be required to sign a UAMS Confidentiality Agreement approved by the UAMS Office of General Counsel (Example: Appendix A). UAMS will provide training for each of its workforce members on the importance of maintaining confidentiality and the specific requirements of state and federal law, including the HIPAA Privacy Regulations and laws protecting the privacy of students and employees, as well as UAMS policies, in accordance with Policy 2.1.15 HIPAA Education and Training.

Inclement Weather (Administrative Guide 3.1.02)

The University of Arkansas for Medical Sciences (UAMS) recognizes that operational disruptions may result from inclement weather because employees may have difficulty reporting to work due to road conditions. The purpose of this policy is to insure that essential areas are covered, that risks to employees and students are minimized, and to inform employees and students of the procedures to follow whenever inclement weather is declared.

For Students, when UAMS is operating under Inclement Weather designation (both Inclement Weather – all areas open or Inclement Weather – non-essential areas closed) all on-campus classes are cancelled and the Student Success Center will not administer any quizzes, tests, or exams. Students should check with their instructor to make arrangements to take missed quizzes, tests or exams. Other SSC services will be available via the website or telephone. Students should refer to the Inclement Weather Policy within their college for guidance about other types of student rotations (e.g., clinical rotations) and about the method the college uses to provide updates to students.

Protection Against Occupational Exposure To Hepatitis B Virus (HBV) and Human Immunodeficiency Virus (HIV) (Human Resources Policy HR.4.02)

Since medical history and examination cannot reliably identify all patients infected with HIV, Hepatitis B, or Hepatitis C, or other blood borne infections, “Universal/Standard Precautions” when handling blood and body fluids shall be consistently used for all patients. Students, residents and employees (hereafter known as health care worker) shall not be permitted by their supervisors to draw blood or perform invasive procedures until their skills have reached a satisfactory level of proficiency.

Prohibition Against Hazing (Arkansas General Assembly Act 75)

In 1983, the General Assembly of the State of Arkansas implemented Act 75 which prohibits hazing and prescribes punishment for those convicted of hazing. It is printed below in its entirety. A student of any school, college, university, or other educational institution in Arkansas shall not engage in hazing or encourage, aid, or assist any other student in hazing. Hazing is defined as follows:

Any willful act on or off any school, college, university, or other educational institution in Arkansas by one student alone or acting with others, directed against any other student done for the purpose of intimidating the student attacked by threatening such student with social or other ostracism, or of submitting such student to ignominy, shame or disgrace among his fellow students, and acts calculated to produce such results; or

The playing of abusive or truculent tricks on or off any school, college university, or other educational institution in Arkansas by one student alone or acting with others, upon a student to frighten or scare him; or

Any willful act on or off any school, college, university, or other educational institution in Arkansas by one student alone or acting with others, directed against any other student done for the purpose of humbling the pride, stifling the ambition, or impairing the courage of the student attacked, or to discourage any such student from remaining in such school, college, university, or other educational institution or reasonably to cause him to leave the institution rather than submit to such acts; or

Any willful act on or off any school, college, university, or other educational institution in Arkansas by one student alone or acting with others, in striking, beating, bruising, or maiming, or seriously offering, threatening, or attempting to strike, beat, bruise, or maim, or to do or seriously offer, threaten, or attempt to do physical violence to any student of any such educational institution or any assault upon any such students made for the purpose of committing any of the acts, or producing any of the results, to such student as defined in this Section.

The term hazing as defined in this Section does not include customary athletic events or similar contests or competitions, and is limited to those actions taken and situations created in connection with initiating into or affiliation with any organization.

No person shall knowingly permit, encourage, aid, or assist any person in committing the offense of hazing, or willfully acquiesce in the commission of such offense, or fail to report promptly his knowledge or any reasonable information within his knowledge of the presence and practice of hazing in this State to an appropriate administrative official of the school, college, university, or other educational institution in Arkansas. Any act of omission or commission shall be deemed hazing under the provisions of this Section.

The offense of hazing is a Class B misdemeanor.

Upon conviction of any student of the offense of hazing, he shall, in addition to any punishment imposed by the court, be expelled from the school,

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college, university, or other educational institution he is attending.

Nothing in this Act shall be construed as in any manner affecting or repealing any law of this State respecting any other criminal offense.

Fostering Open and Robust University Minds (FORUM) Act of 2019

In compliance with Act 184 (FORUM Act of 2019), UAMS supports free speech and assembly rights for its campus community, which includes UAMS faculty, staff, and students, and invited guests. UAMS does not restrict planned outdoor speech and assembly activities to certain areas or “free speech zones.” Instead, planned and approved activities are welcome outdoors except for in areas that disrupt normal campus operations (e.g., roadways) and the entrances to patient care areas, as HIPAA and other privacy laws require UAMS to respect and protect patient identities and information. Students interested in planning outdoor speech and assembly activities should contact their college dean’s offices for additional information.

Drug Free Schools and Communities Act

UAMS is committed to ensuring that employees, students, and faculty have the information and resources necessary to keep our campus free from drug and alcohol abuse. Under federal law, UAMS is required to provide students with certain information regarding our campus and the effects of drug and alcohol use and dependency. The Drug Free Schools and Communities Act Amendment of 1989 is federal legislation developed to eliminate illicit drugs and to initiate intelligent use of alcohol use on college campuses and communities.

UAMS polices prohibit the unlawful possession, use, and distribution of illicit drugs and alcohol on campus and provide for sanctions that include termination of employment or dismissal from academic programs. UAMS also provides its employees and students with confidential and professional counseling through the Employee Assistance Program, and treatment for drug or alcohol dependence through the Student/Employee Health Services.

The information on the following website <http://inside.uams.edu/drug-free-campus-program/> includes additional information about the health risks and legal and UAMS sanctions resulting from drug use, as well as resources to help those who are struggling with dependency. You may obtain a printed copy of this information by contacting Institutional Compliance at (501) 603-1379. See UAMS Administrative Guide Policy 4.4.05 for additional information.

Communicating with Government Officials

The UAMS Office of Institutional Relations asks to be notified any time an employee or student plans to interact with government officials or is contacted by a government official to testify before a committee or to talk about an issue. We understand that as private citizens employees and students may have issues they wish to bring before lawmakers. However, please remember that the use of UAMS email and titles, letterhead, identification badges, business cards, white coats, scrubs or anything else that would suggest that you represent UAMS is prohibited when communicating personal concerns or opinions. Please also contact the Office of Institutional Relations if:

- Your UAMS group/class/organization would like to invite a state or federal legislator or city, state official to speak at an upcoming event
- A legislator or government official has requested information from you or your department
- Your neighbor/friend/relative who also is a legislator asks you for UAMS information or reports
- You will be in Washington, D.C., for an association meeting and part of the agenda is to call on your congressmen
- There is a legislative committee or task force meeting that you plan on attending due to a personal or professional interest
- Students have informed you of their plan to attend a committee or task force meeting at the Legislature

The UAMS policy on communication with government officials in no way restricts the right of employees or students from communicating their personal opinions with government officials. However, when communicating such personal opinions, employees must not represent those opinions as positions or policies of UAMS, unless the chancellor has specifically authorized them to do so. The policy is intended to facilitate and coordinate communications between UAMS and government officials and agencies.

This policy does not restrict contact with government agencies that is within the scope of routine business conducted on behalf of UAMS. These contacts include work with research funding agencies such as NIH and contact with oversight agencies to include FDA, HHS, and CMS. Contact the Office of Institutional Advancement at (501) 603-1406 or email Maurice Rigsby at mrigsby@uams.edu or Leslie Fiskén at lfiskén@uams.edu.

Emergency Preparedness

Code Active Shooter

PURPOSE/INTRODUCTION OF PLAN:

In the event of an active shooter occurrence on Campus, special procedures are needed to ensure maximum safety and prevention of injury / loss of life. As a result, multiple responses are necessitated by all components of UAMS. Law enforcement is paramount in securing the situation, but the rest of the campus must work to ensure patient, student, visitor, and staff safety. An active shooter on campus could include a single gunman or multiple shooters, hostage situation and other scenarios not depicted here. While this is primarily a law enforcement operation; incident management, sheltering in place and crisis communications are integral to the safety and security of the campus.

PART I: ACTIVATION OF CODE ACTIVE SHOOTER

UAMS Notification

Notification may come by way of reports of violent actions or potential for violence from staff / employees, students, visitors, patients, or by UAMS Police. All reports should be transmitted to the UAMS Police Department (UAMSPD) by calling (505) 686-7777 or personally notifying an officer. The persons providing the initial notification should immediately notify the UAMSPD Dispatch Center, providing as much information of the incident and person(s) involved as possible. UAMSPD Dispatch will immediately notify the Shift Commander as well as the Chief. Shift Commander will determine the level of response needed. After determining the event is beyond the ordinary capacity of the PD and poses an imminent danger to life and property, Dispatch and the Shift Commander will follow the Implementation protocol, to activate the Emergency Notification System (ENS) and the Emergency Operations Center (EOC) – Code Active Shooter.

Implementation of CODE ACTIVE SHOOTER

After being advised that a potential emergency situation exists, in which violent means have been employed or are threatened, the UAMSPD Dispatcher in conjunction with the Shift Commander:

1. Determines the level of response needed
2. UAMSPD Dispatcher activates both the Emergency Notification System (ENS) which notifies the UAMS Tactical Team, Code Active Shooter EOC Command Structure – UNIFIED COMMAND, The Chancellors Cabinet, all Building Managers; and other designated personnel, as well as the WAVES system which triggers all internal and external speakers
3. ENS notifies Communications & Marketing
4. Communications & Marketing immediately initiates email and list serve notifications to all personnel on global email as well as enrolled on the student or other list serves
5. Unified Command assumes overall management of the incident, including disaster response; while UAMSPD maintains tactical control of the active shooter response
6. Notifies Little Rock Police Department and Pulaski County Sherriff's Office and other law enforcement agencies, if warranted
7. Notifies MEMS and metropolitan hospitals that UAMS is temporarily closed and cannot receive ambulance traffic. MEMS STAR Teams and Little Rock Fire Department Bomb Squad will be automatically placed on standby as well as regular MEMS and LRFD assets will be alerted to possibly respond and assist with triage, treatment and potential transport of any victims as designated by Unified Command
8. Delegate roles/responsibilities per organizational chart as deemed necessary for the specific situation

Once the decision to implement the EOC is made and ENS is activated both internally and externally; all decision making devolves to the UNIFIED COMMAND (Incident Commander, Hospital Administrator, Chief of Police, Vice Chancellor of Campus Operations, and Emergency Preparedness Director). The Unified Command may need to include Little Rock Police Department (LRPD), Little Rock Fire Department (LRFD), Metropolitan Emergency Medical Services (MEMS), Pulaski County Sheriff's Office (PCSO) and FBI/other federal law enforcement agencies depending upon the nature and severity of the incident. This may initially be the Assistant Director of Nursing (ADON) and the PD Shift Commander after hours and the accepted hierarchy listed above during normal business hours. The After Hours Activation Policy command staff will be utilized until Hospital Administration, VC for Campus Operations, Chief of Police and Emergency Preparedness Manager are available and briefed. Transmission of Emergency Information when instructed by either the UAMSPD Dispatcher/Shift Commander and/or UNIFIED COMMAND to implement the Code Active Shooter Plan, the automated internal/external warning system will make the following announcement continuously over the public address system in all buildings and through the external sirens outside:

**"THE UAMS CAMPUS IS NOW IN A CODE ACTIVE SHOOTER STATUS.
EVERYONE SHOULD IMMEDIATELY MOVE OUT OF ANY
HALLWAY OR OTHER OPEN AREAS INTO THE NEAREST OFFICE,
PATIENT ROOM OR CLASSROOM, CLOSE AND LOCK THE DOOR.
DO NOT LEAVE THE BUILDING. DO NOT ENTER STAIRWELLS
OR HALLWAYS UNTIL FURTHER NOTICE. IF YOU ARE
CURRENTLY OFF CAMPUS, DO NOT COME TO CAMPUS"**

The announcement will be repeatedly played until either an update is provided, or until the "all clear" has been called by both the UAMSPD and the Unified Command.

Recall of UAMS Police Officers/Call Out of Additional Law Enforcement

If the UNIFIED COMMAND determines additional personnel are needed, above and beyond that already on campus, UAMSPD Dispatch will begin a call out to all officers of the Department. Interfacing with outside agencies/entities may be required. The Emergency Preparedness Director will serve as the Liaison Officer per EOC on behalf of and at the direction of the Unified Command, in support of requests from UAMSPD.

Assembly of Employees, Staff and Students

All UAMS employees, staff, and students should be aware that all public assembly or transit throughout any campus area during a Code Active Shooter is strictly prohibited. All UAMS personnel are instructed to follow their departmental plans, if in place or in lieu of, to shelter/secure in place or immediately find a place of shelter and secure themselves until further notice or suspension of law enforcement operations.

Off duty employees should not return to the hospital, unless a Code Green (mass casualties) is called in response to the Code Active Shooter and only as directed by their departmental plan or as requested by Code Green officers or their Department's chief. Each department should keep a current recall list of all employees and call in additional personnel as needed, in consultation with the Incident Commander.

Law Enforcement Communications

All internal UAMS communications will be conducted on radio channels Disaster 1, 2, and 3 as determined by the UNIFIED COMMAND. Any outside communications with other law enforcement and responding agencies will utilize an AWIN "LAW" Frequency as assigned by the Arkansas Department of Emergency Management (ADEM) at the time of the event. Metropolitan channels may also be utilized such as the PDASP2, by incoming law enforcement agencies, UAMSPD and Unified command. The Emergency Preparedness Director will also function as a Communications Unit Leader (COML) and work with Little Rock and other responding parties to find the appropriate frequency/talk group.

PART II: EMERGENCY INCIDENT FACILITIES:

Specific locations of support functions during a Code Active Shooter event are as follows:

- Command Center is to be in one of the following locations, depending upon activity of the event and if a particular area is compromised
 - Room 4E02
 - UAMS Police Department / Distribution Center
 - Little Rock Fire Station #7
 - Any other location as determined by the UNIFIED COMMAND
- Media Vehicle Staging will be the gravel lot adjacent to Bio Med building II, Lot 17
- Media Conference Center will be in the first floor lobby of the Daniel W. Rahn Interprofessional Education Building or I. Dodd Wilson Education Building, depending upon incident and immediate availability
- Law Enforcement Staging will be as determined by the UNIFIED COMMAND

PART III: VITAL/SPECIAL CONTINGENCIES & RESPONSIBILITIES

Community Law Enforcement Response

Law Enforcement personnel from other agencies may be responding either at the request of UAMSPD or in support of investigative or response operations. During Code Active Shooter operations all outside Law Enforcement officers must check in with the UAMSPD. Upon termination of Code Active Shooter Operations, investigative measures may be necessary. All investigative teams will need to check in with and report to UAMSPD designated staff once directed by the Unified Command.

Hospital & Campus Operations

Upon the activation of Code Active Shooter, certain clinical areas, procedures, treatments and therapies will not immediately cease. These include, but are not limited to the following:

- Emergency Department
- Surgical Services (non-elective or in progress procedures)
- Intensive Care Units
- Labor & Delivery

The Unified Command will endeavor to provide relief and support based upon the incident needs and capability on hand at the time of the incident.

Deceased Victims

Upon Code Active Shooter activation, the Morgue will serve as the Black Treatment Area for deceased/expectant patients. It will be staffed by Pathology and other Clinical Staff and operate in the following manner:

- Complete list of bodies/remains and identities will be kept. Crime Scene Technicians will be allowed to work within the morgue or other spaces.
- Communication with the Patient Information & Family Services Officers will be maintained for contacting next-of-kin.

- Situational Reports to Command Staff as appropriate.
- Coordination with Pulaski County Coroner and investigative bodies as dictated by Arkansas Law.
- Should the incident be categorized as a mass fatality incident, the Memorandum of Agreement between the Pulaski County Coroner and UAMS will be enacted for support and materials. The Emergency Preparedness Director will work with the Coroner to identify and bring in authorized Subject Matter Expertise in this field.

Staff Identification / Hospital Access

**ALL PERSONNEL MUST DISPLAY PROPER UAMS CREDENTIALS
NO CAMPUS ACCESS WILL BE ALLOWED UNTIL DETERMINED BY THE
UNIFIED COMMAND.**

In the event Code Active Shooter becomes a Code Green event

- Only ED employees and those assigned to the Red Treatment Area are allowed access to the ED
- All other employees are encouraged to access the Hospital, through the Central Building on the first floor/A level of Parking 2 (formerly the North Deck);
- All assigned Treatment Area Leaders and other Officers will be identifiable by vests. They have authority to grant or limit access to their respective area
- Elevators are to be used only for transport of Patients and necessary supplies
- Staff should use stairs in the event of a Code Green
- Phone Calls should be limited to Official Use ONLY

Metro Hospital & MEMS Communications between first responders and other Hospitals will be accomplished by the Metro Hospitals dedicated phone line and the Metro Hospitals Radio Talk Group / AWIN System. Reports may be transmitted via the Hospital Communications Radio located in the ED.

PART IV: DISCONTINUING THE PLAN:

Upon determination by the UNIFIED COMMAND the campus no longer needs to operate within Code Active Shooter status, the Incident Commander will notify the Call Center to cancel Code Active Shooter. The automated system will then announce overhead three (3) times:

"CODE ACTIVE SHOOTER ALL CLEAR, CODE ACTIVE SHOOTER ALL CLEAR, PLEASE RETURN TO NORMAL OPERATIONS."

The UAMS Police Dispatcher or Telecommunications will activate the Lockdown All Clear in the ENS. The all clear message: "Code Active Shooter ALL CLEAR, Code Active Shooter ALL CLEAR, please return to normal operations." will be sent to the same list as above. The Unified Command will direct Communications & Marketing to send out a campus-wide email with the same scripted message as above.

Scene Control and Management

Once the incident has been brought under control and the Code Active Shooter is discontinued, crime scene operations and investigations will be initiated. There may be local, state and federal law enforcement and investigative bodies responding. Areas in which there was shooting or other actions inflicting damage or harm, injuries or deaths will be considered a crime scene, until cleared. All UAMS personnel not actively working or participating in the crime scene will be ordered out of the area. The Unified Command will assign law enforcement or security personnel to secure the area until cleared. Furthermore, all investigative entities will register with UAMSPD and/or the Unified Command upon arriving and leaving the Campus.

Media Briefings and Availability

Once the Code Active Shooter is cleared, Communications & Marketing will facilitate and provide any official commentary to the media. All briefings and availability will be conducted initially in the I. Dodd Wilson auditoriums or other locations as determined by the Public Information Officer (PIO) and Unified Command. UAMS personnel, Faculty, Staff and Students are not permitted to give interviews to the media without the knowledge of Communications & Marketing.

PART V: RESUMING NORMAL OPERATIONS:

Following the conclusion of any Code Active Shooter plan activation, the effectiveness of the response will be evaluated. Changes to the plan will be initiated as necessary to correct any problems identified during the response. Resources used during the response will be inventoried and replaced in conjunction with the usage of the UAMS Disaster Recovery Checklist.

PART VI: POLICY INCLUSION & CROSS WALK:

Please see additional Policies and instruments that augment and support the Code Active Shooter Procedures:

- *UAMS Administrative Guide #11.3.08* – Emergency Procedures for Active Shooter
- *UAMS Administrative Guide #3.1.28* – Use and Disclosure of PHI and Medical Records
- *UAMS Administrative Guide #3.1.38* – Safeguarding Protected Health Information

- *UAMS Medical Center Policies & Procedures #A.2.01 – Media Relations and Release of information*

Initiated: December 2008
 Revised August 2009
 Revised June 2011
 Revised August 2012
 Reviewed January 2013
 Revised November 2014
 Revised June 2017
 Reviewed September 2018

Code Red (Fire)

Purpose and Procedures

The fire plan for the University of Arkansas for Medical Sciences and the University Hospital is referred to as CODE RED. CODE RED will be put in effect when fire and/or smoke are reported within the University Hospital (E, F, and H wings), Central Building, and other buildings on campus. The purpose of this plan is to outline the general procedures to be followed in the event of a fire so that all staff, employees, and students will know what is expected of them in a fire and/or smoke situation. Remember that patient safety is an integral part of patient care. It is your responsibility to understand CODE RED. The phrase shall be used as the code for announcing a fire emergency or a fire drill. *Under no circumstances should anyone shout "Fire!"*

Reporting Fire or Smoke

City and state fire codes require that any fire and or smoke be promptly reported. The following steps are to be followed when fire and/or smoke are discovered within University Hospital or the Ward Bed Tower:

1. Activate the nearest FIRE ALARM PULL STATION.
2. Dial 686-5333 and tell the Control Center that there is a CODE RED situation in your area. Also, tell the Control Center which building, floor, room, and, if possible, what is burning. Tell other personnel of the situation. NOTE: Only the moving of a patient from immediate danger shall take priority over reporting fire and/or smoke. When advised of a CODE RED situation, the Control Center will alert the Little Rock Fire Department. The Control Center will then repeat the following announcement three times over the public address system:

"ATTENTION ALL PERSONNEL - CODE RED" (Location)

R.A.C.E.

The word "RACE" can be used as a reminder of the four primary steps to taken in the event of a fire. Steps to be taken in case of fire or smoke are as follows:

RESCUE: Help anyone in immediate danger from the fire. This should be carried out before sounding the alarm, closing doors, or attempting to extinguish a fire.

ALARM: Pull the nearest fire alarm pull station and report by phone (Control Center - 686-5333). Time is critical. Always sound the alarm before attempting to extinguish a fire.

CONTAIN: Close doors where the fire/smoke is located to isolate and contain. Smoke is the biggest killer in the event of fire. Be sure no one is inside the area.

EXTINGUISH: Attempt to extinguish the fire. Use whatever means available: fire extinguishers, water, blankets, pillows, etc. Do not put yourself at risk. Remember that help is on the way.

Fire Extinguishers

All fires are classified A,B, and C according to the combustible product involved:

Class A	Ordinary solids such as wood, paper, textiles, rubber, etc.
Class B	Flammable and combustible solvents such as gasoline, acetone, alcohol, grease, xylene, etc.
Class C	Electrical such as motors, fuse boxers, appliances, etc., anything energized with electrical current.

The two types of fire extinguishers in common service on the UAMS campus are the all-purpose A-B-C dry chemical and the carbon dioxide (CO₂). The all-purpose dry chemical extinguisher is effective on Class A, B, and C fires. The carbon dioxide extinguisher is effective on class B and C fires only and is generally placed in laboratories where flammable solvents and electrical equipment are used. Knowledge of extinguisher locations in your area is essential. In a fire emergency valuable time is lost if you have to hunt for an extinguisher. Each lost moment gives the fire a chance to grow. To operate all types of portable extinguishers, remember the word PASS:

Pull the metal pin.
Aim the nozzle
Squeeze the handle
Sweep the fire area from a distance of five to fifteen feet.

Fire Prevention

- Smoking – UAMS is a tobacco-free campus.
- Space Heaters – Space heaters are a fire hazard if all safety precautions are not followed. The Department of Occupational Health and Safety (OH&S) must approve use of all space heaters in all UAMS facilities. Space Heaters are not allowed in any patient care areas.
- Microwave Ovens – Food, popcorn, etc., that is over-cooked seldom produce flames but do emit smoke which is the immediate danger in case of fire. Use the correct timer setting. Do not leave food unattended.
- Decorations – UAMS policy limits the type allowed on campus. Lighted candles and any heat generating decorations are prohibited. Decorations must not obstruct an exit. [Ref. UAMS Policy 11.4.03]
- Electrical Safety – Check coffeepots and other appliances before the end of the day. Place coffeepots, when in use, on a non-combustible surface. Use of extension cords is prohibited. [Ref. UAMS Policy 11.4.07]

Reporting Hazards – Report potential fire and safety hazards promptly. Call the Control Center at 686-5891 or OH&S at 686-5536

General Safety Precautions

- Obstructions – Keep corridors, halls, aisles, doors, and stairs free of obstructions. Never block an emergency exit.
- Fire Doors – As a general rule, doors in and along corridors, stair doors, and doors to the outside are fire rated. These doors must not be left propped open. Do not place anything in the swing of these doors because most are self-closing. Call 686-5891 to report inoperable doors immediately.
- Fire Exit Stairways – Exit stairs are designed to provide safe passage in a fire emergency. Stairs must be kept free of obstructions at all times and exit doors must remain closed when not in use. Do not prop doors open.
- Elevators – Do not use elevators in a fire emergency. Use the exit stairs. In the hospital and bed tower, activation of a fire alarm automatically returns all elevators to the first or alternate floor. Elevators are considered an unreliable means for exiting the building because 1) they are electrically operated and fire can affect their power source, and 2) elevator shafts are similar to a chimney and can draw smoke and heat into them causing probable asphyxiation to elevator passengers.

Fire Drills

Fire drills are carried out as if there were a real fire. Refer to the campus fire plan policy for specific instructions for your building. To qualify as an accredited and licensed hospital, The Joint Commission, and the Arkansas State Health Department require fire drills. Each drill is to be evaluated and documented, and all personnel are required to participate.

Area Specific Instructions

- Residence Hall: Evacuate the building.
- Hospital and Bed Tower: Patients must be moved to or kept in their room. Close patient room doors. If evacuation becomes necessary your first move is lateral [horizontal]. Move patients down the hall through at least one set of fire doors. Fire department personnel will decide when evacuation of the entire building is necessary. Evacuate as a last resort.
- Outpatient Clinics: OPC, WPRCI, Jones Eye Institute, Center on Aging, Stephens and MRI/GAMMA Knife; upon initial notification, evacuate the floor of fire origin. All other floors continue patient care until further instructions are received (i.e., "all personnel evacuate the building immediately").
- Campus Buildings: Barton, Biomedical Research I & II, Bioventures, CPH, CHRP, CARTI, Shorey, EdII, IDW Education, Ed South, Physical Plant, Computer Building, Bookstore, Residence Halls, houses, apartments, temporary buildings and Westmark must be evacuated immediately upon activation of the alarm.

Generic Instructions for All Areas

The magnitude of a fire, heat, or smoke will determine the need for evacuation as to area, floor, or the entire building. In the event that more than one floor needs to be evacuated, it will be announced over the paging system. It should be remembered that our patients are not familiar with the building exits and will need direction from our personnel if evacuation becomes necessary.

The "ALL CLEAR" will be given over the paging system, only by direction of the Fire Department or Campus Fire Marshal.

Other Emergency Codes

There are several other Emergency Codes that you may hear while on campus. In general, unless you are a student on the third and fourth year clinical services and are given a specific assignment by the service on which you are rotating, you should not come into the hospital, and you should definitely not go to the Emergency Room. If you find yourself in the hospital and don't know what to do, go to the cafeteria. A Labor Pool of undesignated individuals will mass in the cafeteria and can then be dispatched to any area in which they are needed. Here are some specific codes and what you need to do:

- A **MEDICAL EMERGENCY** is called a **Code Blue** – If you are in the UAMS Medical Center Hospital, the Central Building, the Shorey Building, the MRI building, or the Bridge to the VA Hospital up to the VA doors, call a Code Blue by dialing 686-7333 and give the location (Building, floor, and room number). If you are in the Out-Patient Building, the Jones Eye Clinic or the Arkansas Cancer Research Center, you should call 686-7333 to alert our Code Blue Team, and also call “911” to notify the community “911” Paramedics. For medical emergencies that occur outdoors and in all other buildings not listed above, call the community “911” number to obtain emergency assistance, and notify UAMS Polices at 686-7777
- A **MASS CASUALTY INCIDENT** is reported as a **Code Green**. If you hear the announcement for a Code Green, do not go to the emergency room, as confusion will ensue. As noted above, unless you are a third or fourth year student and are given a specific assignment by the service on which you are rotating, you should proceed to the Labor Pool, located in the cafeteria. A pool of undesignated individuals will mass in the cafeteria and can then be dispatched to any area in which they are needed. If you are at home and hear the announcement of a Code Green, do not come to the hospital unless a media announcement is made “Recalling University Hospital employees, staff and students.”
- A suspected bioterrorism event is designated as a **Code Pathogen**. It will not be announced overhead. If you become aware of a Code Pathogen in progress, do not report to the Emergency Room. Those individuals with responsibility for this Code will be notified by the hospital operator.
- When victims are received who are contaminated with chemical or biological agents that require decontamination, a **Code Yellow** may be activated. It will not be announced overhead, but if you become aware of it, do not go to the Emergency Room. The employees with direct responsibility will be notified through the Emergency Notification System.
- A **Code Gray** is called for severe weather. If you are on campus, you should proceed to the basement, or to a protected internal hallway and away from windows. If you are working in a patient care area, you should close windows, doors, and drapes in patient care and visitor areas and direct visitors and patients away from windows to a protected internal hallway. If patients cannot be moved to safe areas, they should be moved as far from windows as possible and covered with blankets and pillows, at the direction of the medical and nursing staff.
- If you become aware that it may be necessary to evacuate a location for any reason, you should contact the Hospital Administrator on Duty, or the supervisor of the location (if these individuals cannot be located, then call the UAMS Police). That individual will determine if the area should be evacuated. If so, the UAMS police will then be called (686-7777) for assistance. They will assist in the evacuation of those in immediate danger and then activate a **Code Exodus**. It will be announced overhead. Obviously, if you are not in the area being evacuated, you should sit tight and await further instructions.
- Every precaution is taken to protect infants and children in our facility. However, if an infant or child cannot be located, the **Code Pink** Plan is activated. It will be announced overhead and the police will be called. All staff and students should abandon non-urgent tasks and place themselves in hallways, stairwells, exits and entrances to watch for a potential abductor. You should check containers, empty rooms, or any other spot where a baby or child could be hidden or abandoned. If a potential abductor is observed, you should attempt to delay or detain them in a **non-threatening** manner, such as asking if they need help and informing them that a Code Pink is in effect and asking them to remain until it is cleared. UAMS police should be informed of the description of the individual and their location. If possible, a staff member should follow at a safe distance to determine where they are going should they continue to leave. Do not attempt to physically hold or stop the person. The abductor may panic and harm the infant or child if they feel cornered. Based on national statistics, child abductors are usually: female, in the middle thirties in age, often appear heavyset, are usually the same race as the baby being taken, may use a duffel bag, baggy clothes or a coat to hide the baby, and often pose as an employee to gain access.
- A bomb threat is called a **Code Amber**. In most cases, Code Amber will not be announced overhead. UAMS Police and other personnel will assist with evacuation and isolation of the area, if needed. However, if you hear a Code Amber overhead in your building, listen for specific instructions to follow. If you actually receive a bomb threat call, signal someone nearby to call the UAMS Police at 686-7777. Attempt to keep the caller on the line.

Academic Affairs

The Division of Academic Affairs is responsible for providing central administration and services in support of the teaching and learning missions of UAMS. The Provost is the Chief Academic Officer and works with the Deans and other cabinet-level officials to maintain and improve the university's education programs as well as the general intellectual environment of the campus. The Provost represents UAMS in external relations involving academic programs, such as the Arkansas Department of Higher Education, accrediting bodies, regulatory agencies and other colleges and universities.

Departments within Academic Affairs

- [Arkansas Commission on Child Abuse, Rape, and Domestic Violence](#)
- [Campus Life and Student Support Services](#)
- [Center for Health Literacy](#)
- [Centers for Simulation Education](#)
- [Faculty Center](#)
- [Institutional Research, Policy, and Accreditation](#)
- [Library](#)
- [Office of Academic Services](#)
- [Office of Continuing Education](#)
- [Office of Educational Development](#)
- [Office of Interprofessional Education](#)
- [Office of the University Registrar](#)

Academic Calendar

The official UAMS academic calendar is coordinated by the Office of the University Registrar and is available online at https://registrar.uams.edu/academic_calendar/. UAMS publishes a complete academic calendar annually in addition to a five-year academic calendar for primary academic dates of interest. Individual colleges and/or academic programs may publish program-specific calendars, as well. The UAMS academic calendar is subject to change, and all updates are maintained online.

Institutional Research, Policy and Accreditation

Institutional Research, Policy and Accreditation (IRPA) is a department in the Academic Affairs Division that performs administrative functions in support of the academic enterprise – the colleges and the Graduate School – as well as for the UAMS Provost and the campus at large. These functions include, but are not limited to, acting as liaison to the Higher Learning Commission and the Arkansas Department of Higher Education in order to maintain academic accreditation in all applicable programs; Academic Policy Committee; Academic Program Review; and maintaining State Authorization of Distance Education. For additional information, please visit www.academicaffairs.uams.edu/irpa.

Interprofessional Education (IPE)

The Office of Interprofessional Education (IPE) within the UAMS Division of Academic Affairs contributes to the curriculum development, scholarship productivity, research infrastructure and collaborative practice environment across all five UAMS colleges and the Graduate School. The office coordinates an interprofessional curriculum that is a graduation requirement for all UAMS students entering fall 2015 and forward to support interprofessional accreditation and practice expectations. Interprofessional education and collaborative practice activities are developed in alignment with the Quadruple Aim approach to health care performance, that is: improving the patient experience and outcomes of care, improving population health, decreasing the cost of care, and supporting professional wellness and provider satisfaction. The Quadruple Aim IPE curriculum framework is delivered across three-phases (Exposure, Immersion, Competence) consisting of seven core activities designed to create relevant learning elements for interprofessional groups of students at novice, intermediate, and advanced stages in a student's professional training program. It is estimated that all three phases are completed through approximately 20 total contact hours. Students participate in Quadruple Aim IPE curriculum activities as they are developed and implemented by the Office of Interprofessional Education, intercollegiate council, and governing curriculum bodies from each college according to timelines set by each program. Specific College/Program timelines for IPE completion are located here - <https://ipe.uams.edu/student-curriculum/collegeprogram-ipe-timelines/>.

More information for the Office of Interprofessional Education and campus IPE curriculum activities can be accessed through the website - <https://ipe.uams.edu/>.

Enrollment Services and University Registrar

The UAMS Department of Enrollment Services is comprised of the Office of the University Registrar, Veteran Services, the UAMS Commencement Office and the GUS Student Records and Admissions functional/technical team. Staff are physically located in Administration West and CHP Building 2.

Contact: UAMS Enrollment Services
4301 W. Markham, #767
Little Rock, AR 72205
501-526-5600 (phone)
501-526-3220 (fax)
<http://registrar.uams.edu>
<http://commencement.uams.edu>

Registration and Enrollment

Student registration and enrollment processes vary by academic college. Complete instructions for enrollment, including calendars, deadlines and department information, are available online at registrar.uams.edu/registration.

Campus Clearance

Students graduating or withdrawing from UAMS are required to resolve outstanding fees owed to the University, return borrowed equipment, keys and supplies, and resolve required Financial Aid exit counseling, if applicable. Upon receipt of an application for graduation or withdrawal form, the Office of the University Registrar informs campus departments of the student's pending departure status. These departments include the UAMS Library, Office of Campus Life and Student Support Services, Laboratory, Key Shop, and Parking Operations. If fees or physical items are owed, a hold is placed on the student's GUS account, and an email is sent informing the student. Some UAMS departments monitor student status independently, and will assign student account holds at their discretion (e.g., Financial Aid student loan exit counseling). Student hold information is available to students in GUS, and contact information for departments is included in the hold itself. Transcripts, degree verifications, and diplomas (depending on the hold) will not be released until these holds are resolved.

Attendance

Education at the university level requires students' active involvement in the learning process. Therefore, students have the responsibility to attend classes and to actively engage in all learning assignments or opportunities provided in their classes. UAMS does not have a specific attendance policy for all programs; rather, it is the responsibility of the student to review attendance policies or expectations for her/his academic program as well as clerkships, experientials, clinical rotations, and extra-curricular activities.

Transcripts

Transcripts may be requested online at <http://registrar.uams.edu/transcripts>. Official transcripts may be requested electronically, officially mailed, or for in-person pick-up in the Office of the University Registrar, CHP 2-100. A transcript fee of \$10 per transcript is required, and is payable online at the time of request. Current students may view and print an unofficial transcript for free through the GUS student information system.

The Office of the University Registrar is authorized to withhold grades and transcripts and/or refuse registration to any student or former student who does not return medical, laboratory, library, or other University property entrusted to his or her care, pay any fees, tuition, room and board charges, fines or other charges assessed against him or her by a University official or by the campus judicial system, or officially clear campus prior to graduation.

Veteran and Military Services (VA Facility Code: 11811904)

The UAMS Office of the University Registrar works with the Department of Veterans Affairs as well as other federal and state agencies to provide educational assistance to those who have served our country. The U.S. Department of Veterans Affairs provides basic programs for veterans and service members seeking assistance for education or training. All eligible persons wishing to apply for Veteran's Affairs educational benefits should contact the U.S. Department of Veteran Affairs at 1-888-442-4551. If you have questions regarding your VA benefits or how we can help you utilize them at UAMS, please contact the UAMS Veteran Services Office at 1-501-526-5600 or by email at vaservices@uams.edu or come by our office in CHP Building 2, Suite 100.

Veterans and Military Benefits are certified on a per-semester basis. Students must complete the UAMS Veteran Affairs – Student Certification and Data Form before the beginning of each semester (Fall, Spring, and/or Summer). The UAMS Veteran Affairs – Student Certification and Data Form can be found on our website: <http://registrar.uams.edu/veteran-services/>. UAMS is required to notify the Department of Veteran Affairs of any of the below changes to prevent delays in receipt of benefits:

- Credit Level or Grading Option Change
- Change of Program
- Change in Enrollment
- Term of Graduation
- Academic Probation or Dismissal
- Leave of Absence

The Veteran and Active Duty Non-Resident Tuition Waiver Program was established to provide in-state tuition benefits to Service Members, Spouses, and Dependents. Service Members who present documentation of their service, in any of the branches of the armed forces and who are

legal residents of other states are eligible to apply for out-of-state tuition waiver. The applicant must submit a completed Veteran and Active Duty Non-Resident Tuition Waiver Application to the Office of the University Registrar. This waiver is applied in the student information system as a "residency exception."

In accordance with Title 38 US Code 3679(c), UAMS adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post-9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation & Employment (Ch. 31) benefits, while payment to the institution is pending from the VA. UAMS will not:

- Prevent the student's enrollment;
- Assess a late penalty fee to the student;
- Require the student to secure alternative or additional funding; or
- Deny the student access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to:

- Produce the VA Certification of Eligibility (COE) by the first day of class;
- Provide a written request to be certified; and
- Provide additional information needed to properly certify the enrollment as described in other institutional policies.

Transfer Credit

Acceptance of Transfer Credit

Transfer credit may only be accepted and applied to the student's UAMS record when each of the conditions in this section is met. If clarification or additional information is required in order to evaluate transfer credit, UAMS may request additional documentation related to the transcript, including but not limited to, academic catalogs, syllabi, or course offerings from the originating transfer institution. Knowledge Credit is not considered to be transfer credit as defined by this policy.

- 1) The credit was earned at a regionally accredited college or university or similarly accredited international institution.
- 2) The nature, content, and level of credit is comparable to that offered by UAMS, where applicable.
- 3) The course was completed and credit earned no more than seven years prior, or within the timeframe allowed by the college or academic program. To accept courses that were completed more than seven years prior, exceptions approval is required from the college or academic program.
- 4) The credit earned is appropriate and applicable to the academic programs offered by UAMS, fulfills a general education requirement for the program, and/or is appropriate in light of the student's educational goals.
- 5) A minimum letter grade of "C" or above has been earned. Colleges and/or programs may establish more stringent qualifications to evaluate and approve transfer credit in accordance with their individual policies, as outlined in the individual college/program sections of the UAMS Catalog.
- 6) The credit does not exceed the maximum number of transfer credit hours allowed for transfer by the specific academic program or college.
- 7) The credit is not applied to fulfill multiple requirements within the same degree plan.
- 8) The credit was not completed in an online laboratory, if prohibited by a specific academic program or college.
- 9) If clarification or additional information is required in order to evaluate transfer credit, UAMS reserves the right to request additional information related to the transcript, including but not limited to academic catalogs, syllabi, or course offerings from the originating transfer institution.

Transfer Credit Exceptions

When course credit has not met all requirements in preceding section, the college curriculum committee may still approve the acceptance of transfer credit on a case-by-case basis where state and federal statute and/or programmatic and institutional accreditation are not impacted. In addition to the completed Transfer Credit Approval Form (see "Transfer Credit Evaluation Process" below), transfer credit exceptions must be accompanied by an official statement of justification for the exception by the college or academic department.

The Arkansas Course Transfer System

Students who have attended other public colleges in Arkansas are guaranteed the transfer of applicable undergraduate credits and equitable treatment in the application of credits for admissions and degree requirements. Students may complete specified General Education courses anywhere in the Arkansas public system within the timeframes outline in the UAMS Catalog. UAMS abides by the state initiative of the Arkansas Course Transfer System. The transfer credit equivalency guide for Arkansas schools is available on the ADHE website at <http://acts.adhe.edu/studenttransfer.aspx>.

Transfer Credit Evaluation Process

New/Prospective Students

Transfer credit evaluations for new and prospective students who have not yet enrolled in coursework at UAMS are completed by the admissions officer(s) for the academic college to which the student has applied. If transcripts are required for admission to an academic program, the applicant

must submit official transcripts from all institutions previously attended directly to the Office of Admissions. See individual college admission requirements and the UAMS Catalog for details about where to send transcripts and related documents. Transfer credit may be tentatively evaluated based upon unofficial transcripts, but official transcripts are required before transfer credit will be posted to the student record and applied to the student's UAMS degree plan. Concerns regarding transfer credit evaluation decisions should be directed to the admissions director for the student's college. The college or academic program makes the final decision regarding evaluation of credit.

Continuing Students

Enrolled and continuing students must request transfer credit evaluation through the Office of the University Registrar (OUR). To request evaluation of transfer credit, the student must submit both the official transcript and the UAMS Transfer Credit Approval Form, available at <http://registrar.uams.edu/files/2016/08/UAMS-Transfer-Credit-Approval-Form.pdf>. Students are strongly encouraged to submit a Transfer Credit Approval Form prior to enrolling in a course at another institution intended for transfer to the UAMS degree program. Completion of this form verifies the transferability of the coursework and documents that the academic department will apply the course to the student degree plan as long as the completed course meets the requirements outlined in the "Acceptance of Transfer Credit" section above. The Transfer Credit Approval Form is the official documentation of approval of transfer credit; verbal and/or email agreements do not constitute a guarantee of approval or articulation. Courses are reviewed by program academic standards and/or admissions committees for credit decisions. These committees may require a student to repeat specific course(s) if prior completion was unsatisfactory. Concerns regarding transfer credit evaluation decisions should be directed to the admissions director for the student's college. The college or academic program makes the final decision regarding evaluation of credit.

State Minimum General Education Core Curriculum

The following table is based on Appendix C, Section 1, of the Arkansas Department of Higher Education's [Criteria and Procedures for Establishing Programs](#). Although the [Arkansas Course Transfer System](#) now determines the specific courses in the categories outlined below, the basic structure of the "35-hour minimum core" has been deemed still useful and remains part of the policy and guidelines promulgated by the Arkansas Department of Higher Education.

English/Communication (6-9 semester credit hours)

English Composition	6 credit hours
Speech Communication	0-3 credit hours

Mathematics (3 semester credit hours)

A comprehensive mathematics course such as College Algebra, Statistics, Quantitative Literacy/Mathematical Reasoning or any higher-level mathematics course. Institutions may require students majoring in mathematics, engineering, science, and business to take a higher-level mathematics course as part of the state minimum core.

Science (8 semester credit hours)

Science courses must include laboratories. Institutions may require students majoring in mathematics, engineering, science, education, and health professions to take higher-level or specific science courses.

Fine Arts/Humanities (6-9 semester credit hours)

Must be broad survey courses. Institutions may require students majoring in engineering to take either 6 hours of humanities and social sciences at the junior/senior level or substitute an additional 6 hours of higher-level mathematics and/or additional science courses.

Social Sciences (9-12 semester credit hours)

U.S. History or Government	3 hours
Other Social Sciences	6-9 hours

Institutions may require students majoring in engineering to take either 6 hours or humanities and social sciences at the junior/senior level or substitute an additional 6 hours of higher-level mathematics and/or additional science courses.

It is strongly recommended that prospective students contact the program of their interest to determine the acceptability of all prerequisite and core curriculum courses before enrolling in them.

Graduation & Commencement

The UAMS Office of the University Registrar is here to support students through the graduation process. Students who plan to graduate from the University of Arkansas for Medical Sciences must submit a Graduation Application via GUS for the term in which they intend to graduate. The application provides the Office of the University Registrar with essential information about the student's degree and expected graduation term/year. It also puts the student's name on the diploma order, degree posting, and commencement lists. The application is available in GUS under the Academics tab of the Student Self-Service area. Students must have an active graduation application in order to graduate. Students must provide a degree name via GUS self-service. All students, regardless of participation in Commencement proceedings, MUST complete an application for graduation for the term they expect to graduate. Failure to complete the application by the stated deadlines may result in a delay in the graduation arrangements or omission from the commencement programs. If you do not complete all of the requirements for graduation, you will be required to reapply for the next appropriate term. **Failure to complete the Graduation Application and/or the Graduation Survey will result in a hold on your Student Record in GUS and possibly delay your graduation processing.**

Diplomas

Diplomas are available approximately 6-8 weeks after the degree conferral has been processed for Summer and Fall, and are usually available the Thursday following Commencement for Spring. Diplomas may be picked up directly from the Office of the University Registrar, located in CHP Building 2, Room 100. Diplomas not picked up by July 1 will be mailed to the student's permanent address on record. The physical dimensions of the diploma are 11" x 14". Visit <http://registrar.uams.edu/graduation> for additional information about diplomas and diploma distribution.

Graduation Fee

Upon receipt of the application for graduation, the graduation fee will be applied to the student account in GUS. Additional fees may be required depending on the degree or college. Information related to degree fees can be found on the Bursar's Website. The fee(s) are required regardless of whether the student participates in UAMS Commencement activities.

In some cases you can use financial aid to cover your graduation fee. However, it comes down to timing. You must apply to graduate BEFORE your financial disbursement is released (usually prior to the start of the term). If you apply for graduation after your financial aid has disbursed and applied to your UAMS account balance, you will be responsible for paying any new or remaining charges.

Degree Audit

A Degree Audit will be conducted to determine if the student has successfully completed all the course requirements for the degree. Degrees will not be conferred until the Office of the University Registrar has verified that the following requirements have been successfully met:

- All grades are posted
- All program requirements are completed
- Inter-professional Education (IPE) requirements are met
- Required GPA is obtained
- Thesis, dissertation, or doctoral study is submitted, approved and received in the library

All requirements must be set to "satisfied" in order for a student to graduate. If you discussed a course substitution with your program or advisor, an academic substitution form must be submitted to the Office of the University Registrar no later than two weeks before the graduation date. Additionally, all Incomplete or In Progress coursework must be graded before a student will be eligible to graduate.

If a degree audit is not available in GUS, the Office of the University Registrar will verify student requirements through a manual process. Manual degree audits are not available until an application for graduation is received and normally are produced a month before the graduation date. They are available upon request a month prior to the graduation date.

Dissertation (Doctoral Students)

Notification of successful completion of the dissertation with all signatures must be submitted to the library at least two weeks prior to the graduation date for the given semester. Students will follow the guidelines provided by the college for preparation of the dissertation and submission requirements.

The library will notify the Office of the University Registrar of the successful completion and the information will be documented in the milestones area of GUS. The degree will not be posted without notification from the library.

Thesis (Master's Students)

If a thesis is required for the degree, notification of successful completion of the thesis with all signatures must be submitted to the Office of University Registrar at least two weeks prior to the graduation date for the given semester. The thesis/comprehensive examination form must be submitted to the Office of the University Registrar. All signatures are required. Theses are documented in the milestones area of GUS. The degree will not be posted without receipt of completion of the thesis.

Comprehensive Exam (Master's Students)

If a comprehensive exam is required for the degree, notification of successful completion of the comprehensive exam with all signatures must be submitted the Office of University Registrar at least two weeks prior to the graduation date for the given semester.

The thesis/comprehensive examination form must be submitted to the Office of the University Registrar. All signatures are required.

Graduation Honors

Department and University Honors are included in the Commencement Book, available at the Commencement website. Honors designations are not final until after degrees are conferred. Students may calculate their own honors by using the guidelines provided in their college's handbook or catalog. The Office of the University Registrar will not confirm honors for any students until the graduation term is passed. University Honors are posted on the official transcript. Requirements/qualifications for University and college honors are found in individual college sections of this catalog or individual colleges' student handbooks.

Degree Conferral

Degrees are conferred three times a year – after the Fall, Spring and Summer semesters. The official dates for degree conferral are published in the 5-Year Academic Calendar. The Office of the University Registrar makes every possible effort to post degrees to student transcripts *within 7-10 business days of the degree conferral date*. However, the efforts can be limited by missing information such as missing grades. All degree requirements must be recorded in GUS before a student's degree may be conferred.

UAMS generally confers degrees at three standard points each year: The final day of each of the fall, spring and summer terms. Degree conferral date information is available online at <http://registrar.uams.edu>. In addition to the standard conferral dates, UAMS confers degrees for the Physician Assistant program, the Clinton School of Public Service Executive Master of Public Service, and some Doctor of Medicine students at other established times

Graduation Transcript Requests

Transcripts may be requested and paid for prior to the graduation date. The transcript will be mailed out to the respective addressee once the degree has been posted if that option is selected. More information about transcripts can be found online at <http://registrar.uams.edu/transcripts>. Transcripts and degree verifications will only be sent out if a student has cleared campus.

Commencement

UAMS hosts a single campus-wide Commencement ceremony each year on the third Saturday in May. Participants include UAMS campus officials, University of Arkansas System officials, dignitaries and honorees receiving awards, faculty, staff, volunteers, vendors, graduates and their guests. Commencement is UAMS' largest event, with an attendance of over 7,000. Students who graduate in the fall term are eligible to walk in the following spring semester. Students who graduate in the summer term are generally eligible to participate in Commencement the *following* spring semester. Exceptions for specific academic programs exist, so summer graduates should check with their colleges to determine which ceremony is available to them.

In addition to the campus-wide Commencement ceremony, some academic colleges and departments host individual convocation and recognition ceremonies for graduates. Information about UAMS Commencement, including dates, locations, participant information and links to college-specific ceremonies and programs, can be found online at <http://commencement.uams.edu>. Commencement regalia is ordered through a UAMS vendor. More information and instructions for ordering regalia can be found on the Commencement website: <http://commencement.uams.edu>. The cost of regalia is included the graduation fee.

Campus Life and Support Services

Student Health Insurance

All students enrolled at UAMS must verify health insurance coverage, as required by University of Arkansas Board policy (Policy 1260.1). Student health insurance compliance is managed by the Division of Academic Affairs' Department of Campus Life and Student Support Services. A UAMS sponsored student injury and sickness plan is available to all UAMS students. Students also have the option to purchase private insurance (individual, family, or employer) if such coverage meets the minimum standards outlined in UAMS Academic Affairs policy 2.2.3. Information regarding how to purchase the University sponsored student health insurance plan, minimum coverage standards, and instructions for verifying coverage can be found on the Campus Life website: <http://studentlife.uams.edu/student-insurance-required/>

Student Government

The University of Arkansas for Medical Sciences Associated Student Government (ASG) exists to represent and act in the interests of the students. The duty of the ASG is to establish and facilitate communication between all campus constituencies; provide assistance, as needed, to members of the community; assist in the formulation and implementation of University policies and practices; and promote elements of integrity, professionalism, and impartiality. The Associated Student Government is funded by and operates on activity fees paid by students. All enrolled students are members of and are represented by the ASG. Students are encouraged to become acquainted with the officers and class representatives and communicate to them matters that warrant ASG consideration. To find more information or how to get involved in student government at UAMS, visit <http://studentlife.uams.edu/student-life/asg/> or contact the Department of Campus Life at 501-686-5850.

Student Center

The Student Center is a popular destination for student events, initiatives, and campus-wide departmental collaborations. It is an open space with a modern design, flat screen televisions, and charge stations for electronic devices. The Student Center is an active, safe, all inclusive, trendy place for students to study, hang out, have lunch, and socialize with peers. More information about the Student Center can be found at <http://studentlife.uams.edu/uams-student-center/>.

Intramural Sports

The mission of the UAMS Intramural Sports program is to provide students the opportunity to participate in a variety of recreational sports and activities. The Campus Life Office is dedicated to promoting the development of the whole student through healthy competition in a fun and organized sports environment. We are committed to enhancing the institutional experience for our students while fostering a safe and inclusive environment that promotes health and wellness, sportsmanship, leadership development, and campus pride. Sports offered through the Intramural program include flag football, basketball, softball, and bowling. Events, activities, and facilities are open to all students enrolled at UAMS. For more information about the UAMS Intramural Sports program, visit <http://studentlife.uams.edu/student-life/intramural/>.

Campus Life

Campus Life and Student Support Services is a department within the Academic Affairs division. The department is committed to strengthening the campus community and creating an atmosphere that enhances each student's academic experience and connection to UAMS. Through the activities, facilities, and organizations listed below, students working in health care teams can connect outside of the classroom to build trust and collegiality, as well as find balance to demanding academic pursuits.

- Campus Housing
- Student Center
- Associated Student Government
- Recognized Student Organizations
- Intramural Sports
- Social and Interprofessional Events & Activities

To find out more about these services, visit the Campus Life website at <http://studentlife.uams.edu/>.

Campus Housing

The UAMS residence hall is a unique hybrid of a university-style dormitory and apartment dwelling. The facility is conveniently located on the northwest corner of the campus at 4601 W. Markham Street. The residence hall offers housing for students, patient families, and other UAMS affiliated guests. There are 177 units, with a mix of traditional dormitory-style rooms with semi-private baths, efficiency studios, and one-bedroom apartments. For more information about campus housing, visit <http://studentlife.uams.edu/housing/students/> or call the UAMS Housing Office at 501-680-5850.

Campus Crime Statistics Reporting (Clery Act)

The Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act (Clery Act) and the Higher Education Opportunity Act (HEOA) requires UAMS to publish an Annual Security and Fire Safety report. You can view the latest report at www.uams.edu/police.

Campus Police and Safety

The UAMS Police Department is officially recognized as the Law Enforcement Agency of jurisdiction for the University of Arkansas for Medical Sciences. The Department operates 24 hours a day, 7 days a week to provide the most comprehensive services for patients, visitors and staff. The department is one of the largest Higher Education law enforcement agencies in Arkansas. All certified Officers are certified by the Arkansas Department of Minimum Standards. Officers are vested with full police powers while on UAMS owned or leased property. Those powers include but are not limited to arrest, search & seizure and full authority to enforce the laws of the State of Arkansas. Our Security Officers are certified through the International Association for Healthcare & Safety.

Library

The UAMS Library serves the faculty, staff, and students of all UAMS colleges as well as the staff of the University Hospital. The collection and services are designed to meet the education, research, service, and patient care missions of UAMS on campus, as well as the Northwest campus, Arkansas Children's Hospital, and the Regional Centers. The Library also extends reference and borrowing privileges to health care practitioners throughout Arkansas either directly or through UAMS Regional Center Libraries. Services and information are provided on-site in the Library as well as via the Library website, phone, email, social media, presentations, classes, and through participation on committees and research projects. The Student Success Center, co-located in the Library on the 3rd floor, provides services to assist students of all the colleges in achieving their academic goals.

Personnel

The Library is staffed by 12 professional librarians, one public history historian, and additional paraprofessional and technical staff.

The Library Facility

The Library occupies 44,000 square feet on three and one-half floors of the Education II Building. Some older materials housed in a 1,500 square foot storage facility and they are available upon request. The Library includes the following:

- A total seating capacity of over 600
- 50 computers available students, faculty, and staff use
- Wi-Fi wireless connectivity throughout the Library
- Active Learning Center (capacity 196 seats) configured with large monitors throughout the room for team-based group work
- Historical Research Center and UAMS Archives
- Student Success Center with testing rooms and carrels
- Small conference rooms with smart technology displays
- Group rooms with white boards and large monitors for group work
- Silent study space

- Individual study rooms
- After-hours access for students and residents to all 1st floor study areas and vending room

Food and drinks are allowed throughout the Library, and vending machines are located in a small lounge located on the 1st level (also accessible after hours).

Hours

The Library is open Monday through Sunday, and is staffed 87.5 hours a week. Students and residents may access the after-hours areas 24/7 via badge swipe. Library hours during holidays and breaks are posted in advance in the Library and on the Library's website.

Regular library hours are:

Monday through Thursday	7:30 a.m. to 10:00 p.m.
Friday	7:30 a.m. to 6:00 p.m.
Saturday	9:00 a.m. to 6:00 p.m.
Sunday	1:00 p.m. to 10:00 p.m.

Inclement Weather

If the Library is closed to walk-in use during inclement weather, the website provides access to all online resources and services with staff monitoring telephones, social media, and email during regular operating hours. Additionally, students and residents have access to the after-hours area on the Library 1st floor via badge swipe at the north entrance of the Ed II Building.

Library Website & Resources

The UAMS Library website serves as the gateway to the Library's online resources and services providing access to bibliographic databases, evidence-based medicine and clinical summary tools, electronic books (including a variety of medical specialty textbooks), various electronic reference and research materials, and electronic journals. Links to selected health sciences websites are provided. The Historical Research Center (HRC) digital collection of photographs, documents, and other materials is linked from the website.

The online catalog includes records for books, journals, computer-based instruction programs as well as records for materials in the HRC, Arkansas Children's Hospital Library, Medical Humanities Library, and the Regional Center Libraries.

All materials requiring licensed access are available to users on campus through the UAMS domain network.

Remote Access

UAMS employees and students use their UAMS user/domain account and password to access the Library's licensed electronic resources from off campus via the Library website. Many materials are openly available through the website and do not require campus domain access off campus.

Library Services

Instruction: The Library provides a wide variety of informational and instructional services, such as assistance in accessing and using information resources and services, presentations on topics of interest such as scholarly publishing and copyright, and workshops providing hands-on experience.

Specialized Assistance: The Research & Clinical Search Services librarians provide specialized services such as research consultation and in-depth literature search assistance, including systematic reviews, support for meeting NIH Public Access Policy requirements, and assistance with copyright questions. Librarians are available to participate on research, education, and clinical teams.

Checkout of Materials and Interlibrary Loans

Faculty, students, and staff must present an active UAMS student or employee badge to register before checking out books and media. Use of print and reference materials is restricted to the Library.

The Library charges fines for overdue materials and borrowing privileges are suspended until all bills and fines are settled. Students must return all Library materials and settle fines and/or replacement costs for lost books in order to be cleared for graduation.

The interlibrary loan staff obtain needed materials not available in the UAMS Library from other libraries and commercial document suppliers. Interlibrary loan requests are submitted electronically through the ILLiad section of the Library website after a one-time registration. Interlibrary loans are without charge for UAMS faculty, staff, and students unless copyright fees or other charges occur, in which event the borrower is notified about the charges before the material is ordered.

Printing and Scanning

Printing and copying is available in the library through printers on each floor. Black/white prints are \$0.10 per page and color prints are \$0.20 per page. Scanning may be done at any printer to convert prints into PDF documents that may be emailed to any email address. There is no charge for scanning.

Historical Research Center

<https://libguides.uams.edu/historical-research-center>

The Historical Research Center acquires, preserves, and provides access to rare and archival materials that document the history of medicine, and is the state's premier repository for medical history. The Center provides assistance to researchers in its fifth floor reading room and provides presentations and exhibits on the history of the health sciences. The Center works closely with the UAMS Society for the History of Medicine and Health Professions

Student Success Center

<https://studentsuccess.uams.edu/>

Co-located on the Library's 3rd level, the Student Success Center provides services to students of all the colleges. Services include testing in a secure environment for students that require accommodations such as extended time, distraction-reduced/distraction-free testing for small groups and window-of-opportunity testing. The Center includes a writing and presentation center for assistance with writing and presentation assignments. Technical support for laptops and mobile devices is available, and laptops can be checked out for student use. Student learning specialists provide assistance with study and testing skills and manage a peer tutoring program for students experiencing difficulty with course material. A one-stop shop website pulls together these services and also offers a wide variety of additional student academic services.

UAMS Bookstore

UAMS has partnered with Akademos to provide a virtual bookstore for UAMS faculty, staff, students, and alumni. In addition to textbooks, the Bookstore site also offers diagnostic kits, popular books, UAMS-related merchandise, and other items. Visit the online bookstore at <http://libguides.uams.edu/onlinebookstore> for more information.

Student Financial Services

UAMS Student Financial Services

4301 W. Markham, Slot 758

Little Rock, AR 72205

studentfinancialservices@uams.edu

Financial Aid

(Admin West, Room 1.120, 501-686-5451) financialaid@uams.edu

The role of the Financial Aid Office is to actively assist students in seeking and securing financial resources by providing financial information and services in a professional and individualized manner. Federal Student Aid is provided to all eligible certificate or degree-seeking undergraduate and graduate/professional students. Students who wish to apply for federal aid must complete the Free Application for Federal Student Aid (FAFSA) each year. Students may apply online at <http://fafsa.gov> using the UAMS FAFSA school code 001109. Applications are available October 1st of each year for the upcoming academic year and students are encouraged to apply early. Federal Student Aid is meant to supplement a student's ability to pay for college costs including tuition and fees, room and board, books, supplies, transportation and other educational expenses. Basic financial aid information including instructions on how to apply, eligibility criteria, satisfactory academic progress, cost of attendance, financial need, types of aid, disbursements, etc. can be found on our website <http://studentfinancialservices.uams.edu/>.

Private education loans are alternative sources of student financial assistance. Before seeking private loan assistance, you are encouraged to contact the Student Financial Services Financial Aid Office to determine your eligibility for federal student aid (FSA) or other assistance as the terms and conditions of an FSA loan may be more favorable than the provisions of private education loans. Eligibility for a private loan is based on the applicant's credit rating and a co-signer may be required. Important note: The total amount of financial assistance received from all sources, including the private loan (excluding residency and relocation loans), cannot exceed the student's cost of attendance. More information about private loans is available at <http://studentfinancialservices.uams.edu/awards-division/private-loan-options/>

Debt Management

(Admin West, Room 1.107, 501-686-7832)

As a student loan borrower, it is your responsibility to keep track of your debt as well as repay what is borrowed. It is the mission of our Debt Management Program to alleviate any confusion you may have when receiving financial aid and knowing what options are available both during school and upon graduation. Paying your student loans back can help build a positive credit score, while defaulting on your student loans can be detrimental to your credit. Always talk to your loan servicer/lender if you are having trouble making payments. Information about Debt Management is available online at <http://studentfinancialservices.uams.edu/debt-management/default-prevention/>.

Bursar / Tuition & Fees

(Admin West, Room 1.106, 501-686-6128)

The Student Financial Services Bursar's Office coordinates refunds of awarded financial aid, calculates tuition and fees, processes tuition and fees payments, and manages UAMS campus based loans. Tuition charges are based on the number of credit hours enrolled, residency status and level of study. Student fees and college-specific fees may be assessed. The Student Financial Services Bursar's Office is responsible for establishing, securing approval, and accessing tuition and fees each academic year. Late fees in the amount of \$50 may be assessed twice per semester. Questions regarding tuition and fees should be directed to the Student Financial Services Bursar's Office at (501) 686-6128. Tuition and fees rates and college-specific information are online at <http://studentfinancialservices.uams.edu/tuition-and-fees/>.

Tuition and fees are due and payable by the first day of class of each semester. Payment plans are available during the fall and spring terms only with the exception of the Physician Assistant Program which starts in the summer term. Students with an account balance of \$500-\$25,000 may be eligible to pay tuition, fees, book store charges, residence hall charges, fitness center charges or any balance on the student's account for the current semester by installment payments. This includes any remaining balances after Financial Aid has been applied. The university charges a non-refundable fee of \$35 for administering this service. The deadline to enroll in a payment plan is 30 days from the first day of class. Failure to pay two consecutive payments by the due date will result in an automatic termination and the outstanding balance will be due immediately.

The installment schedule is based on your current eligible charges. Your installment amounts may increase or decrease as eligible charges are added or removed from your account. To enroll in a payment plan, log into [GUS](#), navigate to the *My Finances* section, click on *Account Inquiry > Account Services* tab > *Enroll in Payment Plan* tab. Payment plan information and detailed guidelines are available on the Student Financial Services Bursar's Office website at <http://studentfinancialservices.uams.edu/tuition-and-fees/payment-options/>.

Deferment of your tuition and fees may be authorized under specific circumstances as outlined on the Student Financial Services Bursar's Office website: <http://studentfinancialservices.uams.edu/tuition-and-fees/deferments-refunds/>. Refunds are available on a calendar-based schedule. Complete refund policy information is available at <http://studentfinancialservices.uams.edu/tuition-and-fees/refund-policy/> or by visiting [UAMS Compliance 360](#) and searching for "refunds."

Scholarships

Institutional, Campus-based and/or Foundation scholarships are administered by the individual Colleges. Scholarships are awarded primarily on the basis of scholastic ability, leadership qualities, and financial need. Contact your respective College for information regarding available scholarships and the associated application process. Information regarding grants or scholarships provided by the Arkansas Department of Higher Education (ADHE) can be found at <https://scholarships.adhe.edu/scholarships-and-programs/a-z/>. Students may apply online at <https://scholarships.adhe.edu/>. The Student Financial Services (SFS) Financial Aid Office applies the awarded scholarships to the student's account in GUS, UAMS' Student Information System. The SFS Bursar's Office issues a refund if the student's account merits a credit balance.

Tuition Waivers, Residency Exceptions, and Scholarships

UAMS offers a number of tuition waivers, tuition residency exceptions, and scholarships at the institutional level. Below is a list of these opportunities. Details and application forms can be found on [Compliance 360](#) and the [Student Financial Services website](#). Additional scholarships may be offered by individual colleges and can be found on their webpages.

- 3.1.7 Veteran Non-Resident Tuition Waiver
- 3.3.1 Non-Resident Diversity Tuition Waiver
- 3.3.2 Border Counties Out of State Tuition Waivers
- 3.3.4 Non-Resident Academic Tuition Waiver
- 3.3.5 Employee and Spouse/Dependent In-State Residency Exception for Tuition and Fee Purposes
- 3.3.6 Age 60 Plus Tuition Waiver
- 3.3.7 Non-Resident Tuition for Native Americans Residency Exception
- 3.3.8 Active Military Non-Residency Exception
- 3.3.9 Graduate Assistant, Master Lecturers, Graduate Fellows and Graduate Interns Residency Exception
- 3.5.2 License Plate Scholarship
- 3.5.3 Southwestern Energy Scholarship for Interprofessional Education
- 3.3.10 LULAC Tuition Waiver Scholarship
- 3.3.11 Tuition and Fees for Nontraditional Documented Immigrants

Student Health Services

Student and Employee Health Clinic administers and monitors compliance of required immunizations, TB screenings, and occupational medical screenings required by UAMS policy. Students are required* to provide the following immunizations before registration:

- 2 MMR (measles, mumps or rubella) or lab documented immunity**
- 2 Varicella or lab documented immunity**
- 3 Hepatitis B or lab documented immunity**
- 1 Tdap
- Flu immunization is required annually but will be provided at no cost to the student.

**Students enrolled in on-line only programs are exempt from UAMS immunization and TB requirements.*

*** If documentation of a negative titer is provided after immunization, then a booster will be required.*

One TB skin or blood test is required before registration, and annual TB education and medical screenings are required. Please visit [Student GUS Uploading Instructions](#) for information on how to upload the required [Student Pre-Enrollment Form](#), Immunizations, Titers, TB Screenings, Exemption Letters from your Physician, or Physician Letters.

For additional information on our services visit our website:

<https://uamshealth.com/medicalservices/centerforprimarycare/university-healthcare-services/student-and-employee-health/>.

UAMS Student Health Clinic provides the following services for students who have paid the health clinic fee:

- Comprehensive primary care services including acute care
- women's health,
- STD checks,
- immunizations,
- treatment of minor emergencies,
- referrals to specialist, if needed, and
- off-campus rotation physicals.

Visit our website for additional information including appointment, location, cost and contact information:

<https://uamshealth.com/medicalservices/centerforprimarycare/university-healthcare-services/student-health-clinic/>

Student Wellness Program

The mission of the UAMS Student Wellness Program (SWP) is to promote wellness in our students by providing the tools and support to help them maintain balance in their lives and achieve their full professional and personal potential. The SWP provides two kinds of services to address this goal: Clinical Services and Outreach Services. Additional information is available online at <https://studentwellness.uams.edu/>.



Graduate School

Graduate School

Graduate School Office

The Graduate School Office is located in the Administration West Building, south of the UAMS Student Center on the University of Arkansas for Medical Sciences campus. The office is open Monday through Friday from 8:00 a.m. to 4:30 p.m. central standard time.

UAMS Graduate School Office
4301 West Markham, #601
Little Rock, AR 72205
501-686-5454 (phone)
501-686-5661 (fax)
gradschool.uams.edu

Graduate School History

The Graduate School of the University of Arkansas was established in 1927, and its only programs were in Fayetteville. The Department of Biochemistry in the School of Medicine was given permission to offer graduate education in 1943, and the first Master of Science degrees were granted in 1945 and the first Ph.D. in 1954. In the meantime other programs were added, and by 1959 the number justified the appointment of an Assistant Dean of the Graduate School.

The Graduate School on the campus of the University of Arkansas for Medical Sciences has continued to grow to its present size under the direction of a succession of deans. Faculty of the College of Medicine offer graduate training leading to master's and doctoral degrees with a major field of study in Biochemistry and Molecular Biology, Bioinformatics, Cellular Physiology and Molecular Biophysics, Interdisciplinary Biomedical Sciences, Interdisciplinary Toxicology, Microbiology and Immunology, Neurobiology and Developmental Sciences, and Pharmacology. Faculty of the College of Nursing offer graduate training leading to a doctoral degree with a major field of study in Nursing Science. Faculty of the College of Pharmacy offer graduate work leading to the master's and doctoral degrees with a major in Pharmaceutical Sciences. Faculty of the College of Health Professions offer master's degrees with a major field of study in Clinical Nutrition and a doctoral degree in Communication Sciences and Disorders and the College of Public Health offers programs leading to doctoral degrees with majors in Health Systems and Services Research, Health Promotion and Prevention Research, and Epidemiology, and a Certificate in Regulatory Sciences.

In the Spring of 1996, graduate programs at UAMS were separated from the Graduate School at UAF, and the Associate Dean of the Graduate School, UAF, assumed the role as Dean of the Graduate School, UAMS.

Accreditation

Graduate School programs have the following accreditations: the Graduate Program in Interdisciplinary Biomedical Sciences is accredited by The Higher Learning Commission; Clinical Nutrition is accredited by the Accreditation Council for Education in Nutrition and Dietetics; Audiology and Communication Science and Disorders is accredited by the American Speech-Language-Hearing Association, Council on Academic Accreditation in Audiology and Speech Pathology; nursing science programs are accredited by the Commission on Collegiate Nursing Education (CCNE); and public health programs are accredited by the Council on Education for Public Health. Additional accreditation information for nursing and public health programs can be found in the College of Nursing and College of Public Health sections of this catalog.

Introduction

The University of Arkansas is committed to the policy of providing educational opportunities to all qualified students regardless of their economic or social status, and will not discriminate on the basis of disability, race, color, sex, creed, veteran's status, age, marital or parental status, or national origin. The Office of Human Relations acts on a campus-wide basis for all students, faculty, and employees regarding such matters, and within each college or school there is an associate or assistant dean designated to assist students of that college in utilizing a special grievance procedure.

Any student who alleges the existence of any policy, procedure, or practice prohibited by Title VI of the Civil Rights Act of 1964 (Title VI), Title IX of the Education Amendments of 1972 (Title IX), the Age Discrimination Act of 1975, Section 504 of the Rehabilitation Act of 1973 (Section 504), and Title II of the Americans with Disabilities Act of 1990 (Title II), and their implementing regulations should contact Dr. Robert McGehee, Dean, 501-686-5454. Copies of the procedure for addressing such grievances are available from the Graduate School Office and in the Graduate School Student Handbook. This catalog presents specific information about the Graduate School at the University of Arkansas for Medical Sciences, including admission requirements, registration fees, curricula offered, degrees granted, and courses available.

The courses listed in this catalog have been authorized in accordance with policies approved by the academic colleges and the Graduate Council. Schedules of classes for each semester must be consulted to identify the courses that will offered during a given semester, since the frequency of offering of each course is determined by the department as program needs dictate, with no assurance that a given course will be offered every

year. The summaries of courses and prerequisites, when stated, are meant to serve as a guide to degree program planning and are subject to specific determination and consultation with program advisers.

The University of Arkansas for Medical Sciences publishes similar catalogs for its other colleges — the Colleges of Nursing, Health Professions, Public Health, Pharmacy, and Medicine. Copies of the catalogs for other colleges at the UAMS as well as information concerning academic programs, fees, financial aid, or housing may be obtained by writing or calling the Dean's office of the various colleges.

Student Handbook

The Graduate School at the University of Arkansas for Medical Sciences publishes a Student Handbook. This publication, which is updated annually, contains information on campus rules and regulations, various campus services, and academic policies. Copies of this Handbook are available at the Graduate School Office and for viewing on the website at gradschool.uams.edu. The Student Handbook is provided as a guide, and all Graduate Students are responsible for the information contained in the Student Handbook and the Catalog. **Information in the Student Handbook is subject to change.**

The Graduate School operates under applicable University of Arkansas Board of Trustees policies and UAMS policies. The policies and procedures in the Catalog and Student Handbook in no way supersede or negate Board of Trustees policies, University-wide memoranda, or UAMS campus policies, but supplement such policies.

Graduate School Website

The UAMS Graduate School website is accessed at <http://gradschool.uams.edu>. There is a copy of the Catalog, the Student Handbook, the latest academic calendar, various forms (ex. add/drop, graduation, etc.) and other items of interest to students on the website. All UAMS graduate students are urged to periodically review current student information on the website.

Mission Statement

The mission of the University of Arkansas for Medical Sciences Graduate School is to provide excellent educational opportunities for students of the health care professions in a stimulating environment of basic and clinical research, integrated with the delivery of superb comprehensive health care services.

The specific mission of the Graduate School is

- to educate researchers, educators and advanced professionals in the health sciences;
- to develop new knowledge and techniques fundamental to advances in health services, biomedical technology, and understanding of people in the context of health and illness;
- to provide initial and continuing educational opportunities for health science faculties at all institutions in the state;
- to provide a gateway for health science professionals and teachers in the state into the universe of knowledge relevant to their practices at the most advanced level and highest standard of excellence.
-

All this to be in an atmosphere characterized by relations of mutual respect, integrity, and good will.

Graduate Council (2020-2021)

Gunnar Boysen, Ph.D., Associate Professor, Occupational and Environmental Health
Melanie MacNicol, Ph.D., Assistant Professor, Neurobiology and Developmental Sciences
Boris Zybailov, Ph.D., Assistant Professor, Biochemistry and Molecular Biology
Frank Simmen, Ph.D., Professor, Cellular Physiology and Molecular Biophysics
Antino Allen, Ph.D., Assistant Professor, Pharmaceutical Sciences
Joshua Phelps, Ph.D., Assistant Professor, Clinical Nutrition
Patricia "Trish" Wright, Ph.D., Assistant Professor, Nursing Science
Andrew James, Ph.D., Assistant Professor, Interdisciplinary Biomedical Sciences
William Fantegrossi, Ph.D., Pharmacology and Interdisciplinary Toxicology
Jerry Ware, Ph.D., Professor, Pathobiology
Lin-Xi Li, Ph.D., Assistant Processor, Microbiology and Immunology
David Ussery, Ph.D., Professor, Biomedical Informatics

Non-Voting Members

Robert E. McGehee, Jr., Ph.D., Dean of the Graduate School
Latrina Prince, Ed.D., Assistant Dean for Academic Affairs
Marlon Louzeiro, Education/Technology Resource Specialist
Samantha Huckuntod, Graduate Student Representative

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Weddington, Gail Lynn, Au.D., (University of Florida), Instructor
Wei, Feifei, Ph.D., (Ohio State University), Associate Professor
Wei, Jeanne, Ph.D., (University of Illinois), Professor
Wenger, Galen R., Ph.D., (West Virginia University), Professor Emeritus
Wight, Patricia A., Ph.D., (University of California - Riverside), Professor
Williams, David Keith, Ph.D., (University of Oklahoma Health Sciences Center), Associate Professor
Williams, Pamela, Ph.D., (University of Washington) Associate Professor
Williams, Sophronia, M.S.N., Associate Professor Emeritus
Williams, Tremaine, Ed.D., (University of Arkansas for Medical Sciences), Assistant Professor
Winston, Michael E., Ph.D., (University of Kansas), Assistant Professor
Wolfe, Jonathan J., Ph.D., (University of Virginia), Professor
Wright, Patricia B., Ph.D., (University of Arkansas for Medical Sciences), Assistant Professor
Xia, Fen, M.D., Ph.D., (Suzhou Medical College/Harvard School of Public Health), Professor
Yaccoby, Shmuel, Ph.D., (The Hebrew University of Jerusalem), Professor
Yang, Jing, Ph.D., Assistant Professor
Yeruva, Venkat Laxmi, Ph.D., (University of Nevada), Assistant Professor
Yoon, Donghoon, M.D., Ph.D., (University of Texas), Assistant Professor
Young, Kevin D., Ph.D., (University of Oklahoma), Professor
Yu, Jr., Feliciano "Pele" B., M.D., (University of the East – Ramon Magsaysay Memorial Medical Center), Professor
Zhang, Xiaomin, Ph.D., (University of Montpellier), Assistant Professor
Zhang, Xuming, D.V.M., Ph.D., (Justus Liebig University of Giessen), Professor
Zhao, Haibo, M.D., Ph.D., (Tongji Medical University, China) Associate Professor
Zheng, Fang, Ph.D., (University of Texas Medical Branch), Associate Professor
Zheng, Guangrong, Ph.D., (Shanghai Institute of Materia Medica Chinese Academy of Sciences), Assistant Professor
Zhou, Daohong, M.D., (Yunyang Medical College), Professor
Zybalov, Boris, Ph.D. Instructor

Objectives, Regulations and Degrees

OBJECTIVES

In addition to the advancement and dissemination of knowledge, the general objective of the Graduate School is to provide an opportunity for the development of the intellectual potential of individuals in an environment of freedom of expression and inquiry and to enhance the academic integrity of the institution.

ADMISSIONS

Applicants who have earned a baccalaureate degree from a regionally accredited institution in the United States, or from a foreign institution with similar requirements for the baccalaureate degree, may be considered for admission to the Graduate School.

Application. Any individual desiring admission to the Graduate School must submit a fully completed application to the Graduate School Office. An online application may be accessed on the UAMS Graduate School website at <http://gradschool.uams.edu/>

Requirements for Admission (unless otherwise noted by the program).

1. A minimum cumulative grade-point average of 2.70 (A=4.00) or better on all undergraduate coursework attempted at a regionally accredited institution of higher education is required (regardless of any modifications to the academic record by the undergraduate institution on the basis of academic clemency or grade forgiveness policies). UAMS Graduate School does not have a forgiveness policy for evaluation of transcripts. However; should an applicant fail to meet this requirement, the program may petition on behalf of the applicant the Dean of the Graduate School to consider an exception to this requirement. Any decisions by the Dean to grant exceptions will be considered on a case by case basis.
2. A score (or scores) acceptable to the program on the Graduate Record Examination (GRE). Programs have the option to petition on behalf of the applicant the Dean of the Graduate School to substitute other test scores on a case by case basis.
3. Three letters of recommendation from individuals who can speak to the applicant's academic experience.
4. Transcripts. It is the applicant's responsibility to request that one official copy of the applicant's academic record be sent directly to the Graduate School Office from EACH college or university that the applicant has previously attended. The academic record should include all courses, grades, credits attempted, and degree(s) earned. (Note: The fact that courses completed at one institution may be included on a transcript from another institution will not suffice; official transcripts must be received from each institution previously attended.) All transcripts become the property of the University of Arkansas for Medical Sciences Graduate School and will not be released to the applicant or to any other person, institution or agency. No official action is taken on any application until all transcripts are received.

Requirements for Admission of International Applicants.

1. All international applicants, including resident and non-resident aliens, whose native language is not English and who do not have a bachelor's or master's degree from a regionally accredited U.S. institution, are required to submit TOEFL or IELTS scores. The Graduate School suggests a minimum score of 550 on the paper based written Test of English as a Foreign Language (TOEFL). A minimum score of 213 is suggested on the computer-based version of the examination and a minimum score of 79 is suggested on the internet-based version of the examination (programs have the option of setting higher score requirements). The suggested minimum score on the IELTS test is 6.5. Please note that departments have the prerogative of setting higher score requirements. If your country's native language is English and you are not a United States citizen, the Graduate School requires documentation of English as your native country's language. The TOEFL or IELTS test must be taken within the two years immediately preceding the requested semester of admission. An original copy of the test score, sent by the testing agency to UAMS, is required before any action is taken on an application. The copy of the score provided to the student and subsequently forwarded to UAMS is not acceptable. Programs may petition the Dean of the Graduate School, on behalf of the applicant, to consider an exception to this requirement based on the program's interaction with the student. Any decisions by the Dean to grant exceptions will be considered on a case by case basis. The UAMS code for TOEFL and IELTS is 6901.
2. The Graduate Record Examination (GRE) is required for some programs. For programs requiring the GRE, an official copy of the test score, sent by the testing agency to UAMS, is required before any action is taken on an application. The copy of the score provided to the student is not acceptable. Programs have the option to petition the Dean of the Graduate School on behalf of the applicant to substitute other official test scores on a case by case basis. (Note: No decisions concerning the likelihood of admission will be based solely upon receipt of GRE scores. A completed application packet is mandatory for admission consideration.) The UAMS code for GRE is 6901.
3. All international applicants applying to Master of Science programs must submit an Affidavit of Support stating the current estimated total amount for two years of educational and living expenses. Please refer to the Graduate School website for the required current estimated total amount.
4. International applicants are also required to submit a Student Statement, Summary of Experience, three letters of recommendation, and transcripts from each university attended.

Admission Process

The Graduate School Office facilitates the administrative portion of the admission process; however, admission decisions are made within a specific graduate program. Programs formulate a recommendation for admission for each applicant and then forward the recommendation to the Dean of the Graduate School. The Dean subsequently acts on this recommendation through an official letter to the applicant. Within the framework of the admission requirements stated above, programs may establish their own additional admission requirements and standards. Applicants should carefully review the language concerning admission requirements under the appropriate program headings in the catalog.

Deferred Matriculation or Enrollment

Applicants admitted to the Graduate School may elect to defer enrollment with approval from the Admissions Committee or Dean of the Graduate School. Requests for deferment should be sent to the Director of Admissions as soon as possible. However, notice must be received no later than 15 days prior to the beginning of the academic term in which the applicant was admitted.

Non-Immigrant Students

UAMS is authorized under federal law to enroll nonimmigrant students.

Non-Degree Seeking Students

A student who has not been accepted in a program of study leading to a specific graduate degree may take no more than 12 semester hours of graduate-level courses that can be counted toward the requirements for a graduate degree. At the time of acceptance in a degree program, the graduate program director will recommend to the Graduate School which courses previously taken, if any, are to be accepted in the degree program.

Subject to the approval of the Dean of the Graduate School, individuals may be granted permission by the instructor and department to enroll in classes as non-degree seeking students. Formal admission to the Graduate School is not required; however, students in this category are subject to the provisions of this section

Non-degree seeking students are subject to all other regulations, policies, and procedures stated in the Graduate Student Handbook and Graduate School Catalog.

UAMS Student Wellness Program

The UAMS Student Wellness Program (SWP) is a service created to promote Wellness and provide confidential assistance to actively enrolled UAMS students and their spouses who are experiencing emotional, psychological, and psychiatric problems in a timely manner. The purpose of this service is to provide the necessary tools for students to achieve their fullest professional and personal potential.

Students seek help for depression, anxiety, grief, relationship conflicts, academic difficulties, and numerous other issues interfering with their maximal functioning.

Seeking care through the service is **absolutely confidential**. The only exceptions to the strict code of confidentiality (as required by law) include homicidal (planning to kill someone else or being so severely impaired that someone else's life is in jeopardy), suicidal (planning to kill self), and child abuse. Record keeping is also strictly confidential within the SWP Clinic and is **not** a part of the UAMS hospital medical records system.

There is **no financial cost** to students seeking care, except for the cost of prescription medications. The service is made possible through the support of the UAMS Chancellor, the deans of the colleges at UAMS, and a portion of the student health fee. The Student Wellness Program is staffed by a board certified psychiatrist and two clinical social workers. When utilization reports are generated, the number of students utilizing the service and the types of problems students seek help for may be reported. Specific identifying information about students is NOT released. Due to the high volume of utilization, students are asked to keep an appointment once it is made or cancel as far as possible in advance to allow other students needing services timely access.

Hours & Location

The Student Wellness Clinic hours are: **7:30 a.m. – 4:30 p.m. Monday – Friday**. Students are seen by appointment only. To schedule a confidential appointment, telephone **(501) 686-8408**. The office staff are trained to confidentially elicit information to allow for effective triage and scheduling with the most skilled clinician for a student's particular problem. In the rare event of an **after-hour emergency, please visit the UAMS Emergency Room**. The Student Wellness Office Suite is located at 227 Jack Stephens Drive, on the street level, next to Biomed II and across from the Burger King off Markham. Parking is available in front of the clinic in spots reserved for the "Student Wellness Program" for the duration of the appointment. Unauthorized vehicles are ticketed and towed. Students need to arrive 15 minutes prior to their appointment to complete paperwork. Alternatively, they can stop by and pick up the paperwork or access it on the SWP website. Alternatively, the paperwork can be emailed to the student after making the appointment.

Referrals for Long Term Difficulties

Students suffering from major mental illnesses and/or severe substance addiction requiring inpatient hospitalization and/or intensive long term care will be referred to their community mental health center, the UAMS Psychiatric Clinic, or to appropriate resources in the community. The cost for this level of care is the responsibility of the student. (It is important to maintain health insurance coverage without lapse through school.)

Mailing Address

UAMS Student Wellness Program

4301 W. Markham # 789

Little Rock, AR 72205

For more information on the student wellness program please visit the SWP website
<http://studentwellness.uamsonline.com/>

Dental Hygiene Services

Dental hygiene services are available to UAMS students at a nominal fee. Services include teeth cleaning, diagnostic radiographs, and fluoride applications. The Dental Hygiene Clinic is located in room S1/23 of the Shorey Building. The clinical receptionist and working area entrance are just off the main hallway of the Ward Hospital Tower. For appointments, call 686-5733.

Pharmacy

Students receive discounts on prescriptions filled at the Ambulatory Care Center Pharmacy. Call 686-5530.

Psychiatric Services

Psychiatric consultation and therapy are available to UAMS students through the Student-Employee Health Service and the Department of Psychiatry. All services are strictly confidential. Call 686-5900.

Speech, Language, and Hearing Services

The CHP cooperatively sponsors a clinic for clients with communicative disorders. Speech and hearing evaluation and therapy are available to students at reduced rates. The Speech, Language, and Hearing Clinic is located at the University of Arkansas at Little Rock. For information, call 569-3155.

Rape Crisis Hotline

If you are sexually assaulted, notify the police. Do not bathe, douche, brush your teeth, or change your clothes. Go to the nearest hospital emergency room to be examined to assess for injuries and to collect evidence for use in court by a physician or sexual assault nurse examiner who will appear in court, if needed. Fees for evidence collection will be paid directly to the hospital by the Attorney General's office as well as reimbursement for treatment of injuries. Information about this service is available by calling the Attorney General's office at 682-3656. Call Rape Crisis at 663-3334 or Family Service Agency Sexual Assault Center at 801-2700 for crisis services or for information on rape prevention and services available to rape victims

Service and Emotional Support Animals in Campus Housing

PURPOSE

UAMS is committed to compliance with state and federal laws requiring the provision of reasonable accommodations to individuals with disabilities. Consistent with the requirements of the Americans with Disabilities Act (ADA), as amended, and the Fair Housing Act, UAMS will consider on a case-by-case basis requests for service animals or emotional support animals in university owned housing. The purpose of this document is to describe the policy and procedures for students requesting service or emotional support animals in campus housing as a reasonable accommodation.

DEFINITIONS

Emotional support animal (ESA): any animal that provides emotional support comfort for the benefit of a person with a disability, or that alleviates one or more identified symptoms or effects of a person's disability. An emotional support animal cannot be classified as a service animal, unless it is also individually trained to perform work or tasks.

Handler: the individual who utilizes the service or emotional support animal, or is responsible for the handling of the animal.

Reasonable accommodation: a modification of rules, policies, or practices; adjustments to environments or facilities, or the provision of auxiliary aids and services which do not result in undue financial hardship or administrative burden. Accommodations that pose a threat to the health, safety and/or comfort of others, or result in a fundamental alteration of a program are not considered reasonable.

Service animal (SA): a dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability. Service animals in training are included in the definition of service animal for the purpose of this policy. Other species of animals, whether wild or domestic, trained or untrained, are not service animals under this definition; however, a miniature horse may qualify in some situations. Animals, including dogs that serve solely to provide a crime deterrent effect, or to provide emotional support, companionship, or comfort are not service animals under this definition.

Work or tasks: the work or tasks performed by a SA that are directly related to the individual's disability (e.g., guiding an individual who is blind, alerting an individual who is deaf, pulling a wheelchair, or reminding a person with a mental illness to take prescribed medications.)

POLICY

Service animals are permitted in all university areas, including campus housing, with the exception of those areas where specifically prohibited due to safety or health restrictions, where the service animal may be in danger, or where use of the service animal may compromise the integrity of research.

If it is not obvious what service an animal provides, university employees may only ask two questions of the handler:

1. Is the animal required because of a disability; and
2. What task or work is the animal trained to perform?

The handler may not be asked to describe the nature and extent of their disability, be required to provide medical documentation of their disability, be asked or required to produce a special identification card or training record/documentation for the animal, or have the service animal demonstrate its ability to perform the designated work or task.

An ESA may be permitted in campus housing if:

1. The handler has a disability
2. There is a direct correlation between the handler's disability and the need for the animal

Students planning to bring their SA or ESA to live with them on campus should complete and submit a request to the ADA/Title Coordinator by completing (form TBD) and submitting all required documentation at least 30 days in advance of the animal's anticipated presence in campus housing.

DOCUMENTATION

The rationale for seeking documentation about a student's condition is to support the Coordinator in establishing that a disability exists, understanding how the disability impacts the student, and making informed decisions about accommodations. Documentation supporting the need for an ESA should be dated within the last six months and contain the following:

1. Nature of the impairment and how it substantially limits the individual
2. Provider's history with the individual
3. Symptoms that are reduced by the presence of the ESA, and
4. The importance of the ESA to the student's overall well-being

Supporting documentation is not required from a student seeking to have their SA live with them in campus housing; however, the ADA Coordinator may require the student to answer the relevant questions as outlined in this policy. Current immunization records must be provided to the Coordinator prior to moving an approved SA or ESA into campus housing.

RESPONSIBILITIES

The handler must:

1. Attend to and be in control of the SA or ESA at all times, including care and supervision of the animal. Care and supervision of the animal includes, but is not limited to, costs of care necessary for the animal's well-being, regular feeding and watering, regular bathing and grooming, and regular exercise.
2. Keep the animal under their control at all times. A harness, leash, or tether is required unless the handler is unable to use any of these restraints. In such cases, the animal must be under the handler's control by another effective means such as voice control, signals, or other effective means.
3. Assure that the animal does not display any behaviors or noises that are unduly disruptive to others, as determined by the university.
4. Abide by Little Rock ordinances related to the licensing and control of animals.
5. Assume financial responsibility for the animal's actions, including any bodily or property damage, or cleaning and extermination costs.
6. Immediately notify the ADA Coordinator and Director, Campus Housing if the animal is no longer needed or is no longer in residence.
7. Additionally, the handler is encouraged, but is not required, to have the animal wear some type of commonly recognized SA identification symbol.

The animal's approved status is specific to that animal. An additional request must be submitted and approved in accordance with this policy prior to bringing a different animal into university housing.

University students, employees, and visitors must:

1. Allow service and support animals to accompany the handler, as permitted under this policy.
2. Not touch, feed, harass, or deliberately startle service or support animals.
3. Not attempt to separate the animal from the handler.
4. Avoid discussing the handler's disability.

HANDLERS' RESPONSIBILITIES IN CAMPUS HOUSING

1. The handler is responsible for the behavior of the approved animal in accordance with all university rules, regulations, and applicable community laws.
2. The handler is responsible for the care and supervision of the approved animal at all times. If the handler will be away for an extended period of time, arrangements must be made to board the animal off campus; the animal may not be left in University housing to be cared for by another person.
3. The handler is responsible for cleaning up all animal waste and disposing of that waste in outdoor dumpsters. Animal waste is not to be disposed of in indoor trash receptacles. The Director, Campus Housing will designate specific animal relief areas.
4. The handler's residence may be inspected regularly for fleas, ticks, or other pests. The Director of Campus Housing/designee will schedule the inspection. If fleas, ticks, or other pests are detected through inspection, the residence will be treated using approved methods by a university approved pest control service. The handler will be billed for the expense of any pest treatment above and beyond standard pest management in the residence halls.
5. Animals must be fed and watered inside of the handler's room. Food and water for the animal are not to be left outside of the handler's room.
6. The handler is responsible for assuring that the approved animal does not unduly interfere with the routine activities of the residence hall or cause difficulties for students who reside there.
7. All approved animals must continue to be in overall good health. Immunization records must be updated annually and provided to the ADA Coordinator.
8. The university has the authority to temporarily or permanently exclude an assistance animal from the grounds or facilities if the animal's behavior is unruly or disruptive, in ill health, or habitually unclean.
9. The handler is responsible for the cost to repair any damage to any person or property caused by the approved animal at the time of the damage. Property includes, but is not limited to, furniture, carpet, window, walls, or other items. The university shall have the right to bill the student's account for unmet obligations.
10. An approved animal must be removed from university housing after a single occurrence of biting or other aggressive behavior.
11. All other housing contract terms remain in full force and effect. Should the animal be removed from the premises for any reason, the handler is expected to fulfill their housing obligations for the remainder of the contract.

CONFLICTING HEALTH CONDITIONS

Individuals living on campus with medical conditions(s) who are affected by an approved animal (for example, respiratory diseases, asthma, severe allergies) and that would rise to the level of a disability as defined by the ADA, are asked to contact the ADA Coordinator/designee if they have a health or safety related concern about exposure to a SA or ESA. The ADA Coordinator/designee will consider the conflicting needs and/or accommodations of all persons involved so as to provide reasonable accommodations to all individuals with disabilities.

REFERENCES

Little Rock Municipal Code, Chapter 6 - Animals

The Fair Housing Act, 42 U. S. Code, § 3604

The Americans with Disabilities Act, 42 U. S. Code, § 12132

Enrollment and Registration

Graduate school registration occurs three times during each academic year - Fall, Spring and Summer. Currently enrolled students are expected to register during the registration period for each semester and pay tuition and fees by dates specified on the Academic Calendar. Specific registration requirements and forms are posted on the Graduate School website. Students will not be allowed to register after the last day to pay with a late fee unless permission is granted by the Dean of the Graduate School and the Office of the University Registrar. This applies to all graduate students regardless of student status, date of first class meeting or class location.

Academic Advising

Faculty are available during office hours and by appointment for student academic advising.

Auditing a Course

When a graduate student takes a course for audit, he/she must register, pay the tuition and fees, and be admitted to class on a space available basis. The instructor shall notify the student of the requirements for receiving the mark of "AU" for the course being audited. The student is responsible for understanding the requirements for receiving an audit in a class. The instructor and the Graduate Dean may drop a student from a course being audited if the student is not satisfying the requirements specified by the instructor. The student will be notified if this action is taken.

Cost for auditing is the same as taking classes for credit. The last day to change from audit to credit is the fifth day of classes. Changing credit to audit must be done during the first one-half of the course. The only grade or mark which may be given is "AU," unless changed to credit.

Credit Hours

The number of semester credit hours allowed in each course is identical with the number of hours a week spent in regular class recitations and lectures in that course; (one hour is equivalent to a 50 minute contact session) usually, two or three hours of laboratory work will be considered equivalent to one hour of lecture or recitation. This does not apply to clinical courses.

Transfer Credits

The University of Arkansas for Medical Sciences will permit a student to transfer six hours of graduate credit from another accredited graduate school in the United States, provided that the grades are "B" or better and the subjects are acceptable to the department concerned, as a part of the student's program. The Dean of the Graduate School should be petitioned for requesting transfer of credit hours and may be petitioned on a case by case basis to consider additional transfer credits.

Grades and Marks

Final grades for courses are "A," "B," "C," "D" and "F". (No credit is earned for courses in which a grade of "F" is recorded.) A final grade of "F" shall be assigned to a student who is failing on the basis of work completed but who has not completed all requirements. The instructor may change an "F" so assigned to a passing grade if warranted by satisfactory completion of all requirements.

A student who repeats a course in an endeavor to raise a grade must count the repetition toward the GPA. The grade received for repeated course will not replace the previous grade received for that course.

A mark of "I" may be assigned to a student who has not completed all course requirements if the work completed is of passing quality. An "I" so assigned may be changed to a grade provided all course requirements have been completed by the end of the next enrolled semester after receiving the "I." If the instructor does not report a grade at the end of the student's next semester of enrollment, the "I" shall be changed to an "F." When the mark of "I" is changed to a final grade, this shall become the grade for the semester in which the course was originally taken.

A mark of "AU" (Audit) is given to a student who officially registers in a course for audit purposes (see Auditing a Course).

A mark of "CR" (Credit) is given for a course in which the University allows credit toward a degree, but for which no grade points are earned. The mark "CR" is not normally awarded for graduate-level courses but may be granted for independent academic activities. With departmental (or program area) approval and in special circumstances, up to a maximum of six semester hours of "CR" may be accepted toward the requirements for a graduate degree.

For courses designated to be graded on a Pass/No Pass basis, a mark of "P" (Pass) is given for a course for which a student did work of a passing quality. The mark of "P" allows credit toward a degree but no grade points are earned. A mark of "NP" (No Pass) indicates the student did not do work of passing quality, and no credit or grade points are awarded.

A mixing of course letter grades and the mark "S", "CR," "P" or "NP" are not permitted in graduate-level courses and are not to be so reported on the Official Final Grade Report. If a letter grade is reported for any student on the Final Grade Report, then all students listed on that report must receive a letter grade (A, B, C, D, or F) or a mark of "I." A change of grade (from "CR," "P," or "NP" to a letter grade) is not permitted for courses in which "CR," "P," or "NP" marks are reported.

A mark of "R" (Registered) indicates that the student registered for master's thesis, or doctoral dissertation. The mark "R" gives neither credit nor grade points toward a graduate degree. When the thesis is completed, although a student may have registered for more than the maximum of credit hours required, a letter grade is assigned for 6 credit hours only.

A mark of "S" (Satisfactory) is assigned in courses such as special problems and research when a final grade is inappropriate. The mark "S" is not assigned to courses or work for which credit is given (and thus no grade points are earned for such work). If credit is awarded upon the completion of such work, a grade or mark may be assigned at that time and, if a grade is assigned, grade points will be earned.

A mark of "W" (Withdrawal) will be given for courses from which a student withdraws after the first 20 class days and before the last 20 class days of the fall and spring semesters or after the first 10 class days and before the last 10 class days of the summer session. (Class days start and end on the date listed on the academic calendar as the date the semester begins or ends. The number of class days specified refers to the number of calendar days following the day on which classes started or preceding the number of calendar days on which classes end (exclusive of weekends and holidays) regardless of how many, if any, class sessions in a particular course were held.) Students may not withdraw from a course during the last 20 class days of the Fall and Spring semesters. Students may not withdraw from a course during the last 10 class days of the Summer semester. For numerical evaluation of grades, "A" is assigned 4 points for each semester hour of that grade; "B," 3 points; "C," 2 points; "D," 1 point; and "F," 0 points.

Academic Dismissal

If a program faculty determines that the performance of a student is unsatisfactory, a written recommendation may be made to the Dean of Graduate School for dismissal. Academic dishonesty (including cheating, plagiarism and forgery) and/or failure to maintain a specified cumulative grade-point average are considered to be unsatisfactory performance.

If a degree seeking graduate student has less than a 2.85 cumulative grade-point average on 9 or more semester credit hours of course work applicable to a graduate degree program, the student will be placed on academic probation. The student will be dismissed from the Graduate School if the cumulative GPA is not raised to 2.85 or above on the next ten hours of graduate course work approved by the student's program. If at the time a student is placed on academic probation, it is mathematically impossible for the student to raise their GPA to 2.85 on the next nine hours of graduate coursework, the student will be dismissed from the Graduate School.

The graduate faculty of any degree program may establish and state in writing additional requirements for continuation in that program.

Administrative Requirement for Graduation

Application for graduation must be made to the Office of the Registrar and the graduation fee paid during registration for the semester in which degree requirements will be completed and graduation projected. If a student fails to complete degree requirements in the projected semester of graduation, the student must contact the Graduate School and the Office of the University Registrar. The graduation fee is a one- time payment and if the student does not graduate as projected, the fee will carry over to the next semester.

Withdrawal

A student who leaves graduate school before the end of a semester or summer session must file and have accepted by the Dean an application for voluntary withdrawal. Application forms for withdrawing are available on the Office of the University Registrar website. Students withdrawing from Graduate School must clear campus by completing any campus clearance requirements which will be noted in GUS. Grades and transcripts will be withheld for withdrawing students who fail to clear campus.

For students who receive student loans, if you withdraw/separate prior to completing the enrollment period, a Title IV Return of Funds will be processed regarding your Stafford and Grad PLUS Student Loans. Based on federal regulations, funds will be returned to your lender if you terminate prior to the end of the enrollment period. You will be billed for the amount UAMS returns to your lender on your behalf.

Attendance

Students are expected to be diligent in the pursuit of their studies and in their class attendance. Students have the responsibility of making arrangements satisfactory to the instructor regarding all absences. Such arrangements should be made prior to the absence if possible. Policies of making up work missed as a result of absence are at the discretion of the instructor, and students should inform themselves at the beginning of each semester concerning the policies of their instructors.

Extended Absence

The Graduate School does not have a formal leave of absence policy. Any degree seeking student who has not been enrolled for two consecutive calendar years will be considered inactive and will not be allowed to register for subsequent graduate classes. Reinstatement may be granted by the Dean following written request from the student's program. The Dean of the Graduate School may grant an extended absence only upon receiving a written request from the student's program. An extended absence in no way negates the requirement that the M.S. degree must be completed in six consecutive calendar years from the first enrolled semester and the Ph.D. degree must be completed within seven consecutive calendar years from the date the candidacy exam is passed.

Graduate School Orientation

Orientation is held the week preceding the first day of fall classes. Information about the University of Arkansas for Medical Sciences and services available to students is presented by representatives from the various departments. Lunch is provided by the Graduate Student Association and the Dean of the Graduate School. Students are required to attend orientation.

Program of Study

DEGREES OFFERED

The University of Arkansas for Medical Sciences offers the following graduate degrees: Doctor of Philosophy, Master of Science and Certificate.

CERTIFICATE DEGREE REQUIREMENTS

A minimum grade point of 2.85 is required for certificate completion.

MASTER OF SCIENCE

The degree of Master of Science (M.S.) is conferred for graduate work of which the major portion has been done in the Graduate Program in Interdisciplinary Biomedical Sciences, Clinical Nutrition, Pharmaceutical Sciences, Biomedical Informatics, and Clinical and Translational Sciences.

MASTER OF SCIENCE DEGREE REQUIREMENTS

Listed below are the requirements of the UAMS Graduate School for the awarding of the Master of Science degree. Individual graduate programs may have additional program specific requirements for the awarding of the degrees.

Time Frame for Completion of Degree. All requirements for a master's degree must be satisfied within six consecutive calendar years from the date of the first registration.

Grade Point Average and Semester Credit Hours. A minimum of thirty (30) semester credit hours and a minimum cumulative grade point of 2.85 on all graduate courses are required. If a student is submitting a thesis, he/she must register for a minimum of six (6) semester credit hours of thesis. When a thesis is completed a letter grade will be reported for six (6) hours of thesis regardless of the total number of thesis hours for which the student registered.

Non Thesis Option. A comprehensive examination is required for students enrolled in a program's non thesis option. The format of the examination is at the discretion of the program. Immediately following successful completion of the examination, the program will submit to the Graduate School Office a written statement indicating that the student passed the examination and that all program degree requirements have been completed.

Thesis Option. A comprehensive examination and public thesis defense are required for students submitting a thesis; the format of the examination is at the discretion of the program. Students submitting a thesis will have a Thesis Advisory Committee consisting of a minimum of three UAMS graduate faculty members. At the time the committee is appointed, notification of the committee membership must be forwarded to the Graduate School Office. After a student presents a written thesis to the Thesis Advisory Committee the committee chair (with the concurrence of the committee) will schedule a thesis defense. Not less than ten days prior to the date of the thesis defense, public notices will be posted by the program announcing the title of the thesis, and the date, time and place of the defense. Two copies of the thesis must be submitted to the library for approval no less than ten class days before the degree is conferred. All signatures on the final copies must be original, and two copies must be submitted unbound. After approval the UAMS library retains two copies.

Notification of Thesis Defense. Once the defense is scheduled, the Graduate School Office should be notified of the date, time and place of the defense. This will be posted on the Graduate School website.

The thesis must be submitted in accordance with the guidelines contained in a manual, Regulations for Preparing Theses and Dissertations, which is available on the Graduate School website.

A copy of the thesis title page and committee signature page must be submitted by the library to the Graduate School Office prior to the conferring of the degree. The committee signature page must have verification by the UAMS Library that the thesis has been accepted.

Graduation Application. A graduation application form must be submitted to the Office of the University Registrar and a graduation fee paid during registration for the semester in which degree requirements will be completed and graduation is projected. The student must contact the UAMS Graduate School and the Office of the University Registrar concerning their projected graduation date. If a student fails to complete the degree requirements on the projected date, the program must contact the Graduate School and the Office of the University Registrar.

Campus Clearance. Students will be notified in GUS of requirements to clear campus. The Office of the University Registrar will not issue a diploma and/or requested transcripts for graduates who are not cleared.

Grades and Transcripts Withheld. Grades and transcripts will be withheld and registration refused to students who fail to return laboratory, library or other university property entrusted to their care; who fail to complete the campus clearance procedure; who fail to comply with rules governing the audit of student organization accounts; or who have failed to pay any fees, tuition, room and board charges, fines or other charges assessed by UAMS.

DOCTOR OF PHILOSOPHY

Programs of advanced study leading to the degree of Doctor of Philosophy (Ph.D.) are offered in the following fields: Communication Sciences and Disorders, Neurobiology and Developmental Sciences, Bioinformatics, Interdisciplinary Biomedical Sciences, Biochemistry and Molecular Biology, Interdisciplinary Toxicology, Microbiology and Immunology, Nursing Science, Pharmacology, Pharmaceutical Sciences, Cellular Physiology and Molecular Biophysics, the Graduate Program in Interdisciplinary Biomedical Sciences (GPIBS), Biomedical Informatics, Health Systems and Services Research, Health Promotion and Prevention Research, and Epidemiology.

The degree of Doctor of Philosophy is awarded in recognition of high scholarly attainment as evidenced by a period of successful advanced study, the satisfactory completion of certain prescribed examinations, and the development of a dissertation covering some significant aspect of a major field of learning.

Each candidate must complete a doctoral dissertation on some topic in the major field. The completed dissertation must be a definite, scholarly contribution to the major field. This contribution may be in the form of new knowledge of fundamental importance, or of modification, amplification, and interpretation of existing significant knowledge.

DOCTOR OF PHILOSOPHY DEGREE REQUIREMENTS

Listed below are the requirements of the UAMS Graduate School for the awarding of the Doctor of Philosophy degree. Individual graduate programs may have additional program specific requirements for the awarding of the degree.

Doctor of Philosophy Candidacy Exam. Candidates for the Doctor of Philosophy degree must pass a candidacy examination administered by their program. This examination is normally administered after approximately two years of graduate study; however, the date of the examination is at the discretion of the program. The program will submit the results of the examination to the Graduate School Office immediately following the examination. After the student has passed the Doctor of Philosophy Candidacy Examination, the student must register for at least one credit hour of dissertation for each semester and one credit hour of dissertation for each summer session until the degree is awarded. Registration for a minimum of eighteen semester credit hours of dissertation is required of doctoral degree candidates.

Time Frame and GPA Required for Completion of Degree. After passing the candidacy examination the degree must be completed within seven consecutive calendar years. A minimum cumulative GPA of 2.85 on all course work is required for completion of a degree (Nursing Science Ph.D. students see College of Nursing Handbook).

Doctoral Advisory Committee. A Doctoral Advisory Committee must be appointed immediately after the student passes the candidacy examination, if such a committee has not been previously established. At the time the committee is appointed, notification of the committee membership must be forwarded to the Graduate School Office. The committee will include no fewer than five (5) UAMS Graduate Faculty members, one of whom will be designated as chair. By the program completing the application for outside dissertation committee member and submitting to the Graduate School Office for the Dean's consideration and approval, one person who is not a UAMS Graduate Faculty member may serve as a required committee member but not as chair.

Notification of Dissertation Defense. After a student presents a written dissertation to the Doctoral Advisory Committee, the committee chair (with the concurrence of the committee) will schedule a dissertation defense. Not less than thirty days prior to the date of the dissertation defense, the program should notify the Graduate School and post public notices announcing the title of the dissertation, and the date, time and place of the defense. The Graduate School website will be the official posting mechanism for the thirty day public announcement for all Ph. D. dissertation defenses (Nursing Science Ph.D. students see College of Nursing Handbook).

Approval of Dissertation. Approval of 80% of the Doctoral Advisory Committee is required for acceptance of the dissertation.

Dissertation on File. A final electronic copy of the dissertation and an abstract of not more than 350 words must be submitted to the library for approval no less than ten class days before the degree is conferred. All signatures on the final dissertation and abstract must be original. After approval by the UAMS Library, the dissertation must be uploaded to ProQuest for publishing.

The dissertation must be submitted in accordance with the guidelines contained in a manual, Regulations for Preparing Theses and Dissertations, which is available on the Graduate School website.

Verification of Dissertation Acceptance. A copy of the dissertation title page and committee signature page must be submitted to the Office of the University Registrar prior to the conferring of the degree. The committee signature page must have verification by the UAMS Library that the dissertation has been accepted.

Graduation Application. A graduation application form must be submitted to the Office of the University Registrar and a graduation fee paid during registration for the semester in which degree requirements will be completed and graduation projected. If a student fails to complete the degree requirements on the projected date, the program must contact the Graduate School and the Office of the University Registrar. The student must contact the UAMS Graduate School and the Office of the University Registrar concerning their projected graduation date.

Campus Clearance. Students will be notified in GUS of requirements to clear campus. The Office of the University Registrar will not issue a diploma and/or requested transcripts for graduates who are not cleared.

Grades and Transcripts Withheld. Grades and transcripts will be withheld and registration refused to students who fail to return laboratory, library or other university property entrusted to their care; who fail to complete the campus clearance procedure; who fail to comply with rules governing the audit of student organization accounts; or who have failed to pay any fees, tuition, room and board charges, fines or other charges assessed by UAMS.

COMBINED M.D./Ph.D. SCHOLARSHIP PROGRAM

The combined M.D./Ph.D. is offered to a limited number of highly qualified students who have an exceptional potential for research. Students must first be admitted to the College of Medicine and then separately by the Interdisciplinary Biomedical Sciences graduate program with approval by the M.D./Ph.D. scholarship selection committee.

The M.D./Ph.D. program normally takes 7 to 8 years to complete. The curriculum for the first two years is the standard pre-clinical medical school curriculum. Students may be exempted from introductory Graduate courses covered by pre-clinical basic science courses. Additional coursework will be defined by the student's Ph.D. Major Advisor and Advisory Committee. College of Medicine and Graduate School standards of academic achievement will apply separately for the M.D. and Ph.D. degrees, respectively. MD/PhD students are required to maintain the minimum GPA established by the student's graduate program. Students already enrolled in the Medical School may apply to the M.D./Ph.D. program during their freshman or sophomore years. Students enrolled in the M.D./Ph.D. program are expected to do research in one of the graduate research laboratories/programs during the summers. Students must take and pass Step I of the United States Medical Licensing Examination prior to initiation of full-time graduate study. The graduate program, which is individually tailored to each student's career goals, is expected to take 2 to 4 years and will include advanced coursework, original research under the direction of a faculty advisor and the Ph.D. candidacy examination, and the dissertation defense (final examinations). Students must obtain permission from their dissertation committee before entering the clinical phase of the medical school program. The curriculum for the final 2 years includes required and elective clinical courses. Research electives may be taken to complete graduate work.

Degree Programs and Courses of Instruction

COURSE NUMBERS AND DESCRIPTIONS

The courses of instruction which follow are offered by the Graduate School of the University of Arkansas for Medical Sciences. Each course is identified by a four-digit number. Where there are prerequisites to a course, these are noted following the description. Students are urged to check prerequisites before enrolling in any course, and to consult their advisers whenever there is any question of prerequisites having been satisfactorily completed. A complete listing of courses offered through the Graduate School is found at the end of this section.

Abbreviations of Course Prefixes (Alpha Codes)

CSDP	Communication Sciences and Disorders
BIOC	Biochemistry and Molecular Biology
BINF	Bioinformatics
BIOM	Biometry
BIOS	Biostatistics
BMIG	Biomedical Informatics
COPH	College of Public Health
EPID	Epidemiology
HBHE	Health Behavior and Health Education
HPMT	Health Policy and Management
IBSD	Interdisciplinary Biomedical Sciences
MBIM	Microbiology and Immunology
NBDS	Neurobiology and Developmental Sciences
NUSC	Nursing Science
NPHD	Nursing Science Doctoral
NUTR	Clinical Nutrition
OEHM	Occupational and Environmental Health
PSGP	Pharmaceutical Sciences
PCOL	Pharmacology & Interdisciplinary Toxicology
PHYO	Cellular Physiology and Molecular Biophysics
REGS	Regulatory Sciences

BIOINFORMATICS (BINF)

Mary Yang, Ph.D., BINF Graduate Program Director

UALR, EIT 303, 2801 South University Avenue, Little Rock, AR 72204; 501-683-2035

Cesar Compadre, Ph.D., BINF Graduate Program Liaison

UAMS, 4301 West Markham, Slot 644, Little Rock, AR 72205; 501-686-6493

The University of Arkansas at Little Rock (UALR) and the University of Arkansas for Medical Sciences (UAMS) jointly offer master's (M.S.) and doctoral (Ph.D.) degrees in bioinformatics. Combining the academic, clinical, and research resources of UAMS with the academic, computational, and research capabilities of UALR, this program prepares students to function in an interdisciplinary research environment. For more information, visit the bioinformatics graduate program's web site at <https://ualr.edu/bioinformatics/faculty/>.

The Faculty (Faculty with primary appointments at UALR can be found at the above website)

PROFESSORS

Helen Beneš, Ph.D.
Mario Cleves, Ph.D.
Cesar Compadre, Ph.D.
Joshua Epstein, Ph.D.
Martin Hauer-Jensen, M.D., Ph.D.
Kim Light, Ph.D.
Curtis L. Lowery, M.D.
Thomas Kieber-Emmons, Ph.D.
Robert E. McGehee, Jr., Ph.D.
Donald Mock, Ph.D.
Fred Prior, Ph.D.
Kevin D. Raney, Ph.D.
Robert J. S. Reis, Ph.D.
Paula K. Roberson, Ph.D.
Larry J. Suva, Ph.D.

ASSOCIATE PROFESSORS

Joseph Chacko, M.D.
Philip Breen, Ph.D.
Richard Edmondson, Ph.D.
Hari Eswaran, Ph.D.
David Nelsen, M.D.
Intawat Nookaew, Ph.D.
Alan Tackett, Ph.D.
David Ussery, Ph.D.
Meredith Zozus, Ph.D.

ASSISTANT PROFESSORS

Marjan Boerma, Ph.D.
Brochhausen, Mathias, Ph.D.

NON UAMS GRADUATE FACULTY

Richard Beger, Ph.D., NCTR
John Bowyer, Ph.D., NCTR
Barbara Clancy, Ph.D., UCA
Tucker Patterson, Ph.D., NCTR
William Slikker, Ph.D., NCTR
Weida Tong, Ph.D., NCTR

*UALR is the host institution for this joint program. UALR and UAMS faculty are listed at the following website:

<https://ualr.edu/bioinformatics/faculty/>.

Degrees Conferred

M.S., Ph.D.

Prerequisites to Degree Program.

Applicants must be approved by the Bioinformatics Admissions Committee and admitted by the UALR Graduate School. Information about admissions may be found at <http://ualr.edu/gradschool/> or by calling 501-569-3206. Information about the program can be found at <https://ualr.edu/bioinformatics/> and <https://ualr.edu/bioinformatics/programs>.

Applicants are expected to have an undergraduate degree (B.S. or B.A.) in life sciences, statistics, or information/computer sciences. Students with an undergraduate degree in another field may be considered for admission if they have either relevant work experience in one of these three areas and/or complete sufficient remedial coursework as defined below. Students who have not satisfactorily completed the following courses, or their equivalent, as part of their academic studies will be required to complete them on a remedial basis:

Genetics: Equivalent to UALR's *BIOL 3300 Genetics* course, a junior-level life science course

Statistics: Equivalent to UALR's *STAT 3352 Applied Statistics I* course, a junior-level, calculus-based course

Programming: Some programming experience; a sophomore-level introduction to Java programming equivalent to UALR's *IFSC 2300 Object-Oriented Technology* course is preferred

Databases: Equivalent to UALR's *IFSC 3320 Database Concepts* course, a junior-level course

Students will have to meet the minimum admission requirement of a GPA 3.0 overall or of 3.3 or better on their last 60 credit hours as an undergraduate. GRE Scores, transcripts, a letter of intent, and letters of reference are considered in the admission process; TOEFL scores are required of international students who have not matriculated from a university in a country whose primary language is English.

Requirements for the Master of Science Degree

The **M.S. Program** is built around four cores: bioinformatics, biostatistics/modeling/simulation, information/computer science, and the life sciences. Students must complete thirty-five (35) credit hours consisting of a minimum of two, approved, graduate-level courses in each of the biostatistics/modeling/simulation, information/computer science, and life science cores. Additionally, students are required to participate in four research lab rotations for two credits and to complete the following bioinformatics courses, including a major research or capstone project:

Bioinformatics Core (15 credits)

BINF 5445 Bioinformatics Theory and Applications.

BIOL 5415 Biometry or BIOM 5013 Biometrical Analysis

BIOL 5417 Molecular Biology

CPSC 7373 Artificial Intelligence or CPSC 7375 Machine Learning or CPSC 7385 Analysis of Algorithms

Bioinformatics Electives (12 credits)

Courses chosen in consultation with the student's faculty adviser. Electives are meant to further enhance a student's ability to engage in research in one of four key areas: Drug Design; Integrated Bioinformatics & Genomics; Computational Biology; or Biomedical Informatics

Other Requirements (8 credits)

BINF 7193 Biosciences and Bioinformatics Seminar (for two semesters)

BINF 7145 Lab Rotation (for two semesters)

BINF 7456 Master's Capstone Project or BINF 7455 Master's Thesis Project

Transferability of credit is determined by the Program Director, based upon the applicability of the courses to the student's educational goals and research project. Transfer of credit may not be granted when courses have been used to meet other degree requirements. M.S. students are advised by the Program Director and have must have at least two additional advisors for their capstone research project.

Requirements for the Doctor of Philosophy Degree

The **Ph.D. Program** requires that students first complete an M.S. degree in bioinformatics or closely related field. After these requirements have been completed, the student may then apply for continuation in the Ph.D. Program. Two additional semesters of BINF 7193 Bioinformatics Seminar and a minimum of 32 credit hours of research complete the Ph.D. Program culminating in the successful defense of the student's dissertation research.

Within the first six months of entering the Ph.D. Program, students must have approved Advisory Committees and defend their dissertation proposals using a grant format as part of their Candidacy Examination. The approved Advisory Committee must consist of a minimum of four participating UALR/UAMS faculty members defined for the M.S. Program, plus one external advisor.

UAMS Courses Applicable to the Joint UALR/UAMS Bioinformatics Program

BIOC 5101
(BIOC 5103)

Biochemistry and Molecular Biology: A broad presentation of basic biochemistry and molecular biology as a background for other graduate programs in the biomedical field. Prerequisites: General and Organic Chemistry and College Algebra

BIOS 5013
(BIOM 5013)

Biostatistics I: Introductory topics in descriptive biostatistics and epidemiology, database principles, basic probability, diagnostic test statistics, tests of hypotheses, sample-size estimation, power of tests, frequency cross-tabulations, correlation, non-parametric test, regression, randomization, multiple comparisons of means and analysis of variance for one and two-factor experiments.

BIOS 5212
(BIOM 5023)

Biostatistics II: Non-parametric analyses of variance. Multiple regression and linear models for analysis of variance. Experimental designs (randomization, data handling, analysis) with factorial treatment arrangements, repeated measures and multiple covariates. Introduction to logistic regression and survival analysis.

BINF 6101

Reasoning with Medical Data-Intro to Logic: 3 credits - This course will provide participants with basic knowledge of the methods used in First Order Logic (FOL) to prepare the ground for using Description Logic (DL) on biomedical data. Theoretical issues fostering the understanding of how

BINF 6102 (BINF 5023)	DL differs from FOL and why these differences are important will be discussed. Using Semantic Web Technology in Biomedical Research: 3 credits - The Semantic Web is the future of data management in bioinformatics. A thorough understanding of the Semantic Web is a prerequisite for conducting data intensive research such as translational science. This course introduces graduate students to a wide range of cutting edge Semantic Web technologies in biomedicine.
BIOS 6223 (BIOM 5033)	Biostatistics III: Survival analysis with covariates and grouping factors. Introduction to non-linear regression and pharmacokinetic models. Multivariate regression and multivariate analysis of variance. Principle component and factor analysis. Introduction to clustering and classification methods. Introduction to time series. Prerequisite: BIOS 5212.
NBDS 5111 (NBDS 5093)	Cell Biology: The structure and function of cells and cellular organelles with particular attention to how these interact in larger units of organization.
PHYO 5112 (PHYO 5143)	Gene Expression: The focus of this course will be on the various processes involved in the flow of information from genes to their expressed products. Regulation of these processes will be explored in depth for both prokaryotic and eukaryotic systems. Topics will include: Genome organization, DNA replication and recombination, transcription, RNA processing, translation, genomics and proteomics, differentiation and development.
BIOC 6102 (BIOC 604V)	Special Topics in Biochemistry: Genetics of Human Diseases
BIOC 6102 (BIOC 604V)	Special Topics in Biochemistry: Proteomics
PATH 5101 (PATH 5043)	Molecular and Biochemical Pathobiology: Designed for graduate students in basic science and health related fields seeking an introduction to the principles of general pathology. The pathophysiology of selected diseases will be discussed in depth, with a focus on the molecular and biochemical mechanisms involved. Through discussions of published research, students will develop an appreciation of how basic and clinical research contribute to the understanding and treatment of specific diseases. Prerequisite: Consent of instructor.

BIOMEDICAL INFORMATICS (BMIG)

Fred Prior, Ph.D., DBMI Department Chair
Tremaine Williams, Ed.D., Academic Program Director

UAMS, 4301 West Markham, Slot 782, Little Rock, AR 72205; 501-603-1766

PROFESSORS

Fred Prior, Ph.D.
David Ussery, Ph.D.
Feliciano Pele Yu, M.D., MS
Linda Larson-Prior, PhD

ASSISTANT PROFESSORS

Ahmad Baghal, M.D., M.S.
Sudeepa Bhattacharyya, Ph.D.
Galina Glazko, Ph.D.
Melody Penning, Ph.D.
Lawrence Tarbox, Ph.D.
Tom Powell, M.D., M.S.
Yasir Rahmatallah, Ph.D.
Se-ran Jun, Ph.D.
Michael Robeson, Ph.D.
Horacio Gomez-acevedo, Ph.D.
Jonathan Bona, Ph.D.

INSTRUCTORS

Joseph Bonner, Ph.D.
Tremaine Williams, Ed.D.

NON UAMS GRADUATE FACULTY

Christopher Cargile, M.D.

Degrees Conferred:

Cert., M.S, Ph.D.

Prerequisites to Degree Program.

Any individual desiring admission to the Graduate School must submit a fully completed application to the Graduate School Office. An online application may be accessed on the UAMS Graduate School website at <http://gradschool.uams.edu/>

The application below only applies to applicants entering the UAMS Biomedical Informatics Graduate Degree program for the first-time. Students who are currently enrolled in a UAMS Master of Science program should complete a Change of Degree Program Form with their chairperson to pursue the UAMS Doctorate of Philosophy. This application is not required for UAMS Biomedical Informatics Master of Science students who are entering the UAMS Biomedical Informatics Doctorate of Philosophy program.

Requirements for the Master of Science and Doctor of Philosophy:

1. Current CV/Resume.
2. Please submit a written statement of application. The candidate's written statement of application must convincingly demonstrate alignment of their career goals with the goals of the training program, i.e., to pursue a research career leveraging big data in biomedicine. The most competitive candidates will have evidence of prior pursuit of projects, courses, work or internship experience, or research in big data or computation applied to biology or biomedicine, i.e., that a research career leveraging big data in biomedicine is not a new interest.
3. A minimum cumulative grade-point average of 3.0 (A=4.00) or better on all undergraduate coursework attempted at a regionally accredited institution of higher education is required (regardless of any modifications to the academic record by the undergraduate institution on the basis of academic clemency or grade forgiveness policies). UAMS Graduate School does not have a forgiveness policy for evaluation of transcripts. However; should an applicant fail to meet this requirement, the program may petition on behalf of the applicant the Dean of the Graduate School to consider an exception to this requirement. Any decisions by the Dean to grant exceptions will be considered on a case by case basis.
4. A score (or scores) acceptable to the program on the Graduate Record Examination (GRE) or Medical College Admission Test (MCAT). Programs have the option to petition on behalf of the applicant the Dean of the Graduate School to substitute other test scores on a case by case basis. **Note: The GRE Score and/or MCAT scores for applicants who are currently enrolled in the program's certificate track are waived upon completing the program with at least a 3.0 GPA.** GRE and MCAT Scores may be waived for applicants who have a recent doctorate degree from a US school by petitioning the Dean of the Graduate School. GRE and MCAT scores are not required for the certificate program in biomedical informatics.
5. Three letters of recommendation from individuals who can speak to the applicant's academic experience. Letters should be from researchers familiar with the candidate's potential for a career as an independent researcher and aptitude for advanced computational coursework and abstract thinking of complex biological phenomena.
6. Transcripts. It is the applicant's responsibility to request that one official copy of the applicant's academic record be sent directly to the Graduate School Office from EACH college or university that the applicant has previously attended. The academic record should include all courses, grades, credits attempted, and degree(s) earned. (Note: The fact that courses completed at one institution may be included on a transcript from another institution will not suffice; official transcripts must be received from each institution previously attended.) All transcripts become the property of the University of Arkansas for Medical Sciences Graduate School and will not be released to the applicant or to any other person, institution or agency. No official action is taken on any application until all transcripts are received.

Requirements for the Certificate Program:

1. Current CV/Resume.
2. Please submit a written statement of application. The candidate's written statement of application must convincingly demonstrate alignment of their career goals with the goals of the training program, i.e., to pursue a research career leveraging big data in biomedicine. The most competitive candidates will have evidence of prior pursuit of projects, courses, work or internship experience, or research in big data or computation applied to biology or biomedicine, i.e., that a research career leveraging big data in biomedicine is not a new interest.
3. A minimum cumulative grade-point average of 3.0 (A=4.00) or better on all undergraduate coursework attempted at a regionally accredited institution of higher education is required (regardless of any modifications to the academic record by the undergraduate institution on the basis of academic clemency or grade forgiveness policies). UAMS Graduate School does not have a forgiveness policy for evaluation of transcripts. However; should an applicant fail to meet this requirement, the program may petition on behalf of the applicant the Dean of the Graduate School to consider an exception to this requirement. Any decisions by the Dean to grant exceptions are considered on a case-by-case basis.

4. One letter of recommendation from individuals who can speak to the applicant's academic experience. Letters should be from researchers familiar with the candidate's potential for a career as an independent researcher and aptitude for advanced computational coursework and abstract thinking of complex biological phenomena.
5. Transcripts. It is the applicant's responsibility to request that one official copy of the applicant's academic record be sent directly to the Graduate School Office from EACH college or university that the applicant has previously attended. The academic record should include all courses, grades, credits attempted, and degree(s) earned. (Note: The fact that courses completed at one institution may be included on a transcript from another institution will not suffice; official transcripts must be received from each institution previously attended.) All transcripts become the property of the University of Arkansas for Medical Sciences Graduate School and will not be released to the applicant or to any other person, institution or agency. No official action is taken on any application until all transcripts are received.

Requirements for Admission of International Students:

1. All international applicants, including resident and non-resident aliens, whose native language is not English and who do not have a bachelor's or master's degree from a regionally accredited U.S. institution, are required to submit TOEFL or IELTS scores. The Graduate School suggests a minimum score of 550 on the paper based written Test of English as a Foreign Language (TOEFL). A minimum score of 213 is suggested on the computer-based version of the examination and a minimum score of 79 is suggested on the internet-based version of the examination (programs have the option of setting higher score requirements). The suggested minimum score on the IELTS test is 6.5. Please note that departments have the prerogative of setting higher score requirements. If your country's native language is English and you are not a United States citizen, the Graduate School requires documentation of English as your native country's language. The TOEFL or IELTS test must be taken within the two years immediately preceding the requested semester of admission. An original copy of the test score, sent by the testing agency to UAMS, is required before any action is taken on an application. The copy of the score provided to the student and subsequently forwarded to UAMS is not acceptable. Programs may petition the Dean of the Graduate School, on behalf of the applicant, to consider an exception to this requirement based on the program's interaction with the student. Any decisions by the Dean to grant exceptions will be considered on a case by case basis. The UAMS code for TOEFL and IELTS is 6901.
2. All international applicants are required to take the Graduate Record Examination (GRE). An official copy of the test score, sent by the testing agency to UAMS, is required before any action is taken on an application. The copy of the score provided to the student is not acceptable. Programs have the option to petition the Dean of the Graduate School on behalf of the applicant to substitute other official test scores on a case by case basis. (Note: No decisions concerning the likelihood of admission will be based solely upon receipt of GRE scores. A completed application packet is mandatory for admission consideration.) The UAMS code for GRE is 6901.
3. All international applicants applying to Master of Science programs must submit an Affidavit of Support stating the current estimated total amount for two years of educational and living expenses. Please refer to the Graduate School website for the required current estimated total amount.
4. International applicants are also required to submit a Student Statement, Summary of Experience, three letters of recommendation, and transcripts from each university attended.

Biomedical Informatics Certificate Coursework

Biomedical Informatics Core: 3 hours

Practicum Project: 2-3 hours

Certificate Coursework: 9-10 hours*

*Certificate coursework consists of 9-10 credit hours of relevant coursework, usually from the specialty track courses, chosen by the student and the student's Advisor to meet the student's personal educational goals.

UAMS Biomedical Informatics Graduate Program Tracks

Clinical Informatics (CI) Track Objectives:

- Develop and maintain understanding of current information related challenges and state of the art solutions in clinical and clinical system environment. Example challenges in clinical and clinical system environment include: Using clinical system and external data to support the mission of the clinical enterprise
- Develop communication and leadership skills needed to identify and include appropriate clinical and operational subject matter experts in CI projects
- Using data, workflow, and usability analysis to optimize clinical system build for clinical use
- Automation of analytic and clinical transformation processes
- Collection, processing, analysis, and integration of existing data and new data from multiple sources for use in supporting clinical care decision making, continuous clinical quality improvement, clinical efficiency and access, clinical cost containment, patient satisfaction, management, institutional oversight, assessment of quality-metric based financial risk, regulatory decision-making, and patient health literacy and participation in care

- Data quality assessment, assurance, governance, and control in clinical systems and clinical data repositories
- Curation, discoverability and sharing clinical data and results from clinical transformation and clinical system usability projects
- Developing new methods for analysis of clinical and clinical system data
- Analyze data to identify challenges in clinical practice and clinical systems and identify those amenable to information-based interventions
- Identify, interpret, and apply regulations relevant to clinical data use in the healthcare environment
- Develop and implement solutions based on Biomedical Informatics theories, methods, and evidence to challenges in clinical practice and clinical systems
- Using data, workflow, and usability analysis to evaluate the effectiveness of solutions to challenges in clinical practice and systems
- Educating clinical and operational transformation teams in data collection, handling, governance, and use
- Educating the next generation of CI professionals and researchers

Clinical Informatics (CI) Curriculum

MS 36 hours, PhD \geq 55 hours (inclusive of the MS hours)

Biomedical Informatics Background Courses:(0-9 hours)

*** These courses are intended to provide the appropriate terminology and knowledge background within the 3 fundamental skillsets of Biomedical Informatics. Medical/Biologic Science, Data/Logic Science, and Computational Science. Upon admission, students with strong backgrounds in these areas are allowed an opportunity to test out of each of the 3 classes. Successful completion (or testing out) of these classes is mandatory to progress and graduate from all DBMI tracks.

*BMIG 5001 Information Modelling – From Data to Knowledge (3 hours)

*BMIG 5002 Biomedicine for Informaticists (3 hours)

*BMIG 5003 Computational Methods for Informaticists (3 hours)

Biomedical Informatics Core Courses:(10 hours)

*** These are the mandatory core courses of Biomedical Informatics. They give each of our students a broad introduction to the knowledge and methods of informatics.

*BMIG 5010 Project Rotation in Biomedical Informatics (2 hours) *

Students must complete 2 semesters of project rotations for a maximum total of 4 credit hours. These are clinical informatics projects with clear deliverables and timeline, under the guidance of a UAMS faculty member, approved by the CI track chair for relevance and academic level.

*BMIG 5101 Foundations of Biomedical Informatics: Sequences & Biologic Information (2 hours)

*BMIG 5102 Foundations of Biomedical Informatics: Clinical Information (2 hours)

*BMIG 5103 Foundations of Biomedical Informatics: Public Health Information (2 hours)

Specialty Track Courses:(MS \geq 10 hrs, PhD \geq 10 hours)

*BMIG 5013 Health Information Systems (1 hour)

BMIG 5014 Anatomy for Imaging (3 hours)

*BMIG 5017 Clinical Data Standards (1 hour)

*BMIG 5112 Human/Computer Interaction (3 hours)

*BMIG 5115 Healthcare in the US (1 hour)

BMIG 5116 Managing Organizations, People, and Projects (1 hour)

*BMIG 5211 Scientific Data Visualization (3 hours)

BMIG 6012 Data Warehousing, Aggregation, and Reporting (1 hour)

BMIG 6013 Health Informatics Quality & Pt Safety (1 hour)

*BMIG 6110 Medical Decision Making & Clinical Decision Support (3 hours)

*BMIG 6201 Machine Learning (3 hours)

Research Methods and Conduct:(MS 6 - 9 hours, PhD \geq 28 hours)

BMIG 5800 Thesis (6 hours MS)

BMIG 5801 Capstone Course (3 hours Professional MS only)

BMIG 6050 Research Design (3 hours PhD)

BMIG 6101 Fundamentals of Managing Research Data (3 hours)

BMIG 6800 Dissertation research (\geq 18 hours PhD)

BIOS 5013 Biostatistics (3 hours)

Required for MS and PhD candidates, unless proof of equivalent course is provided.

BMIG 5190 Research and Application Seminar (0 hour MS, 3 hours PhD)

This is a lectureship and literature review of relevant biomedical informatics topics. All students must complete 1 semester, while Ph.D. students must complete 3 semesters.

PCOL 5211 – 5241 Scientific Communication and Ethics (MS 0, PhD 4 hours over 4 semesters)

Free Electives:(0 - 10 hours)

Chosen based on need to support Masters or Doctoral research. This may include course listed below.

BMIG 5015 Introduction to Biological Network Analysis (1 hour)

BMIG 5113 Clinical Imaging Informatics (3 hours)

BMIG 6011 Clinical Research Informatics (3 hours)

BMIG 6102 Semantic Web (3 hours)

BMIG 6210 Research Imaging Informatics (3 hours)

BMIG 6220 Neuroimaging and Connectomics (3 hours)

BMIG Special Topics (1-3 hours)

Sample Clinical Informatics Track Plan by Semester

This Track plan assumes a full-time student taking a full-time class schedule. The classes below are also laid out with an optimal Fall start date.

Year 1: Fall

Course ID	Title	Credit Hours
BMIG 5001	Data, Information and Knowledge Representation *	3
BMIG 5002	Biomedicine for Informaticists *	3
BMIG 5003	Computational Methods for Informaticists *	3
BMIG 5010	Project Rotation in Biomedical Informatics	2
BMIG 5017	Clinical Data Standards	1
BMIG 5190	Biomedical Informatics R&A Seminar	1
BMIG 6013	Healthcare Informatics of Quality and Pt. Safety	1
PCOL 5117	Scientific Communication and Ethics I	1
Total Credit Hours		≥9

Year 1: Spring

Course ID	Title	Credit Hours
BMIG 5101	Foundations of Biomedical Informatics: Sequences & Biologic Information	2
BMIG 5102	Foundations of Biomedical Informatics: Clinical Information	2
BMIG 5103	Foundations of Biomedical Informatics: Public Health Information	2
BMIG 5010	Project Rotation in Biomedical Informatics	2
BMIG 5190	Biomedical Informatics R&A Seminar (for Ph.D., or if not taken before)	1
BMIG 6110	Medical Decision Making & Clinical Decision Support	2-3
PCOL 5221	Scientific Communication and Ethics II	1
Total Credit Hours		≥9

Year 1: Summer

Course ID	Title	Credit Hours
BMIG 5010	Project Rotation in Biomedical Informatics (if not taken earlier)	2
BMIG 5103	Health Information Systems	1
BMIG 5115	Healthcare in the US	1
Total Credit Hours		2-4

Year 2: Fall

Course ID	Title	Credit Hours
BMIG 5010	Project Rotation in Biomedical Informatics (if not taken earlier)	2
BMIG 5190	Biomedical Informatics R&A Seminar (for Ph.D., or if not taken before)	1
BMIG 5116	Managing Organizations, People, and Projects	1
BMIG 5211	Scientific Data Visualization	1
BIOS 5013	Biostatistics	3

PCOL 5131	Scientific Communication and Ethics III	1
BMIG 6013	Health Informatics Quality & Pt Safety	1
Total Credit Hours		≥9

Year 2: Spring

Course ID	Title	Credit Hours
PCOL 5241	Scientific Communication and Ethics IV	1
BMIG 5800	Thesis Research (for MS students)	3
BMIG 6800	Dissertation Research (for PhD Students)	3
	Specialty Track Course Elective(s)	1-3
Total Credit Hours		≥9

Year 2: Summer

Course ID	Title	Credit Hours
BMIG 5800	Thesis Research (for MS Students)	3-6
BMIG 6800	Dissertation Research (for PhD Students)	3-6
	Open Elective(s)	1-3
Total Credit Hours		6-9

Total Credit Hours 36-49

Clinical Research Informatics Track Objectives:

Develop and maintain understanding of current information related challenges and state of the art solutions in clinical research.

Example challenges in clinical research include:

- Using clinical or clinical study data to support research design and planning
- Identification and engagement of potential participants for research
- Integration of patient care and research processes
- Automation of research processes
- Collection, processing and integration of existing data and new data from multiple sources for use in clinical studies
- Data quality assurance and control in clinical studies
- Using data to support study operations, management, institutional oversight and regulatory decision-making
- Curation, discoverability and sharing data and results from studies
- Educating clinical investigators and research teams in data collection, handling and use
- Educating the next generation of CRI professionals and researchers
- Analyze challenges in clinical studies and identify those amenable to information-based interventions Identify, interpret and apply regulations relevant to clinical studies.
- Formulate solutions based on Biomedical Informatics theories, methods, and evidence to challenges in clinical studies.
- Develop and implement solutions to challenges in clinical studies.
- Evaluate solutions to challenges in clinical studies.

Clinical Research Informatics (CRI) Curriculum

MS ≥ 36 hours, PhD ≥ 55 hours (inclusive of the MS hours)

Biomedical Informatics Core: (10 hours)

BMIG 5101 Foundations of Biomedical Informatics: Sequences & Biologic Information..... (2 hours)

BMIG 5102 Foundations of Biomedical Informatics: Clinical Information..... (2 hours)

BMIG 5103 Foundations of Biomedical Informatics: Public Health Information..... (2 hours)

BMIG 5010 Project Rotation in Biomedical Informatics..... (2 hours)*

*two project rotations are required for a total of 4 credit hours

Background Courses

*** These courses are intended to provide the appropriate terminology and knowledge background within the 3 fundamental skillsets of Biomedical Informatics. Medical/Biologic Science, Data/Logic Science, and Computational Science. Upon admission, students with strong backgrounds in these areas are allowed an opportunity to test out of each of the 3 classes. Successful completion (or testing out) of these classes is mandatory to progress and graduate from all DBMI tracks.

- (1) Information Sciences
BMIG 5001 Information Modeling – From Data to Knowledge..... (3 hours)
- (2) Biomedical sciences
BMIG 5002 Biomedicine for Informaticists..... (3 hours)
- 3) Computational sciences
BMIG 5003 Computational Methods for Informaticists.....(3 hours)

Specialty Track Courses:(16 hours)

- BMIG 6110 Fundamentals of Managing Research Data[^]..... (3 hours)
- BMIG 6011 Clinical Research Informatics*..... (3 hours)
- BMIG 6010 Information Systems in Clinical Research[^]..... (3 hours)
- BMIG 6112 Clinical Research Informatics Synthesis..... (3 hours)
- BMIG 5112 Introduction to Human Computer Interaction..... (3 hours)
- PSGP 6101 Good Regulatory Practices..... (3 hours)
- OEHM 5107 Design and Management of Clinical Trials..... (3 hours)
- BMIG 5017 Clinical Data Standards[^]..... (1 hour)
- BMIG 5013 Health Information Systems[^]..... (1 hour)
- BMIG 6012 Data Warehousing, Aggregation, and Reporting[^]..... (1 hour)
- BMIG 6013 Healthcare Informatics of Quality and Pt. Safety..... (1 hour)
- BMIG 5211 Scientific Data Visualization..... (1 hour)
- BMIG 6201 Machine Learning..... (3 hours)
- BMIG 62xx Natural Language Processing..... (3 hours)

*REQUIRED

[^]Strongly suggested unless the student has significant work experience in the area

Research Methods and Conduct:(MS 10 - 11 hrs, PhD ≥ 28 hrs)

- BIOS 5013 Biostatistics I (B1) *Fall* (3 hours)
- BIOS 5111 Computing with R I (R1) Lab for Biostatistics I *Fall* (1 hour)
- BIOS 5212 Biostatistics II: Advanced Linear Models (B2) *Spring*..... (3 hours)
- BIOS 5200 Biostatistics Computing with R II (R2) *Spring* (1 hour)
- BIOS 5223 Biostatistics III: Multivariate Analysis & Linear Models (B3) *Fall* (3 hours)
- BIOS 5233 Statistical Methods for Clinical Trials..... (3 hours)
- BMIG 6050 Research Design..... (3 hours)
- PCOL 5211Scientific Communication and Ethics I (PhD only)..... (1 hour)
- PCOL 5221 Scientific Communication and Ethics II (PhD only)..... (1 hour)
- PCOL 5231 Scientific Communication and Ethics III (PhD only)..... (1 hour)
- PCOL 5241 Scientific Communication and Ethics IV (PhD only)..... (1 hour)
- BMIG 5800 Masters Thesis Research (Masters only)..... (6 hours)
- BMIG 6800 Doctoral Dissertation Research (PhD only)..... (18 hours)
- BMIG 6215 Research..... (var. hours)
- BIOM 5190 Research and Application Seminar (PhD only)..... (1 hour)*

* three hours required for PhD students

Clinical Research Informatics Track by Semester (Master's Degree)

Course ID	Year 1: Fall Courses	Credit Hours
BMIG 5001	Information Modeling – From Data to Knowledge	3
BMIG 5002	Biomedicine for Informaticists	3
BMIG 5003	Computational Methods for Informaticists	3
BMIG 5010	Project Rotation in Biomedical Informatics	2
Total Credit Hours		8-9

Course ID	Year 1: Spring Courses	Credit Hours
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BMIG 5101	Foundations of Biomedical Informatics: Sequences & Biologic Information	2
BMIG 5102	Foundations of Biomedical Informatics: Clinical Information	2
BMIG 5103	Foundations of Biomedical Informatics: Public Health Information	2
PSGP 6101	Good Regulatory Practices	3
BMIG 5010	Project Rotation in Biomedical Informatics	2
Total Credit Hours		8-9

Course ID	Year 1: Summer Courses	Credit Hours
BMIG 5010	Project Rotation in Biomedical Informatics (if not taken earlier)	2
BMIG 6110	Fundamentals of Managing Research Data	3
	Specialty Track course	1-3
Total Credit Hours		3-5

Course ID	Year 2: Fall Courses	Credit Hours
BMIG 6011	Clinical Research Informatics	3
BMIG 6010	Information Systems in Clinical Research	3
	Specialty Track course	1-3
Total Credit Hours		7-9

Course ID	Year 2: Spring Courses	Credit Hours
BMIG 6112	Clinical Research Informatics Synthesis	3
BMIG 6050	Research Design	3
BMIG 5800	Thesis Research	3
Total Credit Hours		9

Course ID	Year 2: Summer Courses	Credit Hours
BMIG 5800	Thesis Research	3-6
Total Credit Hours		6

Total Credit Hours 36-46

Required Courses; Track specialty courses (dependent on career goals)

Translational Bioinformatics (TBI) Track Objectives:

To integrate information about molecular entities (DNA, RNA, proteins, small molecules, and lipids) with information about clinical entities (patients, diseases, symptoms, laboratory tests, pathology reports, clinical images, and drugs), and use this to improve patient care and our understanding of biology.

Current TBI challenges apply across the breadth of Biomedical Informatics and include but are not limited to:

- Integration of genomic data in clinical research design and planning.
- Integration of other 'omic data (transcriptomics, proteomics, metabolomics) in clinical research design and planning.
- Collection, processing and integration of biological sequence data from multiple sources for use in clinical studies including existing data and new data.
- Data quality for biological sequences used in clinical studies.
- Using biological sequence data to support study operations, management, institutional oversight and regulatory decision-making
- Curation, discoverability and sharing sequence data and results from studies
- Educating clinical investigators and research teams on current methodologies in genomics, transcriptomics, proteomics, and how to extract relevant clinical information and incorporate this into medical records.
- Educating the next generation of TBI professionals and researchers.

Translational Bioinformatics (TBI) Curriculum

MS 36 hours, PhD ≥55 hours (inclusive of the MS hours)

Biomedical Informatics Background Courses:(0-9 hours)

*** These courses are intended to provide the appropriate terminology and knowledge background within the 3 fundamental skillsets of Biomedical Informatics. Medical/Biologic Science, Data/Logic Science, and Computational Science. Upon admission, students with strong backgrounds in these areas are allowed an opportunity to test out of each of the 3 classes. Successful completion (or testing out) of these classes is mandatory to progress and graduate from all DBMI tracks.

BMIG 5001 Information Modelling – From Data to Knowledge (3 hours)

BMIG 5002 Biomedicine for Informaticists (3 hours)

BMIG 5003 Computational Methods for Informaticists (3 hours)

Biomedical Informatics Core:(10 hours)

BMIG 5101 Foundations of Biomedical Informatics: Sequences & Biologic Information (2 hours)

BMIG 5102 Foundations of Biomedical Informatics: Clinical Information (2 hours)

BMIG 5103 Foundations of Biomedical Informatics: Public Health Information (2 hours)

BMIG 5010 Project Rotation in Biomedical Informatics (2 hours) *

* two rotations required for the core for a total of 4 credit hours

Specialty Track Courses:(MS ≥ 10-12 hrs, PhD ≥ 10-12 hours)

BMIG 5014 BioConductor for Genome-scale data (1 hour)

BMIG 5015 Introduction to Biological Network Analysis (1 hour)

BMIG 5210 Genomics and Metagenomics (3 hours)

BMIG 5211 Scientific Data Visualization (1 hour)

BMIG 6111 Comparative Microbial Genomics (3 hours)

BMIG 6202 Fundamentals of the Human Microbiome (3 hours)

Research Methods and Conduct:(MS 6 - 8 hours, PhD ≥ 28 hours)

BMIG 5190 Research and Application Seminar (1 hour MS, 3 hours PhD)

BMIG 5800 Thesis (6 hours MS)

BMIG 5801 Capstone Course (3 hours Professional MS only)

BMIG 6050 Research Design (3 hours PhD)

BMIG 6101 Fundamentals of Managing Research Data (3 hours)

BMIG 6800 Dissertation research (≥18 hours PhD)

PCOL 5211-5241 Scientific Communication and Ethics (MS 1, PhD 4 semesters, 1 credit hour each)

Free Electives:(MS 0-10 hours, PhD 0-6 hours)

Chosen based on need to support Masters or Doctoral research. This may include course listed below.

BMIG 5014 Anatomy for Imaging (3)

BMIG 6102 Semantic Web (3 hours)

BMIG Special Topics (1-3 hours)

BIOC 6102 Special Topics in Biochemistry: Proteomics (3 hours)

BIOC 504V Biochemical Methods (3 hours)

BIOC 5203 Biochemical Methods (3 hours)

NUTR 5110 Nutrition and Metabolism Macronutrients (3 hours)

PHYO 5143 Gene Expression (3 hours)

PSGP 6110 Pharmacogenetics of Drug Metabolism and Transport (3 hours)

PSGP 6111 Advanced Pharmacogenetics and Pharmacogenomics (3 hours)

Sample TBI Informatics Track Plan by Semester

Year 1: Fall

Course ID	Title	Credit Hours
BMIG 5001	Data, Information and Knowledge Representation	3
BMIG 5002	Biomedicine for Informaticists	3
BMIG 5003	Computational Methods for Informaticists	3
BMIG 5211	Scientific Data Visualization*	1
PCOL 5117	Scientific Communication and Ethics I	1
BMIG 5010	Project Rotations in Biomedical Informatics	2

BMIG 5210	Genomics and Metagenomics*	3
BMIG 6102	Semantic Web*	3
Total Credit Hours		≥ 9

*optional

Year 1: Spring

Course ID	Title	Credit Hours
BMIG 5101	Foundations BMI: Sequences as Biological Information	2
BMIG 5102	Foundations BMI: Clinical Information	2
BMIG 5103	Foundations of BMI: Public Health Information	2
BIOM 5190	Research and Application Seminar	1
PCOL 5221	Scientific Communication and Ethics II	1
BMIG 5190	Biomedical Informatics R&A Seminar	1
BMIG 5010	Project Rotations in Biomedical Informatics	1
BMIG 6111	Comparative Microbial Genomics*	3
BMIG 6102	Foundations of Human Microbiome*	3
BMIG 5114	Bioconductor for Genomic Scale Data*	1
BMIG 5015	Introduction to Biological Network Analysis*	1
Total Credit Hours		≥ 9

*optional

Year 1: Summer

Course ID	Title	Credit Hours
BMIG 6215	Research	≥1

Year 2: Fall

Course ID	Title	Credit Hours
PCOL 5131	Scientific Communication and Ethics III	1
BMIG 5190	Biomedical Informatics R&A Seminar	1
BMIG 6215	Research	4-6
	Elective or Special Topics	≥0
Total Credit Hours		≥ 9

Year 2: Spring

Course ID	Title	Credit Hours
PCOL 5241	Scientific Communication and Ethics IV	1
	Electives and/or Research*	8 - 11
Total Credit Hours		≥ 9

*Students must take a total of 4 credit hours of Special Topics in Translational Bioinformatics (BIOM 5180).

Year 2: Summer

Course ID	Title	Credit Hours
BMIG 6215	Research	≥1
	Candidacy Exam (research proposal submitted to committee followed by oral defense)	
Total Credit Hours		36 -45

Imaging Informatics (II) Track Objectives:

Develop and maintain understanding of current information related challenges and state of the art solutions in biomedical research employing imaging. Example challenges in imaging based research include:

- Using clinical or clinical study generated image data to support research design and planning
- Develop new algorithms and approaches for image data management, data fusion and data visualization
- Development of novel image analysis and knowledge extraction algorithms
- Collection, processing and integration of existing data and new data from multiple sources for use in clinical studies
- Data quality assurance and control in clinical operations, clinical studies and biomedical research
- Using medical image data to support study operations, management, institutional oversight and regulatory decision-making
- Curation, discoverability and sharing data and results from studies
- Educating clinical investigators and research teams in image data collection, handling and analysis
- Educating the next generation of II professionals and researchers

- Analyze challenges in imaging based clinical studies and identify those amenable to information-based interventions
- Formulate solutions based on Biomedical Informatics theories, methods, and evidence to challenges in image generation and utilization.

Imaging Informatics (II) Curriculum

MS 36 hours, PhD \geq 55 hours (inclusive of the MS hours)

Biomedical Informatics Core:(10 hours)

BMIG 5101 Foundations of Biomedical Informatics: Sequences & Biologic Information (2 hours)

BMIG 5102 Foundations of Biomedical Informatics: Clinical Information (2 hours)

BMIG 5103 Foundations of Biomedical Informatics: Public Health Information (2 hours)

BMIG 5010 Project Rotation in Biomedical Informatics (2 hours)*

*two rotations required for the core for a total of 4 credit hours

Background Courses

Required background courses are offered in the Fall and should be challenged or taken in the first semester. All three background courses offer a challenge test which if passed meets the curricular requirement. Most students will be able to challenge one of these courses. These courses cover necessary background and are not included in the minimum for the Masters or Doctoral degrees.

(1) Information Sciences

BMIG 5001 Information Modeling – From Data to Knowledge..... (3 hours)

(2) Biomedical sciences

BMIG 5002 Biomedicine for Informaticists..... (3 hours)

(3) Computational sciences

BMIG 5003 Computational Methods for Informaticists..... (3 hours)

Specialty Track Courses:(MS \geq 10 hrs, PhD \geq 10 hours)

BMIG 5014 Anatomy for Imaging (3)

BMIG 5017 Clinical Data Standards (1 hour)

BMIG 5113 Clinical Imaging Informatics (3 hours)

BMIG 6210 Research Imaging Informatics (3 hours)

Research Methods and Conduct:(MS 4-7 hours, PhD \geq 20 hours)

PCOL 5211 – 5241 Scientific Communication and Ethics (MS 1, PhD 4 semesters, 1 credit hour each)

BMIG 6050 Research Design (3 hours PhD)

BMIG 5800 Thesis (6 hours MS)

BMIG 5801 Capstone Course (3 hours Professional MS only)

BMIG 6800 Dissertation research (\geq 18 hours PhD)

BIOM 5190 Research and Application Seminar (3 hours PhD)

Free Electives:(MS 4 hours, PhD 0-6 hours)

Chosen based on need to support Masters or doctoral research. This may include course listed below.

BMIG 5015 Introduction to Biological Network Analysis (1 hour)

BMIG 5211 Scientific Data Visualization (3 hours)

BMIG 6102 Semantic Web (3 hours)

BMIG 6220 Neuroimaging and Connectomics (3 hours)

Sample Imaging Informatics Track Plan by Semester

Year 1: Fall

Course ID	Title	Credit Hours
BMIG 5001	Information Modeling – From Data to Knowledge	3
BMIG 5002	Biomedicine for Informaticists	3
BMIG 5003	Computational Methods for Informaticists	3
Total Credit Hours		9

Year 1: Spring

Course ID	Title	Credit Hours
BMIG 5101	Foundations of Biomedical Informatics: Sequences & Biologic Information	2

BMIG 5102	Foundations of Biomedical Informatics: Clinical Information	2
BMIG 5103	Foundations of Biomedical Informatics: Public Health Information	2
BMIG 5014	Anatomy for Imaging	3
Total Credit Hours		9

Year 1: Summer

Course ID	Title	Credit Hours
BMIG 5010	Project Rotation in Biomedical Informatics	2
Total Credit Hours		2

Year 2: Fall

Course ID	Title	Credit Hours
BMIG 5010	Project Rotation in Biomedical Informatics	2
PCOL 5211	Scientific Communication and Ethics I	1
PCOL 5231	Scientific Communication and Ethics III	1
BMIG 5190	Research and Application Seminar	1
BMIG 5113	Clinical Imaging Informatics	3
BMIG 5017	Clinical Data Standards	1
Total Credit Hours		9

Year 2: Spring

Course ID	Title	Credit Hours
BMIG 5190	Research and Application Seminar	1
BMIG 6210	Research Imaging Informatics	3
PCOL 5221	Scientific Communication and Ethics II	1
PCOL 5241	Scientific Communication and Ethics IV	1
	Electives	3
Total Credit Hours		9

Year 2: Summer

Course ID	Title	Credit Hours
BMIG 6800	Dissertation	2
Total Credit Hours		2

Year 3: Fall

Course ID	Title	Credit Hours
BMIG 5190	Research and Application Seminar	1
BMIG 6800	Dissertation	5
	Electives	3
Total Credit Hours		9

Year 3: Spring

Course ID	Title	Credit Hours
BMIG 6800	Dissertation	9
Total Credit Hours		9

Year 3: Spring

Course ID	Title	Credit Hours
BMIG 6800	Dissertation	2
Total Credit Hours		9

BIostatISTICS (BIOS)

Paula K. Roberson, Ph.D. • Chair of Biostatistics
4301 W. Markham, Slot 781, Little Rock, AR 72205 296-1556

The Faculty

There are currently no graduate programs in Biostatistics, however, faculty in the Department of Biostatistics are active participants in a number of graduate student thesis/dissertation committees.

PROFESSOR

Amanda Golbeck, Ph.D.
Jeannette Y. Lee, Ph.D.
Paula K. Roberson, Ph.D.
D. Keith Williams, Ph.D.

ASSOCIATE PROFESSOR

Reid Landes, Ph.D.
Page Moore, Ph.D.
Songthip Ounpraseth, Ph.D.
James P. Selig, Ph.D.

ASSOCIATE PROFESSOR

Fei Wan, Ph.D.
Milan Bimali, Ph.D.

Degree Conferred: (None)

Courses in Biostatistics may be applied toward graduate degree programs in other disciplines with the permission of the student's adviser.

CLINICAL NUTRITION (NUTR)

Reza Hakkak, Ph.D., NUTR Graduate Chairman

UAMS, 4301 West Markham, Little Rock, Arkansas 72205, 501-686-6166

The Faculty

Research interests of the faculty may be viewed through the program link at the Graduate School website, www.uams.edu/gradschool.

PROFESSOR

Reza Hakkak, Ph.D.

ASSOCIATE PROFESSOR

Tina Maddox, Ph.D., RD, LD
Josh Phelps, Ph.D.

ASSISTANT PROFESSOR

Polly Carrol, MA, RD, LD
Bejatolah Karbassi, Ph.D.

INSTRUCTOR

Christi Arthur, MS, RD, CNSC, CSP, LD
Lesley Jones, MS, RD
Amanda Wells Dawson, M.S., R.D.

NON UAMS FACULTY

Stephany Parker, Ph.D. (Adjunct Associate Professor)

Degree Conferred

M.S. (NUTR). The Department of Dietetics and Nutrition in the College of Health Professions (CHP) of the University of Arkansas for Medical Sciences (UAMS) offers graduate work leading to a Master of Science degree in Clinical Nutrition (MSCN) through the UAMS Graduate School. The program is designed to prepare health professionals and registered dietitians/registered dietitian nutritionists to practice as advanced level practitioners. Other health professionals may participate in this program to enable them to practice as nutrition specialists within their professional arenas. Graduates of science programs may also use the program to develop research skills in nutrition.

Requirements for the Master of Science Degree

Degree requirements include 27 semester hours of core courses three (3) or six (6) semester hours of elective courses, and either six (6) semester hours of thesis credit (for thesis option) or three (3) hours of research (for non-thesis option), for a total of 36 semester hours. A specific degree plan will be prepared for each student. A written comprehensive examination and oral thesis/non-thesis defense are required in accordance with Graduate School policy.

The **thesis option** consists of 30 hours of coursework and six (6) hours of thesis credit. The thesis will follow the Graduate School guidelines for a UAMS thesis; the final product is a thesis submitted to the UAMS Library. Degree requirements for students completing the thesis option include:

- Six (6) hours of master's thesis (NUTR 5121)
- 27 hours of required courses
- Three (3) hours of supportive/elective courses

Thesis hours (NUTR 5121) are taken over two or more semesters. A thesis grade will not be submitted until after the thesis defense has been successfully completed.

The **non-thesis option** consists of 33 hours of coursework and three (3) hours of research credit. The final product is a written research project report submitted to the Department Chair and faculty research committee members. Degree requirements for students completing the non-thesis option include:

- Three (3) hours of research (NUTR 5101)
- 27 hours of required courses
- Six (6) hours of supportive/elective courses

Research in Nutrition hours (NUTR 5101) are taken over two or more semesters to complete requirements for a terminal research project. A grade in NUTR 5101 Research in Nutrition will not be submitted until after the project defense has been successfully completed.

Included in the **27 hours of required core courses**:

BIOS 5013 Biostatistics I (3 credit hours)

NUTR 5102 Assessment of Nutritional Status (2 credit hours)

NUTR 5104 Nutrition Research and Statistical Methods (3 credit hours)

NUTR 5106 Nutrition and Metabolism: Micronutrients (3 credit hours)

NUTR 5107 Advanced Clinical Nutrition (3 credit hours)

NUTR 5110 Nutrition and Metabolism: Macronutrients (3 credit hours)

NUTR 5112 Advanced Nutrition Seminar (1 credit hour)

NUTR 5116 Advanced Clinical Practicum (3 credit hours)

NUTR 5103 Independent Study in Clinical Nutrition (1 credit hour)

NUTR 5111 Nutrition Counseling (2 credit hours)

Specialty Course NUTR 5113, NUTR 5114, NUTR 5115, or NUTR 5117 (3 credit hours) – Please see Course Descriptions below

Program Admission Requirements

Admission to the MSCN degree program includes the completion of a baccalaureate degree and other requirements of the UAMS Graduate School. The program applicant must apply for admission to the UAMS Graduate School.

MSCN program requirements for **domestic applicants** include:

- Curriculum Vitae (CV) or Resume
- A Statement of Purpose, limited to 1,000 words, addressing:
 - Why you are interested in the program
 - Experiences that have prepared you for the program
 - Short-term goals
 - Long-term goals
 - Strengths and weaknesses or areas of improvement
- Cumulative grade point average (GPA) of at least 2.85 on a 4.0 scale
- Satisfactory score on the Graduate Record Examination (GRE)
- Three (3) reference letters (preferably, 2 from an undergraduate or post-baccalaureate professor, and 1 from an employer).

MSCN program requirements for **international applicants** include all items listed above for domestic applicants plus the following:

- Official transcripts from every college and/or university attended authenticated for a 4.0 scale
- A TOEFL score of 79
- An Affidavit of Support according to the graduate school website.

Prerequisites Course Requirements

While the program is designed primarily for students coming from a foods and nutrition or dietetics background, other health professionals and science graduates may qualify for the program. Three basic prerequisite courses or their equivalent are required for admission and include:

- basic human nutrition*
- biochemistry in nutrition science* or physiological chemistry
- medical nutrition therapy* (or diet in disease).

*For deficient students, these three courses are offered online through the Department of Dietetics and Nutrition.

CLINICAL AND TRANSLATIONAL SCIENCES (CTS)

Robert E. McGehee, Ph.D., Program Director

4301 West Markham Street, #611, Little Rock, AR 72205, 501-686-5514

PROFESSORS

Sameh Abul-Ezz, MBCH.B., Dr.P.H.
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 Alexei G. Basnakian, M.D., Ph.D.
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 Mario Cleves, Ph.D.
 Jonathan Dranoff, M.D.
 Edgar Garcia-Rill, Ph.D.
 W. Brooks Gentry, M.D.
 Martin Hauer-Jensen, M.D., Ph.D.
 Charlotte Hobbs, M.D., Ph.D.
 Laura James, M.D.
 Kim E. Light, Ph.D.
 Curtis Lowery, II, M.D.
 Lee Ann MacMillan-Crow, Ph.D.
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 Mayumi Nakagawa, M.D., Ph.D.
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 S. Michael Owens, Ph.D.
 Anna J. Radomska-Pandya, Ph.D.
 Mildred Randolph, D.V.M.
 Billy Thomas, M.D., M.P.H.
 William D. Wessinger, Ph.D.
 Nancy Rusch, Ph.D.
 Robert Safirstein, M.D.
 Delia Smith West, Ph.D.

ASSOCIATE PROFESSORS

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ASSISTANT PROFESSORS

Sarah Blossom, Ph.D.
 Marsha Eigenbrodt, M.D., M.P.H.
 Howard Hendrickson, Ph.D.
 Stewart MacLeod, Ph.D.
 Jeffery Moran, Ph.D.
 C. Matthew Quick, M.D.
 Sara Shalin, M.D., Ph.D.

Requirements for students in the Clinical Research Training Curriculum:

The CTS Track also offers an advanced Clinical Research Training Curriculum for students already holding an advanced biomedical degree (M.S., and Ph.D. training programs), or for students holding a bachelor's degree (Certificate training program). These students take a unique curriculum (see

Clinical Research Training Curriculum—CTS Track Curriculum, below) that prepares researchers in the design, implementation and interpretation of clinical research through coursework in biostatistics, epidemiology, data management and analyses, clinical research methodology, clinical trials design, drug development, responsible conduct of research, grant writing and scientific communications. Certificate level, Master's level (both thesis and non-thesis options) and Ph.D. level training are offered.

Clinical Research Training Curriculum (M.S. and Ph.D. students)

Because of the interdisciplinary nature of Clinical and Translational Sciences, coursework comes from a variety of UAMS graduate programs, as well as from graduate programs in several different colleges on the UAMS campus, including the College of Medicine (COM), College of Nursing (CON), College of Pharmacy (COP) and College of Public Health (COPH). The descriptions for most courses can be found in the appropriate sections of the Graduate School Catalog according to the course number prefix: BINF, see Bioinformatics; BIOM, see Biostatistics; HSRE, see Health Systems Research; NUSC, see Nursing Science; PBHL, see Public Health; PCOL, see Pharmacology; PHSC, see Pharmaceutical Sciences.

Course numbers for IBS Graduate Program courses are prefixed by "IBSD". The course descriptions for IBS courses can be found at the end of this catalog section.

Year 1—Fall and Spring Semesters

Course Name (Course Number-UAMS College offering)	Credits
• Biostatistics I (BIOM5013-COPH)	3
• Epidemiology I (BIOM5173-COPH)	3
• Statistical Methods for Clinical Trials (BIOM5133-COPH)	3
• Scientific Communication & Ethics I and II (PCOL5211, PCOL5221-COM) 2 (1 per semester)	2 (1 per semester)
• IBS Seminar (IBSD5051-COM)	2 (1 per semester)
<i>Electives (9 credit hours; see partial listing below)</i>	9
<i>Research Elective (with approval of Track Leader)</i>	
• Research (IBSD501V, credit varies)	varies

Year 1—Summer Term

<i>Research Electives</i>	
• Research (IBSD501V, credit varies, with approval of Track Leader)	varies
• Thesis Research (IBSD600V, credit varies, M.S.—Thesis pathway only)	varies
• Dissertation Research (IBSD700V, credit varies, Ph.D. only)	varies

Year 2—Fall, Spring and Summer

• IBS Seminar (IBSD5051)	2 (1 per semester)
<i>Electives</i>	
• Selected in consultation with Track Leader, Advisor and Thesis or Dissertation Committee depending upon degree path.	
<i>Research Electives</i>	
• Research (IBSD501V, credit varies, with approval of Track Leader)	varies
• Thesis Research (IBSD600V, credit varies, M.S.—Thesis option only)	varies
• Dissertation Research (IBSD700V, credit varies, Ph.D. only)	varies

Electives

• Application of Microcomputers to Data Management and Analysis (PBHL5753-COPH)	3
• Categorical Data Analysis (PBHL5763-COPH)	3
• Biostatistics II (BIOM5023-COPH)	3
• Biostatistics III (BIOM5033-COPH)	3
• Epidemiology II (BIOM5183-COPH)	3
• Epidemiology III (BIOM593-COPH)	3
• Implementation of Change in Clinical Settings (HSRE9653-COPH)	3
• Applied Research Methods Using Retrospective Data (PHSC5343-COP, even years)	3
• Scientific Communication & Ethics III and IV (Grant Writing; PCOL5231, PCOL5241-COM)	2 (1 per semester)
• Bioinformatics Theory and Application (BINF5445-UALR)	4
• Special Topics in IBS (IBSD604V-COM)	varies

Clinical Research Training Curriculum–CTS Track Degree Requirements. In order to provide flexibility, other courses not currently listed among the selections may be substituted with prior approval of the Track Leader.

Requirements for Certificate (CTS Certificate).

Students take a subset of the Clinical Research Training Curriculum–CTS Track completing a minimum of 13 semester credit hours made up of coursework and research rotations, as follows:

1. Coursework
 - Biostatistics I (BIOM5013-COPH)
 - Two didactic electives (3 or 4 credit hours only) from list above. Note, electives can also include Epidemiology I (BIOM5173-COPH) and Statistical Methods for Clinical Trials (BIOM5133-COPH). Other courses can be substituted with permission of the Track Leader.
2. The student must complete two research rotations (Research (IBSD501V, credit varies, 4 credits total are required) under the direction of a CTS Track faculty member, with approval of the Track Leader. Minimum requirement for research rotations (two required) are: 6 contact hours per week for 6 weeks.

Credits earned with grades of A or B toward the CTS Certificate can be applied toward further education.

Requirements of the Masters of Science Degree.

M.S.—Non-Thesis Option.

1. Students must complete a minimum of 36 semester credit hours from the Clinical Research Training Curriculum.
2. Students must pass a comprehensive examination after the completion of course work.
3. Students are responsible for meeting the requirements of the IBS graduate program and the CTS Track, and all other University requirements and deadlines for the M.S. degree.

M.S.—Thesis Option.

1. Students must complete a minimum of 36 semester credit hours made up of the following:
 - 6 credit hours of Master's Thesis Research (IBSD600V).
 - 30 credit hours of course work from the Clinical Research Training Curriculum.
2. The student will conduct laboratory research under the direction of a thesis advisor and thesis committee that results in the preparation of a Master's thesis that is presented in a public seminar, and defended in a closed meeting with the student, advisor and committee.
3. Students are responsible for meeting the requirements of the IBS graduate program and the CTS Track, and all other University requirements and deadlines for the M.S. degree.

Credits earned with grades of A or B toward the M.S. can be applied toward further education.

Requirements for the Doctor of Philosophy Degree.

1. The minimum course requirements for graduating with a Ph.D. degree in IBS for the Clinical Research Training Curriculum–CTS Track include 36 semester credit hours earned taking the Core Curriculum. A minimum of 66 semester credit hours is required for program completion. The doctoral advisory committees may require additional courses.
2. Students must pass the candidacy examination that consists of the preparation and oral defense of an original research proposal, to be administered by the research advisory committee chaired by the major advisor. Related material presented in the student's course work may be included in the oral portion of the examination.
3. After attaining candidacy, Ph.D. students will focus the majority of their time and efforts on developing, completing and defending a doctoral dissertation. Students must complete a minimum of 18 semester credit hours of Doctoral Dissertation Research (IBSD700V) and complete a doctoral dissertation based on original laboratory research work under the direction of the major doctoral advisor and advisory committee. The doctoral dissertation must be presented as a public seminar and then defended in a closed meeting of the student, the student's major doctoral advisor and the advisory committee.
4. Students are responsible for meeting the requirements of the IBS graduate program specific to the CTS Track, and all other University requirements and deadlines for the Ph.D. degree.

Major Advisor and Advisory Committee Selection. By the beginning of the second year Ph.D. students in the Clinical Research Training Curriculum–CTS Track select a mentor-advisor. Any faculty member of the UAMS Graduate Faculty is eligible to serve as a major advisor as long as the faculty member is a member of the IBS CTS Track and has an active, funded research program in clinical and translational sciences, subject to approval by the IBS Director and the Dean of the Graduate School. The student and advisor together select a research advisory committee composed of at least five members (including the major advisor), at least 3 of which must be members of the CTS Track. At least one member of the committee must be a practicing clinician or clinician researcher. Committee membership must be made up of members holding primary appointments in at least two departments at UAMS.

CSDPHD

Betholyn Gentry, Ph.D., CSDPHD Graduate Program Co-Director
UAMS, 4301 W. Markham Street, Little Rock, Arkansas, 72204, 501-569-8913

Brent Gregg, Ph.D., CSDPHD Graduate Program Co-Director
UCA, 201 Donaghey Ave., Conway, Arkansas, 72035, 501- 852-2823

CSDPHD Faculty

Research interests of the faculty may be viewed through the program link at the Graduate School website, www.uca.edu/org/csddpc

PROFESSORS

Samuel Atcherson, Ph.D., UAMS
Betholyn F. Gentry, Ph.D., UAMS
Dee M. Lance, Ph.D., UCA

ASSOCIATE PROFESSORS

Brent Gregg, Ph.D., UCA
Cliff Franklin, Ph.D., UALR
Greg Robinson, Ph.D., UAMS
Sunjung Kim, Ph.D., UCA

ASSISTANT PROFESSORS

Maysoon Biller, Ph.D., UCA (new faculty)
Stephan Kintz, Ph.D., UALR
Dana Moser, Ph.D., UAMS/UALR
Towino Paramby, CSc.D., UCA

Degree Conferred

Ph.D. (CSDPHD)

Prerequisite to Degree Program. Applicants must first be admitted to the Graduate School by the Dean of the Graduate School, University of Arkansas for Medical Sciences, and then be approved by the CSDPHD faculty.

Requirements for the Doctor of Philosophy Degree

A minimum of 70 graduate hours are required for graduation. These 70 hours are distributed in the following areas: Statistics- 9 hours; Research Methods/Pre-Dissertation Research-9 hours; Doctoral Seminars-18 hours (12 in major area and 6 in secondary area); Professional Development/Pedagogy-10 hours (Teaching, Grant Writing and Clinical Supervision); Collateral Area-6 hours; and Dissertation-18 hours. The Ph.D. will be awarded to those candidates who successfully complete all required course work (including any additional courses deemed necessary by the candidate's graduate committee) and the doctoral candidacy examination. Candidates must successfully present and defend their dissertation.

Policies on Progression and Probation

The courses listed below are applicable to the Ph.D. in Communication Sciences and Disorders which is offered through a consortium of the University of Arkansas for Medical Sciences, University of Arkansas at Little Rock, and the University of Central Arkansas. The University of Arkansas for Medical Sciences is the host institution and custodian of the academic records for this program. Enrollment in courses for the program may occur at any or all of the institutions. See the CSDPHD Co-Directors for specific registration information each semester. The Co-Directors of the consortium program will be responsible for submitting each student's grades for all courses from each of the campuses where the student has been enrolled, to the UAMS Graduate School's Registrar's Office. These grades will be used to compute semester and cumulative grade point averages.

The Arkansas Consortium for the Ph.D. in Communication Sciences and Disorders' Retention/Probation policy is as follows:

Students must maintain a minimum cumulative grade point average of 3.00 in order to remain in the program. A student whose cumulative grade point average falls below a 3.00 will be put on academic probation and will have one semester (10 semester credit hours) to increase his/her cumulative grade point average to the minimum of 3.00. If the student's grade point average is so low that it is not mathematically possible to increase his/her cumulative grade point average to the minimum of 3.00, he/she will be dismissed from the program. Additionally, a grade of "D" in any course is not considered acceptable, regardless of the student's cumulative grade point average. If a student receives a 'C' in a *program course*, they will receive a letter notifying them that a grade of one more 'C' in a *program course* will result in dismissal from the program. If a student receives a grade of 'D' or 'F' in a *program course*, it will result in immediate dismissal from the program.

Epidemiology (Ph.D.)

NOTE: The Ph.D. program in Epidemiology is reaffiliated with the UAMS Graduate School as of the Fall 2020 semester. Degree plan and course description information is currently available in both the Graduate School and College of Public Health sections of this catalog.

EXPOSURE (NOVICE)	Completion Date
Exposure Workshop	
Transition (Exposure to Immersion)	
IMMERSION (INTERMEDIATE)	
Triple Aim Project	
Simulation Activity	
COMPETENCE (ADVANCED)	
Competency Workshop	
Required Practice Activity	
Student Educator Activity	

IPE Curriculum Requirement: “As of the Fall 2015 semester, all CPH students are required to complete the UAMS Triple Aim Interprofessional Education (IPE) Program prior to graduation. According to the World Health Organization (WHO) *“Interprofessional Education occurs when two or more professions learn with, from and about each other to improve collaboration and the quality of care.”*

The IPE Program is noncredit hour earning and consists of several workshops and other activities. All aspects of the IPE Program must be completed prior to degree program completion as a condition of graduation.

For more information on IPE, please consult the Office of Student Affairs, the Associate Dean for Professional Programs or visit our website: <https://secure.uams.edu/cophstudent/student-handbook.aspx#ipe>.

REQUIRED – 28 Credit Hours		Grade	Year	Semester
EPID 6424	Advanced Epidemiological Methods			
EPID 6423	Advanced Epidemiological Methods Lab			
EPID 6336	Design and Analysis of Cohort Studies			
EPID	Design and Analysis of Case Control and Cross-Sectional Studies			
EPID 6001	Instructional Methods and Teaching Practicum			
EPID 6224	Clinical Epidemiology			
BMIG 5103	Foundations of BMI: Public Health Information			
COPH 6437	Grantsmanship and the Peer Review Process			
COPH 6438	Fundamentals of Research			
BIOS 5214	Categorical Data Analysis			
BIOS 6223	Biostatistics III			
SELECTIVE 1* – 3 Credit Hours		Grade	Year	Semester
EPID 5325	Chronic Disease Epidemiology			
EPID 5326	Infectious Disease Epidemiology			
EPID 6121	Principles and Practice of Epi Surveillance			
SELECTIVE 2* – 3 Credit Hours		Grade	Year	Semester
EPID 6324	Genomic/Genetic Epidemiology			
EPID 6335	Molecular Epidemiology & Biomarkers			
SELECTIVE 3* – 3 Credit Hours		Grade	Year	Semester
COPH 6346	Social Determinants of Health			
HBHE 5325	Survey Research Methods			
COPH 6403	Community Based Program Evaluation			
PROJECTS AND SEMINARS – 11 Credit Hours		Grade	Year	Semester
EPID 6700	Directed Research Studies			
EPID 6102	Special Topics in Epidemiology			
COPH 6999	Dissertation			

*Select a course that was not included as a prerequisite for the PhD program.

*If all the courses under a selective category have already been completed in the master's program, student may take other courses in the department.

ELECTIVES – 22 Credit Hours		Grade	Year	Semester

MINIMUM TOTAL HOURS = 70

Health Promotion and Prevention Research (Ph.D.)

NOTE: The Ph.D. program in Health Promotion and Prevention Research is reaffiliated with the UAMS Graduate School as of the Fall 2020 semester. Degree plan and course description information is currently available in both the Graduate School and College of Public Health sections of this catalog.

EXPOSURE (NOVICE)	Completion Date
Exposure Workshop	
Transition (Exposure to Immersion)	
IMMERSION (INTERMEDIATE)	
Triple Aim Project	
Simulation Activity	
COMPETENCE (ADVANCED)	
Competency Workshop	
Required Practice Activity	
Student Educator Activity	

IPE Curriculum Requirement: “As of the Fall 2015 semester, all CPH students are required to complete the UAMS Triple Aim Interprofessional Education (IPE) Program prior to graduation. According to the World Health Organization (WHO) “*Interprofessional Education occurs when two or more professions learn with, from and about each other to improve collaboration and the quality of care.*”

The IPE Program is noncredit hour earning and consists of several workshops and other activities. All aspects of the IPE Program must be completed prior to degree program completion as a condition of graduation.

For more information on IPE, please consult the Office of Student Affairs, the Associate Dean for Professional Programs or visit our website:

<https://secure.uams.edu/cophstudent/student-handbook.aspx#ipe>.

BEHAVIORAL SCIENCE CORE – 7 Credit Hours		Grade	Year	Semester
HBHE 6021	Advanced Health Behavioral Theory (3)			
HBHE 6212	Applied Behavioral Research Methods (3)			
COPH 6438	Fundamentals of Research (1)			
BEHAVIOR SCIENCE ELECTIVES (Choose 3 Credit Hours)		Grade	Year	Semester
HBHE 6234	Faith-Based Health Promotion			
HBHE 6320	Drugs and Society			
HBHE 5214	Advanced Concepts of Human Sexuality			
HBHE 6733	Stress and Health			
HBHE 6235	Translational Application of Theory and Methods			
HBHE 5240	Tobacco Prevention and Control			
COMMUNITY SCIENCE CORE – 6 Credit Hours		Grade	Year	Semester
COPH 6303	Community-Based Public Health Program Design			
HPMT 6426	Racial and Ethnic Health Disparities			
COMMUNITY AND PUBLIC HEALTH SCIENCE ELECTIVES (Choose 3 Credit Hours)		Grade	Year	Semester
HBHE 6320	Drugs and Society			
HBHE 6733	Stress and Health			
HBHE 6437	Teaching the Adult Learner			

HBHE 5241	Community Organizing for Health			
DATA ANALYSIS METHODS CORE – 9 Credit Hours		Grade	Year	Semester
BIOS 5212	Biostatistics II			
COPH 6403	Community-Based Program Evaluation			
NPHD 6102	Qualitative Methodology in Nursing Research			
DATA ANALYSIS METHODS ELECTIVES (Choose 3 Credit Hours)		Grade	Year	Semester
BIOS 6223	Biostatistics III			
NPHD 6108	Qualitative Data Analysis Theory and Practicum			
HBHE 6120	Introduction to Mixed Methods Research Design			
APPLIED METHODS CORE – 30 Credit Hours		Grade	Year	Semester
COPH 6437	Grantsmanship and the Peer Review Process (3)			
COPH 6600	Mentored Research (9)			
HBHE 6800	Dissertation Research (18)			
ELECTIVES (Choose 6 Credit Hours from any of the above electives)				
	Any of above electives			

MINIMUM TOTAL HOURS = 67

Health Systems and Services Research (Ph.D.)

NOTE: The Ph.D. program in Health Systems and Services Research is reaffiliated with the UAMS Graduate School as of the Fall 2020 semester. Degree plan and course description information is currently available in both the Graduate School and College of Public Health sections of this catalog.

EXPOSURE (NOVICE)	Completion Date
Exposure Workshop	
Transition (Exposure to Immersion)	
IMMERSION (INTERMEDIATE)	
Triple Aim Project	
Simulation Activity	
COMPETENCE (ADVANCED)	
Competency Workshop	
Required Practice Activity	
Student Educator Activity	

IPE Curriculum Requirement: “As of the Fall 2015 semester, all COPH students are required to complete the UAMS Triple Aim Interprofessional Education (IPE) Program prior to graduation. According to the World Health Organization (WHO) “*Interprofessional Education occurs when two or more professions learn with, from and about each other to improve collaboration and the quality of care.*”

The IPE Program is noncredit hour earning and consists of several workshops and other activities. All aspects of the IPE Program must be completed prior to degree program completion as a condition of graduation.

For more information on IPE, please consult the Office of Student Affairs, the Associate Dean for Professional Programs or visit our website: <https://secure.uams.edu/cophstudent/student-handbook.aspx#ipe>.

REQUIRED PREREQUISITES (OR EQUIVALENTS) – 12 Credit Hours		Grade	Year	Semester
HPMT 5003	Introduction to Public Health			
BIOS 6212	Biostatistics II			
EPID 5112	Epidemiology I			
HPMT 6104	Introduction to Health Economics			
HSR THEORY AND APPLICATIONS (REQUIRED) – 18 Credit Hours		Grade	Year	Semester
HPMT 6103	Health Systems Theory and Research			
HPMT 6213	Variation in Health System Performance			
HPMT 6328	Health Care & Organizational Theory			
HPMT 6315	Advanced Methods for Quality & Health Outcomes Research			
HPMT 6114	Advanced Public Health Policy & Management			
HPMT 6319	Implementation Research in Clinical Practice Settings			
RESEARCH METHODOLOGY – 13 Credit Hours		Grade	Year	Semester

HPMT 6011	Mathematics & Statistics Primer (1 Credit Hour)			
HPMT 6313	Advanced Methods in Health Services Research			
BIOS 5324	Analyzing Health Surveys			
HPMT 6323	Advanced Econometric Methods and Special Topics			
PSGP 5122	Applied Health Econometrics			
HPMT 6303	Applied Research Methods Using Retrospective Data Sources			
NOTE: Can take either Advanced Econometric Methods or Applied Health Economics - but not both				
SELECTIVES – 15 Credit Hours				
HPMT 6317	Performance Measurement, Reporting & Incentives			
HPMT 6326	Pharmacoeconomics & Health Care Technology Assessment			
HPMT 6320	Advanced Health Economics I: Demand-side Economics			
HPMT 6321	Advanced Health Economics II: Supply of Health Services			
BIOS 5233	Statistical Methods for Clinical Trials			
EPID 6224	Clinical Epidemiology			
EPID 5573	Data Management and Programming for Epidemiologists			
COPH 6303	Community-Based Program Design			
COPH 6346	Social Determinants of Health			
HPMT 6426	Racial and Ethnic Health Disparities			
EPID 6121	Principles & Practice of Public Health Surveillance			
HBHE 6325	Survey Research Methods			
NPHD 6102	Qualitative Methodology in Nursing Research			
NPHD 6108	Qualitative Data Analysis Theory & Practicum			
HPMT 6263	Patient-Reported Outcomes Measurement			
HPMT 6243	Pharmaceutical Economics and Policy			
BMIG 5011	Introduction to Biomedical Informatics 1			
BMIG 5001	Data Information and Knowledge Representation (3 Credit Hours)			
BMIG 5003	Computational Methods in Biomedical Informatics (3 Credit Hours)			
BMIG 5013	Health Information Systems (1 Credit Hour)			
BMIG 5103	Foundations of BMI: Public Health Information (2 Credit Hours)			
BMIG 6012	Data Warehousing, Aggregation and Reporting (1 Credit Hour)			
BMIG 6013	Healthcare Informatics of Quality and Patient Safety (1 Credit Hour)			
NOTE: Can take either Racial and Ethnic Health Disparities or Social Determinants of Health - but not both				

SCHOLARSHIP SKILLS – 6 Credit Hours		Grade	Year	Semester
COPH 6437	Grantsmanship and the Peer Review Process			
HPMT 6800	Directed Research Studies			
COMP EXAMS		Grade	Year	Semester
DISSERTATION – 18 Credit Hours				

MINIMUM TOTAL HOURS = 70

GRADUATE PROGRAM IN INTERDISCIPLINARY BIOMEDICAL SCIENCES (GPIBS)

UAMS, 4301 West Markham Street, #601, Little Rock, AR 72205, 501-686-5454

Degrees Conferred

M.S., Ph.D.

Program Description. The Graduate Program in Interdisciplinary Biomedical Sciences (GPIBS) at the University of Arkansas for Medical Sciences offers students the opportunity to pursue training in a wide range of disciplines while providing a foundation in the basic sciences. GPIBS is a reorganization of the current basic science PhD and MS programs (Biochemistry and Molecular Biology, Cell Biology and Physiology, Interdisciplinary Biomedical Sciences, Interdisciplinary Toxicology, Microbiology and Immunology, Neurobiology and Developmental Sciences, Pharmacology) and began accepting students in Fall 2016.

Students in the PhD program complete a core curriculum in semester 1 and then are encouraged to select a track prior to semester 2. Each track has additional course requirements (click on track name for additional information). Students also participate in 3 research rotations during semester 1 to identify a research mentor. If students do not identify a mentor at the end of the semester, they can continue rotations in semester 2. Most of the didactic coursework can be completed in the first 2 years of study. At the end of year 2, students will take a candidacy exam that includes a written and oral component to officially be a candidate for the doctoral degree. Students will then continue work with their research mentor. Their research project must be defended in a written and oral format prior to awarding of the doctoral degree. The GPIBS tracks and links to track faculty are listed below.

The following PhD Interdisciplinary Tracks are offered:

- Biochemistry and Molecular Biology
- Cell Biology and Physiology
- Microbiology and Immunology
- Neuroscience
- Pathobiology
- Pharmacology, Toxicology, and Experimental Therapeutics
- MD/PhD

A goal of the GPIBS Graduate Program is to provide students with a broad range of knowledge in biomedical sciences that will prepare them for careers in interdisciplinary and translational research through coursework and advanced research training. Coursework during the first year will provide core knowledge at the cellular/molecular level as well as the level of the integrated organism. Advanced courses required by the Interdisciplinary Tracks, and additional electives chosen by the student and committee, provide a course of study unique and individualized to each student.

Ph.D. students enrolled in the first year of the GPIBS program rotate through at least three laboratories of individual graduate faculty members to help facilitate selection of a major doctoral advisor. By the end of the first year, Ph.D. students join a GPIBS Interdisciplinary Track, and choose a doctoral advisor and advisory committee. Near the end of the second year, Ph.D. students take the candidacy examination that consists of preparing a written research proposal and orally defending the proposal to their committee. Once they pass their candidacy exam they officially begin their dissertation research. The Ph.D. is awarded upon successful completion and defense of the dissertation. Ph.D. students under the Basic Sciences Core Curriculum are supported by a stipend for the first 18 months, after which stipend support shifts over to research projects or other sources.

M.S. students choose between taking the thesis or non-thesis option. Students selecting the thesis option must complete and defend a laboratory research based thesis. Student selecting the non-thesis option must pass a written comprehensive examination. Stipends are not available to M.S. students; international applicants for this degree must provide an Affidavit of Support to be considered.

Prerequisites for Admission into GPIBS Graduate Programs. Students qualified for admission to Graduate School should have a sound background in science that includes courses in inorganic chemistry, organic chemistry, physics and biology. A record of broad training in all these areas is obviously beneficial; however, students lacking training in an area can defray that deficiency by demonstrating advanced coursework in other disciplines of science.

Prospective students must submit the following credentials to the UAMS Graduate School:

- 1) Application to Graduate School.
- 2) Official transcripts of all undergraduate and graduate coursework.
- 3) A statement of the applicant's career goals and reasons for seeking a graduate degree. This statement should also list any scholastic honors, experience (research and teaching), publications, and relevant extracurricular activities.
- 4) Three letters of recommendation from individuals familiar with the applicant.
- 5) International applicants whose native language is not English are required to submit the results of the TOEFL or IELTS examination.
- 6) Official Graduate Record Examination (GRE) results are optional for the GPIBS program.

GPIBS Core Curriculum

Because of the interdisciplinary nature of GPIBS graduate training, many courses are selected from courses offered by other UAMS graduate programs. The descriptions for these courses can be found in the appropriate catalog sections according to the course number prefix: BIOC, see Biochemistry and Molecular Biology; BIOM, see Biostatistics; MBIM, see Microbiology and Immunology; NBDS, see Neurobiology and Developmental Sciences; PCOL, see Pharmacology; PHYO, see Physiology and Biophysics. Course numbers for IBS Graduate Program courses are prefixed by "IBSD". The course descriptions for IBS courses can be found at the end of this catalog section.

GPIBS PhD Core Curriculum: All PhD GPIBS students Year 1 Fall Semester (12 credit hours):

Year 1—Fall Semester

Course Name	Credits
• Biochemistry & Molecular Biology (BIOC5101)	3*
• Cell Biology (NBDS5111)	3*
• Gene Expression (PHYO5112)	3*
• Scientific Communication & Ethics (PCOL5117)	1
• GPIBS Seminar (IBSD5102 Section 2)	1
• GPIBS Research (IBSD5101)	1#

All students are encouraged to join a track prior to the second semester.

GPIBS MS Core Curriculum

The GPIBS MS degree offers a thesis (30 credit hours of coursework plus 6 credit hours of research in IBSD 501V) or non-thesis option (36 hours of coursework and comprehensive exam).

1 credit hour GPIBS seminar (IBSD5102 Section 1)-must enroll in each fall and spring semester

1 credit hour Scientific Communication and Ethics 1 (PCOL5117)

1 credit hour Scientific Communication and Ethics 2 (PCOL5119)

3 credit hours Biochemistry and Molecular Biology (BIOC5101)

3 credit hours Cell Biology (NBDS5111)

3 credit hours Biostatistics 1 (BIOS 5013)

17 credit hours of electives (thesis) or 23 hours of electives (non-thesis). This can include 2 credit hours of GPIBS seminar for semesters 3 and 4.

M.S.—Non-Thesis Option.

1. Students must complete a minimum of 36 semester credit hours made up of the following:
 - Didactic coursework from the GPIBS Core Curriculum (designated with * in curriculum listing).
 - Scientific Communications and Ethics: PCOL5117 and PCOL5119.
 - GPIBS Seminar (up to 4 credit hours)
 - Electives.
2. Students must pass a comprehensive examination after the completion of course work. An Examination Subcommittee of the GPIBS Advisory Committee will administer the exam, generally during the summer session after completion of most of the course requirements.
3. Students are responsible for meeting the requirements of the GPIBS graduate program and all other University requirements and deadlines for the M.S. degree.

M.S.—Thesis Option.

1. Students must complete a minimum of 36 semester credit hours made up of the following:
 - 6 credit hours of Master's Thesis Research (IBSD5106).
 - Didactic coursework from the GPIBS Core Curriculum
 - Scientific Communications and Ethics: PCOL5117 and PCOL5119.
 - GPIBS Seminar (up to 4 credit hours)
 - Electives.
2. The student will conduct laboratory research under the direction of a thesis advisor and thesis committee that results in the preparation of a Master's thesis that is presented in a public seminar, and defended in a closed meeting with the student, advisor and committee.
3. Students are responsible for meeting the requirements of the GPIBS graduate program and all other University requirements and deadlines for the M.S. degree.

Requirements for the Doctor of Philosophy Degree

1. Students must complete a minimum of 24 semester credit hours of didactic course work (designated with * in curriculum listing above). These 24 hours do not include research and seminar credits. A minimum of 66 semester credit hours is required for program completion. The GPIBS Interdisciplinary Tracks and/or the doctoral advisory committees may require additional courses.
2. Student must pass the candidacy examination that consists of the preparation and oral defense of an original research proposal, to be administered by the research advisory committee chaired by the major advisor. Related material presented in the student's course work may be included in the oral portion of the examination. Students are expected to pass the candidacy exam prior to beginning the Fall semester of year 3.
3. After attaining candidacy, Ph.D. students will focus the majority of their time and efforts on developing, completing and defending a doctoral dissertation. Students must complete a minimum of 18 semester credit hours of Doctoral Dissertation Research and complete a doctoral dissertation based on original laboratory research work under the direction of the major doctoral advisor and advisory committee. The doctoral dissertation must be presented as a public seminar and then defended in a closed meeting of the student, the student's major doctoral advisor and the advisory committee.

4. Students are responsible for meeting the requirements of the GPIBS graduate program, the GPIBS Interdisciplinary Track in which they are affiliated, and all other University requirements and deadlines for the Ph.D. degree.

Major Advisor, Advisory Committee and GPIBS Interdisciplinary Track Selection. During the first year, Ph.D. students select a mentor-advisor and select to take specialized training in a GPIBS Interdisciplinary Track preferably after semester 1. Any faculty member of the UAMS Graduate Faculty is eligible to serve as a major advisor as long as the faculty member is a member of a GPIBS Interdisciplinary Track and has an active, funded research program, subject to approval by the Dean of the Graduate School. After the student selects a major advisor, the student and advisor together select a research advisory committee composed of at least five members (including the major advisor), at least 3 of which must be members of the interdisciplinary track. Committee membership must be made up of members holding primary appointments in at least two departments at UAMS. The advisory committee will be formed and meet by the end of the fall semester in year 2.

In order to provide flexible interdisciplinary training at UAMS, new GPIBS Interdisciplinary Tracks may be added to the GPIBS Graduate Program as the needs and interests of faculty and students demand. Please visit the GPIBS website (<http://gradschool.uams.edu/gpibs/gpibs-tracks/>) for a current listing of GPIBS Interdisciplinary Tracks and associated UAMS Graduate Faculty.

Biochemistry and Molecular Biology Track

Track Leader: Dr. Robert Eoff (REoff@uams.edu)

4301 West Markham Street, #516, Little Rock, AR 72205, 501-686-8152

Track Faculty:

Sean Adams, Pediatrics
Syed Ali, Biochemistry and Molecular Biology
Giulia Baldini, Biochemistry and Molecular Biology
Steven Barger, Geriatrics
Alexei Basnakian, Pharmacology and Toxicology
Gunnar Boysen, Environmental and Occupational Health
Marie Burdine, Department of Surgery
Alicia Byrd, Biochemistry and Molecular Biology
Stephanie Byrum, Biochemistry and Molecular Biology
Timothy Chambers, Biochemistry and Molecular Biology
Mari Davidson, Biochemistry and Molecular Biology
Alan Diekman, Biochemistry and Molecular Biology
Robert Eoff, Biochemistry and Molecular Biology
Robert Griffin, Radiation Oncology
Gur Kaushal, Internal Medicine
Thomas Kelly, Pathology
Mahmoud Kiaei, Neurobiology and Developmental Sciences
Samantha Kendrick, Biochemistry and Molecular Biology
Justin Leung, Radiation Oncology
Vladimir Lupashin, Physiology and Biophysics
Samuel Mackintosh, Biochemistry and Molecular Biology
Angus MacNicol, Neurobiology and Developmental Sciences
Mugimane Manjanatha, National Center for Toxicological Research
Grover Miller, Biochemistry and Molecular Biology
Isabelle Racine Miousse, Biochemistry and Molecular Biology
Roy Morello, Physiology and Biophysics
Intawat Nookaew, Biomedical Informatics
Melda Onal, Physiology and Biophysics
Paul Prather, Pharmacology and Toxicology
Peter Price, Internal Medicine
Anna Radomska-Pandya, Biochemistry and Molecular Biology
Kevin Raney, Biochemistry and Molecular Biology
Robert Reis, Geriatrics
Sung Rhee, Pharmacology and Toxicology
Analiz Rodriquez, Neurosurgery
Kartik Shankar, Pediatrics
Sharda Singh, Pharmacology and Toxicology
Brian Storrie, Physiology and Biophysics
Alan Tackett, Biochemistry and Molecular Biology

David Ussery, Biomedical Informatics
Wayne Wahls, Biochemistry and Molecular Biology
Jerry Ware, Physiology and Biophysics
Patricia Wight, Physiology and Biophysics
V. Laxmi Yeruva, Pediatrics
Donghoon Yoon, Myeloma
Haibo Zhao, Internal Medicine
Boris Zybajlov, Biochemistry and Molecular Biology

Track-Specific Course Requirements:

Year 1 Fall (12 credit hours)

GPIBS Core Curriculum

Year 1 Spring (10 credit hours)

1 credit hour Seminar (BIOC 5105)
1 credit hour Scientific Communication and Ethics II (PCOL5119)
3 credit hours Methods in Biomedical and Translational Sciences (BIOC 5109)
3 credit hours Current Trends in Biomedical Sciences (BIOC 5106)
2 credit hours Elective and/or Research (BIOC5104)

Each summer until graduation

1 credit hour Research

Year 2 Fall (10 credit hours)

2 credit hours Seminar (BIOC 5105)
1 credit hour Scientific Communication and Ethics III (PCOL 5120)
3 credit hours Biostatistics I (BIOS 5013)
4 credit hours Elective and/or Research
**May take Elective or Research and take Special Topics in Year 2 Spring

Year 2 Spring (10 credit hours)

2 credit hours Seminar (BIOC 5105)
1 credit hour Scientific Communication and Ethics IV (PCOL 5121)
7 credit hours Elective and/or Research

Students must take a total of 4 credit hours of Special Topics in Biochemistry or Electives from outside the track. A variety of Special Topics courses are offered and students should choose, with the advice and consent of their advisory committees, elective coursework that will enhance their development as scientists. Courses administered by the Biochemistry track that could be used to satisfy the elective requirements include:

Special Topics in Biochemistry-Proteomics (BIOC 6102, 2 credit hours)
Special Topics in Biochemistry-Cancer Biology (BIOC 6102, 2 credit hours)
Special Topics in Biochemistry-Proteins and Enzymes (BIOC 6102, 2 credit hours)

Year 2 Summer

Candidacy Exam (research proposal submitted to committee followed by oral defense)

Years 3- Until Degree Completion

2 credit hours of Seminar (BIOC 5105) each semester excluding summer and the semester in which the student plans to defend.
8 credit hours of Doctoral Dissertation (BIOC 6104) until reaching the 18 minimum dissertation credits required for graduation, and/or Research (BIOC 5104).

Students must successfully defend their research projects in written and oral format prior to completion of the degree.

A minimum of 66 semester credit hours are required for GPIBS Ph.D. program completion.

Cell Biology and Physiology Track

Track Leader: Dr. Rosalia Simmen (SimmenRosalia@uams.edu)

4301 West Markham Street, #750, Little Rock, AR 72205, 501-526-7575

Track Faculty:

Sean Adams, Pediatrics
Antino Allen, Pharmaceutical Sciences
Aline Andres, Pediatrics
John Arthur, Internal Medicine
Giulia Baldini, Biochemistry and Molecular Biology
Steven Barger, Geriatrics
Alexei Basnakian, Pharmacology and Toxicology
Karl Boehme, Microbiology and Immunology
Marjan Boerma, Pharmaceutical Sciences
Michael Borelli, Radiology
Elisabet Borsheim, Pediatrics
Gwen Childs, Neurobiology and Developmental Sciences
Alan Diekman, Biochemistry and Molecular Biology
Paul Drew, Neurobiology and Developmental Sciences
Joshua Epstein, Myeloma
Craig Forrest, Microbiology and Immunology
Aime Franco, Physiology and Biophysics
Edgar Garcia-Rill, Neurobiology and Developmental Sciences
Robert Griffin, Radiation Oncology
Abdallah Hayar, Neurobiology and Developmental Sciences
Michael Jennings, Physiology and Biophysics
Tara Johnson, Pediatrics
Behjatolah Karbassi, Pathology
Thomas Kelly, Pathology
Samantha Kendrick, Biochemistry and Molecular Biology
Richard Kurten, Physiology and Biophysics
Justin Leung, Radiation Oncology
Jia Liu, Microbiology and Immunology
Julia Liu, Gastroenterology and Hepatology
Vladimir Lupashin, Physiology and Biophysics
Stewart MacLeod, Pediatrics
Lee Ann MacMillan-Crow, Pharmacology and Toxicology
Melanie MacNicol, Neurobiology and Developmental Sciences
Angus MacNicol, Neurobiology and Developmental Sciences
Mugimane Manjanatha, National Center for Toxicological Research
Philip Mayeux, Pharmacology and Toxicology
Mitch McGill, Environmental and Occupational Health
Roy Morello, Physiology and Biophysics
Shengyu Mu, Pharmacology and Toxicology
Intawat Nookaew, Biomedical Informatics
Charles O'Brien, Internal Medicine
Melda Onal, Physiology and Biophysics
Xiawei Ou, Pediatrics
Rupak Pathak, Pharmaceutical Sciences
Brian Piccolo, Pediatrics
Ryan Porter, Internal Medicine
Paul Prather, Pharmacology and Toxicology
Anna Radomska-Pandya, Biochemistry and Molecular Biology
Sung Rhee, Pharmacology and Toxicology
Maria Schuller Almeida, Internal Medicine
Kartik Shankar, Pediatrics
Frank Simmen, Physiology and Biophysics
Rosalie Simmen, Physiology and Biophysics
Sharda Singh, Pharmacology and Toxicology
Brian Storrie, Physiology and Biophysics
Billy Thomas, Pediatrics
Kottayil Varughese, Physiology and Biophysics
Daniel Voth, Microbiology and Immunology
Wayne Wahls, Biochemistry and Molecular Biology
Jerry Ware, Physiology and Biophysics

Tiffany Weinkopff, Microbiology and Immunology
Patricia Wight, Physiology and Biophysics
V. Laxmi Yeruva, Pediatrics
Donghoon Yoon, Myeloma
Fang Zheng, Pharmacology and Toxicology

Track-Specific Course Requirements:

Year 1 Fall (12 credit hours)

GPIBS Core Curriculum

Year 1 Spring (9 credit hours)

1 credit hour Seminar (PHYO 5106)
1 credit hour Scientific Communication and Ethics II (PCOL 5119)
3 credit hours General Physiology (PHYO 5103)
3 credit hours Biostatistics I (BIOS 5013)-may take other selective and take in fall year 2
1 credit hour Electives and/or Research

Each summer until graduation

1 credit hour Research

Year 2 Fall (9 credit hours)

1 credit hour Seminar (PHYO 5106)
1 credit hour Scientific Communication and Ethics III (PCOL 5120)
3 credit hours Molecular Cell Biology (MBIM 6103)
4 credit hours Elective and/or Research

Year 2 Spring (9 credit hours)

1 credit hour Seminar (PHYO 5106)
1 credit hour Scientific Communications and Ethics IV (PCOL 5121)
7 credit hours Elective and/or Research

A minimum of 24 credit hours of coursework. Electives are chosen based on advice from the student's mentor and/or advisory committee.

Year 2 Summer

Candidacy Exam (research proposal submitted to committee followed by oral defense)

Years 3- Until Degree Completion

Students will enroll in 1 credit hour Seminar (PHYO 5106) for each of the remaining semesters and 9 credit hours of Dissertation Research (until reach 18) and/or Research. Students must successfully defend their research project in written and oral format prior to completion of the degree. A minimum of 66 semester credit hours is required for GPIBS Ph.D. program completion.

Microbiology and Immunology Track

Track Leader: Dr. Karl Boehme (KWBoehme@uams.edu)

4301 West Markham Street, #511, Little Rock, AR 72205, 501-686-5189

Track Faculty:

Youssef Aachoui, Microbiology & Immunology
Jon Blevins, Microbiology and Immunology
Sarah Blossom, Pediatrics
Karl Boehme, Microbiology and Immunology
Nalini Bora, Ophthalmology
Marie Burdine, Biochemistry and Molecular Biology
Paul Drew, Neurobiology and Developmental Sciences
Craig Forrest, Microbiology and Immunology
Aime Franco, Physiology and Biophysics
En Huang, Environmental and Occupational Health

Chia Lee, Microbiology and Immunology
Lin-Xi Li, Microbiology and Immunology
Hong-yu Li, Pharmaceutical Sciences
Jia Liu, Microbiology and Immunology
Vladimir Lupashin, Physiology and Biophysics
Philip Mayeux, Pharmacology and Toxicology
Richard Morrison, Microbiology and Immunology
Mayumi Nakagawa, Pathology
Roger Pechous, Microbiology and Immunology
Brian Piccolo, Pediatrics
Steven Post, Pathology
Mark Smeltzer, Microbiology and Immunology
Jason Stumhofer, Microbiology and Immunology
David Ussery, Biomedical Informatics
Daniel Voth, Microbiology and Immunology
Tiffany Weinkopff, Microbiology and Immunology
V. Laxmi Yeurva, Pediatrics
Kevin Young, Microbiology and Immunology
Xuming Zhang, Microbiology and Immunology
Boris Zybalov, Biochemistry and Molecular Biology

Track-Specific Course Requirements:

Year 1 Fall (12 credit hours)

GPIBS Core Curriculum

Year 1 Spring (10 credit hours)

1 credit hour Seminar (MBIM 5106)
1 credit hour Scientific Communication and Ethics II (PCOL 5119)
3 credit hours Basic Principles of Microbiology (MBIM 5103)
3 credit hours Immunology (MBIM 5101)
1 credit hour Current Topics in Microbiology (MBIM 5109) or Immunology (MBIM 5110)
1 credit hour Research in Microbiology & Immunology (MBIM 5107)

Year 1 Summer (1 credit hour)

1 credit hour Research in Microbiology & Immunology (MBIM 5107)

Year 2 Fall (11 credit hours)

1 credit hour Seminar (MBIM 5106)
1 credit hour Scientific Communication and Ethics III (PCOL 5120)
1 credit hour Current Topics in Microbiology (MBIM 5109) or Immunology (MBIM 5110)
4 credit hours Advances in Microbiology and Immunology I (MBIM 6104)
3 credit hours Biostatistics I (BIOS 5013)
1 credit hour Research in Microbiology & Immunology (MBIM 5107)

Year 2 Spring (10 credit hours)

1 credit hour Seminar (MBIM 5106)
1 credit hour Scientific Communications and Ethics IV (PCOL 5121)
1 credit hour Current Topics in Microbiology (MBIM 5109) or Immunology (MBIM 5110)
4 credit hours Advances in Microbiology and Immunology II (MBIM 6105)
3 credit hours Research in Microbiology & Immunology (MBIM 5107)

Year 2 Summer (1 credit hour)

1 credit hour Research in Microbiology & Immunology (MBIM 5107)
Candidacy Exam (research proposal submitted to committee followed by oral defense)

Years 3- Until Degree Completion

For each remaining Fall and Spring semester, students will enroll in 1 credit hour Seminar (MBIM 5106), 1 credit hour of Current Topics in Microbiology (MBIM 5109) or Current Topics in Immunology (MBIM 5110), and 8 credit hours of Doctoral Dissertation (MBIM 6201). For each remaining Summer semester, students will enroll in 1 credit hour of Doctoral Dissertation (MBIM 6201). Students must successfully defend their

research project in written and oral format prior to completion of the degree. A minimum of 66 semester credit hours is required for GPIBS Ph.D. program completion.

Neuroscience Track

Track Leader: Dr. Mark Mennemeier (MSMennemeier@uams.edu) 4301 West Markham Street, #826, Little Rock, AR 72205, 501-526-7773

Track Faculty:

Syed Ali, Biochemistry and Molecular Biology
Antino Allen, Division of Radiation Health
Srinivas Ayyadevara, Geriatrics
Giulia Baldini, Biochemistry and Molecular Biology
Steven Barger, Geriatrics
Helen Benes, Neurobiology and Developmental Sciences
Sarah Blossom, Pediatrics
Michael Borelli, Radiology
John Bowyer, Pharmacology and Toxicology
Keith Bush, Psychiatry
Jason Chang, Neurobiology and Developmental Sciences
John Chelonis, Pediatrics
Gwen Childs, Neurobiology and Developmental Sciences
David Davies, Neurobiology and Developmental Sciences
Maxim Dobretsov, Anesthesiology
Hari Eswaran, Obstetrics and Gynecology
William Fantegrossi, Pharmacology and Toxicology
Sherry Ferguson, National Center for Toxicological Research
Edgar Garcia-Rill, Neurobiology and Developmental Sciences
Paul Gottschall, Pharmacology and Toxicology
Qiang Gu, National Center for Toxicological Research
Adballah Hayar, Neurobiology and Developmental Sciences
Andrew James, Psychiatry
Cynthia Kane, Neurobiology and Developmental Sciences
Mahmoud Kiaei, Pharmacology and Toxicology
Linda Larson-Prior, Psychiatry
Sang-Hun Lee, Neurology
Angus MacNicol, Neurobiology and Developmental Sciences
Melanie MacNicol, Neurobiology and Developmental Sciences
Erin Mannen, Orthopedic Surgery
Mark Mennemeier, Neurobiology and Developmental Sciences
Angela Odle, Neurobiology and Developmental Sciences
Xiawei Ou, Radiology and Pediatrics
Merle Paule, Pharmacology and Toxicology
Eric Peterson, Pharmacology and Toxicology
Kevin Phelan, Neurobiology and Developmental Sciences
Paul Prather, Pharmacology and Toxicology
Robert Reis, Geriatrics
Analiz Rodriguez, Neurosurgery
Sumit Sarkar, National Center for Toxicological Research
William Slikker, Pharmacology and Toxicology
Tuhin Virmani, Neurology
Patricia Wight, Physiology and Biophysics
Fang Zheng, Pharmacology and Toxicology

Track-Specific Course Requirements:

Year 1 Fall (12 credit hours)

GPIBS Core Curriculum

Year 1 Spring (12 credit hours)

1 credit hour Seminar (NBDS 5116)
1 credit hour Scientific Communication and Ethics II (PCOL 5119)
3 credit hours Biostatistics I (BIOS 5013)
1 credit hour Research (NBDS 5118)
3 credit hours Basic Neuroscience (NBDS 5106)
3 credit hours Cellular and Developmental Neuroscience (NBDS 5114)

Above includes 18 credit hours of the 24 hours of required didactic coursework. Electives (6 hours minimum) are chosen based on advice from the student's advisor and/or advisory committee.

Each summer until graduation

1 credit hour Research (NBDS 5118)

Year 2 Fall (10 credit hours)

1 credit hour Seminar (NBDS 5116)
1 credit hour Scientific Communication and Ethics III (PCOL 5120)
8 credit hours Electives and/or Research (NBDS 5118)

Year 2 Spring (10 credit hours)

1 credit hour Seminar (NBDS 5116)
1 credit hour Scientific Communications and Ethics IV (PCOL 5121)
8 credit hours Electives and/or Research (NBDS 5118)

Year 2 Summer

Candidacy Exam (research proposal submitted to committee followed by oral defense)

Year 3- Until Degree Completion

Students will enroll in 1 credit hour Seminar (NBDS 5116) for each of the remaining semesters and 9 credit hours of Dissertation Research (NBDS 6201) and/or Research (NBDS 5118) until 18 credit hours is reached. Students must successfully defend their research project in written and oral format prior to completion of the degree. A minimum of 66 semester credit hours is required for GPIBS Ph.D. program completion.

Pathobiology Track

Track Leader: Dr. Steve Post (SPost@uams.edu)

4301 West Markham Street, Little Rock, AR 72205, (501) 526-6046

Track Faculty:

John Arthur, Internal Medicine

Steven Barger, Geriatrics

William Bellamy, Pathology

Marjan Boerma, Pharmaceutical Sciences

Elisabet Borsheim, Pediatrics

Gunnar Boysen, Environmental and Occupational Health

Parimal Chowdhury, Physiology and Biophysics

Alan Diekman, Biochemistry and Molecular Biology

Joshua Epstein, Myeloma

Craig Forrest, Microbiology and Immunology

Aime Franco, Physiology and Biophysics

Behjatolah Karbassi, Pathology

Gur Kaushal, Internal Medicine

Samantha Kendrick, Biochemistry

Thomas Kelly, Pathology

Mahmoud Kiaei, Neurobiology and Developmental Sciences

Soheila Korourian, Pathology

Lee Ann MacMillan-Crow, Pharmacology and Toxicology

Melanie MacNicol, Neurobiology and Developmental Sciences

Roy Morello, Physiology and Biophysics

Richard Morrison, Microbiology and Immunology
Mayumi Nakagawa, Pathology
Garesh Narayanasamy, Radiation Oncology
Intawat Nookaew, Biomedical Informatics
Charles O'Brien, Internal Medicine
Melda Onal, Physiology and Biophysics
Steven Post, Pathology
Zhiqiang Qin, Pathology
Charles Quick, Pathology
Robert Reis, Geriatrics
Maria Schuller Almeida, Internal Medicine
Sara Shalin, Pathology
Rosalia Simmen, Physiology and Biophysics
Ayaka Suzuki, Gastroenterology
Alan Tackett, Biochemistry and Molecular Biology
David Ussery, Biomedical Informatics
Jerry Ware, Physiology and Biophysics
Tiffany Weinkopff, Microbiology and Immunology
Donghoon Yoon, Myeloma

Track-Specific Course Requirements:

Year 1 Fall (12 credit hours)

GIIPS Core Curriculum

Year 1 Spring (10 credit hours)

1 credit hour GIIPS Seminar (IBSD 5102)
 1 credit hour Scientific Communication and Ethics II (PCOL 5119)
 3 credit hours General Physiology (PHYO 5013)
 3 credit hours Histology and Investigative Pathology (new course)
 3 credit hours Histology and Laboratory Screening (PATH 5150)
 3 credit hours Biostatistics (BIOS 5013) or Biometrical Methods
 1 credit hour Research

Each summer until graduation

1 credit hour Research

Year 2 Fall (10 -12 credit hours)

1 credit hour GIIPS Seminar (IBSD 5102)
 1 credit hour Scientific Communication and Ethics III (PCOL 5120)
 3 credit hours Pathobiologic Basis of Disease (PATH 5101)
 3-6 credit hours Electives*
 2-4 credit hours Research

Year 2 Spring (10-11 credit hours)

1 credit hour GIIPS Seminar (IBSD 5102)
 1 credit hour Scientific Communications and Ethics IV (PCOL 5121)
 3-6 credit hours Electives*
 5-6 credit hours Research

*Electives are chosen at the discretion of the mentor and the student's advisory committee. Possible courses include but are not limited to: Biology of Cancer (BIOC 6103), Basic Biology of Aging (PHYO 6102), Immunology (MBIM 5101), Molecular Epidemiology (EPID 5335), Cellular Endocrinology (PHYO 5104), Human Development (NBDS 5124), Molecular Cell Biology (MBIM 6103), Systems Therapeutics (PCOL 6101), Introduction to Oncology (INTX 5082), Cancer Epidemiology (EPID 5332), Epi of Chronic Diseases (EPID 5326), and Basic Neuroscience (NBDS 5106)

Year 2 Summer

Candidacy Exam (research proposal submitted to committee followed by oral defense)

Years 3- Until Degree Completion

Students will enroll in 1 credit hour Seminar (IBSD 5102 Section 1) for each of the remaining semesters and 9 credit hours of Dissertation Research and/or Research until 18 credit hours is reached. Students must meet with their advisory committee semiannually, demonstrate continuous

progress, and successfully defend their research project in written and oral format prior to completion of the degree. A total of 66 semester credit hours is required for GPIBS Ph.D. program completion.

Pharmacology, Toxicology and Experimental Therapeutics Track

Track Leader: Dr. Lee Ann MacMillan-Crow (lmcrow@uams.edu)

4301 West Markham Street, #611, Little Rock, AR 72205, 501-686-5589

Track Faculty:

Syed Ali, Biochemistry and Molecular Biology
Antino Allen, Pharmaceutical Sciences
John Arthur, Internal Medicine
Nukhet Aykin-Burns, Pharmaceutical Sciences
Alexei Basnakian, Pharmacology and Toxicology
William Bellamy, Pathology
Sarah Blossom, Pediatrics
Marjan Boerma, Pharmaceutical Sciences
John Bowyer, Pharmacology and Toxicology
Gunnar Boysen, Environmental and Occupational Health
Lisa Brents, Pharmacology and Toxicology
Timothy Chambers, Biochemistry and Molecular Biology
John Chelonis, Pediatrics
Daniel Doerge, National Center for Toxicological Research
William Fantegrossi, Pharmacology and Toxicology
Sherry Ferguson, National Center for Toxicological Research
Brendan Frett, Pharmaceutical Sciences
Amy Goodwin, National Center for Toxicological Research
Robert Griffin, Radiation Oncology
Qiang Gu, National Center for Toxicological Research
Abdallah Hayar, Neurobiology and Developmental Sciences
Robert Heflich, National Center for Toxicological Research
Shuk-Mei Ho, Pharmacology and Toxicology
Ricky (Yuet-Kin) Leung, Pharmacology and Toxicology
Hong-yu Li, Pharmaceutical Sciences
Shi Liu, Pharmaceutical Sciences
Jia Liu, Microbiology and Immunology
Annie Lumen, National Center for Toxicological Research
Lee Ann MacMillan-Crow, Pharmacology and Toxicology
Mitch McGill, Environmental and Occupational Health
Grover Miller, Biochemistry and Molecular Biology
Shengyu Mu, Pharmacology and Toxicology
Nirmala Parajuli, Pharmacology and Toxicology, and ACHRI
Eric Peterson, Pharmacology and Toxicology
Craig Porter, Arkansas Children's Nutrition Center (ACHRI)
Steven Post, Pathology
Paul Prather, Pharmacology and Toxicology
Zhiqiang Qin, Pathology
Robert Reis, Geriatrics
Sung Rhee, Pharmacology and Toxicology
Nancy Rusch, Pharmacology and Toxicology
Sumit Sarkar, National Center for Toxicological Research
Frank Simmen, Physiology and Biophysics
William Slikker, Pharmacology and Toxicology
Amanda Stolarz, Pharmaceutical Sciences
Ayako Suzuki, Gastroenterology
John Talpos, National Center for Toxicological Research
Vladimir Zharov, Otolaryngology and Nanomedicine
Fang Zheng, Pharmacology and Toxicology
Boris Zybaylov, Biochemistry and Molecular Biology

Track-Specific Course Requirements:

Year 1 Fall (12 credit hours)

GPIBS Core Curriculum

Year 1 Spring (10 credit hours)

- 1 credit hour Seminar (PCOL 5109)
- 1 credit hour Scientific Communication and Ethics (PCOL 5119)
- 3 credit hours Principles and Methods of Pharmacology and Toxicology (PCOL 5105)
- 3 credit hours General Physiology (PHYO 5103)
- 1 credit hour Journal Club (PCOL 5115)
- 1 credit hour Research (PCOL 5103)

Each summer until graduation

- 1 credit hour Research

Year 2 Fall (10 credit hours)

- 1 credit hour Seminar (PCOL 5109)
- 3 credit hours Graduate Pharmacology and Therapeutics (PCOL 5107)
- 1 credit hour Scientific Communication and Ethics III (PCOL 5120)
- 3 credit hours Elective (choose to take in Fall or Spring of 2nd year)*
- 1 credit hour Journal Club (PCOL 5115)
- 1 or 4 credit hours Research (based on taking elective or not) (PCOL 5103)

Year 2 Spring (10 credit hours)

- 1 credit hour Seminar (PCOL 5109)
- 1 credit hour Scientific Communications and Ethics IV (PCOL 5121)
- 3 credit hours Elective (choose to take in Fall or Spring of 2nd year)*
- 3 credit hours Experimental Design and Statistics
- 1 credit hour Journal Club (PCOL 5115)
- 1 or 4 credit hours Research (based on taking elective or not) (PCOL 5103)

*The elective must include 3 additional course credit hours based on advice from the student's mentor and/or advisory committee. Clinical Toxicology (INTX 6653) or Systems Therapeutics (PCOL 6101) are highly encouraged.

Year 2 Summer

Candidacy Exam (research proposal submitted to committee followed by oral defense)

Years 3- Degree Completion

Students will enroll in 1 credit hour Seminar (PCOL 5109) for each of the remaining semesters and 9 credit hours of Dissertation Research (until 18 hours is reached) and/or Research (PCOL 5123). Students must successfully defend their research project in written and oral format prior to completion of the degree. A total of 66 semester credit hours is required for GPIBS Ph.D. program completion.

HEALTH SCIENCES INNOVATION AND ENTREPRENEURSHIP (HSIE) GRADUATE CERTIFICATE

Nancy Rusch, Ph.D., HSIE Graduate Program Co-Director
UAMS, 4301 W. Markham, Little Rock, Arkansas 72205, 501-686-5510

Curtis Lowery, M.D., HSIE Graduate Program Co-Director
UAMS, 4301 W. Markham, Little Rock, Arkansas 72205, 501-686-5847

Pamela Kahler, B.A., HSIE Graduate Program Manager
UAMS, 4301 W. Markham, Little Rock, Arkansas 72205, 501-686-5510

The Faculty

PROFESSORS

Nancy Gray, Ph.D. (UAMS)

Curtis Lowery, M.D. (UAMS)
Carol Reeves, Ph.D. (UA Fayetteville)
Nancy Rusch, Ph.D. (UAMS)

ASSISTANT PROFESSORS

Kevin Sexton, M.D. (UAMS)

ADJUNCT INSTRUCTORS

Paul Mlakar, Jr., M.B.A. (UA Fayetteville)

Training the next generation of health scientists to transform discoveries into improved health outcomes requires a pioneering training programs that provide well-designed content and experiences in innovation and entrepreneurship. The recent Institute of Medicine (IOM) report on graduate medical education noted the need “to advance innovative education and training models with a focus on team science, leadership, community engagement and entrepreneurship”, so that new discoveries and treatments can benefit patients more quickly (2014). To address this need at UAMS, a 15-credit Graduate Certificate in Health Science Innovation and Entrepreneurship (HSIE) for postdoctoral fellows was funded by the National Center for Advancement of Translational Science (NCATS) in 2019 as a National Research Service Award Core of the UAMS Translational Research Institute (TRI).

The goal of the Graduate Certificate in Health Science Innovation and Entrepreneurship is to broaden a scholar’s vision of using entrepreneurship principles and team science to accelerate biomedical discoveries into improved health outcomes. It serves to equip postdoctoral fellows with the knowledge and skillset to translate innovations into clinical benefit and is a value-added extension to the postdoctoral fellow’s primary research training.

The Graduate Certificate in Health Science Innovation and Entrepreneurship serves full-time postdoctoral fellows interested in expanding their knowledge of translating biomedical discoveries into new medications, devices, diagnostics or technologies to improve health outcomes. A primary goal of the program is to provide postdoctoral fellows with insight into the complex process of translating biomedical discoveries into new technologies to improve health. The training provides a more competitive background for science-based academic or nonacademic careers that include elements of entrepreneurship, business and team science.

The course structure includes individualized study, a seminar series featuring academic entrepreneurs from a 5-state region, and distance learning to enable participation of UAMS postdoctoral fellows in graduate business courses offered by the Sam M. Walton College of Business at the University of Arkansas Fayetteville (UAF). Distance learning courses through UAF will utilize interactive audio- video, self directed learning, and some face-to-face sessions in semesters 2-4.

Four postdoctoral fellows will be selected annually to pursue this certificate program. Federal funding of this program requires that participants be U.S. citizens or green card holders. Postdoctoral fellows in years one to three of training will be given preference for admission. Participants in the program are paid a NIH-level postdoctoral stipend, are reimbursed for tuition and fees, and receive an allowance for travel. **Participants in the program are not eligible for financial aid.**

Requirements for the Graduate Certificate in Health Science Innovation and Entrepreneurship

Successful completion of fifteen hours of coursework is required with a passing grade in each course.

HSIE	6100	Snapshot Sessions (4 credit hours), UAMS
HSIE	6200	“Health Science Entrepreneurs: Innovators of Health Care” Seminar Series (2 credits), UAMS
MGMT	5213	Foundations of Business for Entrepreneurs (3 credits), UAF
MGMT	5323	New Venture Development (3 credits), UAF
MBAD	5413	Partnering Project (3 credits), UAF

Sequence of Courses

Year 1/ Semester 1 - 5 credits

HSIE 6100 (Snapshot Sessions – 4 credits)

HSIE 6200 (Seminar Series – 1 credit)*

**Seminar series continues until end of Year 1*

Year 1/ Semester 2 – 3 credits

MGMT 5213 (Foundations of Business for Entrepreneurs – 3 credits)

Year 2/ Semester 1 – 4 credits

MGMT 5323 (New Venture Development)

HSIE 6200 (Seminar Series)*

**Seminar series continues until end of Year 1*

Year 2/ Semester 2 – 3 credits

MBAD 5413 (Partnering Project)

DOCTOR OF PHILOSOPHY IN NURSING (NPHD)

Patricia Wright, Ph.D., MPH, RN Graduate Program Director

UAMS, 4301 West Markham, Little Rock, Arkansas 72205, 501-603-1290

The Faculty

Professors Emeriti

Cornelia Beck, Ph.D., Professor

Ann Coleman, Ph.D., Professor

Linda C. Hodges, Ed.D., Dean and Professor

Cheryl Schmidt, Ph.D., Associate Professor

Elaine Souder, Ph.D., Professor

Patricia J. Thompson, Ph.D., Associate Professor

PROFESSORS

Claudia Barone, Ed.D.

Claudia Beverly, Ph.D.

Donna Gullette, Ph.D.

Jean McSweeney, Ph.D.

Pao Feng Tsai, Ph.D.

ASSOCIATE PROFESSORS

Seongkum Heo Ph.D.

Leanne Lefler, Ph.D.

Donna Middaugh, Ph.D.*

Anita Mitchell, Ph.D.

ASSISTANT PROFESSORS

Patricia Wright Ph.D.

Corey Nagel, Ph.D.

Martha Rojo, Ph.D.

Research interests of the faculty may be viewed through the program link at the Graduate School website, www.uams.edu/gradschool/

The Doctor of Philosophy (Ph.D.) in Nursing program prepares nurses to advance the art and science of nursing through research and scholarship. Graduates are expected to assume leadership positions in academic and health care settings and to influence nursing practice, health care delivery, and the social awareness of nursing's contributions to health care. Selected course work and educational activities are designed to help students develop knowledge in a specialized nursing area, develop and test theories, and acquire the skills and experience for conducting research that is relevant to their area of interest. The learning is directed by a competent cadre of faculty with funded research and is facilitated by required and elective course work, independent study, and research activities.

Prerequisites for the Doctor of Philosophy Degree Program

Graduate School and College of Nursing requirements including all transcripts and other documents must be received by the Registrar's office by **April 1** each year for the Ph.D. program and June 15 and November 15 for the BSN to PhD program. In addition to the general requirements for admission to the University of Arkansas for Medical Sciences Graduate School, applicants for NPhD doctoral study must meet the following requirements:

1. Hold current unencumbered licensure as a registered nurse.

2. Hold a master's degree in nursing from an NLN or CCNE accredited program and show documentation of a minimum GPA of 3.65 in all course work for the master's degree. Applicants with a BSN or a master's degree in another field are eligible for admission. To be admitted to the accelerated BSN-Ph.D. program, one must meet the same GPA requirements and must be a graduate of an accredited program. If admitted, these students will be required to complete selected masters' level courses in nursing. Students admitted to the accelerated BSN-Ph.D. program will graduate with a Ph.D. and will NOT be eligible for a master's degree.
3. Evidence of TB skin test and completed Hepatitis B series on file with the College of Nursing before registering for any graduate nursing courses.
4. Written response to questions regarding educational goals, research interests, and desired research career.
5. Example of scholarly written work.
6. Written essay on a selected topic at the time of interview.
7. Request that official transcripts from any and all colleges and universities attended to be sent.
8. Request three (3) references, some of which should be completed by doctoral-prepared individuals. A form for official references is included in the application packet and is sent to those individuals who will be providing references.
9. The applicant whose native language is not English must present a minimum score of 560 on the paper-based or 213 on the computer-based TOEFL taken within 2 years immediately preceding the requested semester of admission.
10. After all the above materials are reviewed, the applicant will interview with graduate faculty members to gain faculty approval for admission. At that time, the applicant will be asked to write a brief essay on a selected topic.

Requirements for the Doctor of Philosophy Degree The curriculum leading to the Doctor of Philosophy in Nursing can be completed through a full-time or part-time program of study; however, full-time study is highly encouraged.

The purpose of the program is to prepare nurse researchers for faculty, administrative, advanced clinical and leadership positions in Arkansas. The goals of the program are realized through the following program objectives:

Upon completion of the Ph.D. in Nursing, the graduate will be able to:

1. Develop theoretical systems and empirical explanation of phenomena related to nursing.
2. Synthesize knowledge from nursing and other disciplines as a basis for generating and augmenting nursing knowledge.
3. Use methods of systematic inquiry to develop and implement a research program that addresses processes germane to client outcomes.
4. Provide leadership to positively influence the discipline of nursing.

Using the knowledge and skills learned in the Ph.D. Nursing program, the mission and the goals of our program are evident in the accomplishments of our graduates. The program consists of a minimum of 81 semester hours of course work beyond the master's degree, including 18 semester hours of doctoral dissertation. A minimum of 81 semester credit hours is required for GPIBS Ph.D. program completion.

- I. **Scientific Perspective** (8 semester hours)
Philosophies and Theories in Science and Research
Issues Influencing Research
Culture of Health
- II. **Research Tools** (14 semester hours)
Qualitative Research Methodology
Quantitative Methodology in Nursing Research
Biostatistics I
Biostatistics II
SPSS or SAS lab
- III. **Support Courses** (10 semester hours)
Leadership in Health Care Systems or approved course substitute
Leadership in Health Care Systems: Field Experience

6 hours Electives include:
Health Economics
Epidemiology (if not taken with Master's courses)
- IV. **Research Experience** (25 semester hours)
Synthesizing the Literature
Preliminary Studies and Grant Development
Research Practicum
Dissertation Seminar
Dissertation

Doctor of Philosophy in Nursing BSN to PhD

Entry into the PhD Program with BSN*

The BSN to PhD program is an accelerated program designed to prepare the applicant for a nursing career as an educator, a researcher, or an administrator. It is not designed to prepare a certified nurse practitioner or clinical nurse specialist. Students entering this program receive a PhD nursing degree; **the BSN student completing the PhD degree in nursing does not earn a master's degree**. Students wishing to earn a master's degree must first enter the master's program and complete the requirements before applying to the PhD program.

Admission: The applicant with a BSN will need to meet all the admission requirements for the PhD program..

Program of Study: The program of study for a person entering the BSN to PhD program will include a minimum of 81 credit hours. The program of study will include all the core courses for the PhD program, 6 hours of electives, and 18 hours of dissertation study. In addition, the student must select a either administrative or nursing science track at the master's level. Nursing education courses may be added to either track. Taking the BSN entry pathway into the PhD program will shorten the student's program of study for the PhD degree by approximately 20 credit hours.

The credit hours required for completing the degree vary depending on the selected track.

* Also applicable to individuals with non-nursing master's degree.

Requirements for BSN to PhD Administration Track

NURS 5100: Theory in Nursing
NURS 5101: Research Methodology
NURS 5205: Quantitative Epidemiology
NURS 5270: Organizational Behavior in Nursing
NURS 5271: Nursing Informatics
NURS 5272: Personnel Management in Nursing
NURS 5273: Law, Policy & Procedure in Healthcare
NURS 5275: Financial Management in Nursing
PHD Courses
NPHD 6102: Qualitative Methodology in Nursing Research
NPHD 6103: Quantitative Methodology in Nursing Research
NPHD 6105: Issues Influencing Research
NPHD 6110: Leadership in Healthcare Systems
NPHD 6112: Synthesizing the Literature
NPHD 6113: Preliminary Studies and Grant Development
NPHD 6115: Leadership in Healthcare Systems – Field Experience
NPHD 6116: Research Practicum
NPHD 6117 Culture of Health
NPHD 6118 Philosophies and Theories in Science and Research
BIOS 5013: Biostatistics I
BIOS 5212: Biostatistics II
BIOM 5108: Special Topics in Biometry, SPSS lab (two semesters)
Electives 6 hours minimum to include Health Economics
Dissertation 18 hours

Requirements for BSN to PhD Nursing Science Track

NURS 5100: Theory in Nursing
NURS 5101: Research Methodology
NURS 5102: Advanced Physiology and Pathophysiology
NURS 5103: Clinical Pharmacology & Therapeutics in Advanced Nursing Practice (or a substitute course with permission of PhD Director)

NURS 5205: Quantitative Epidemiology
NURS 5271 Nursing Informatics
NURS 5391: Human Genetics
PhD Courses
NPHD 6102: Qualitative Methodology in Nursing Research
NPHD 6103: Quantitative Methodology in Nursing Research
NPHD 6105: Issues Influencing Research
NPHD 6110: Leadership in Healthcare Systems
NPHD 6112: Synthesizing the Literature
NPHD 6113: Preliminary Studies and Grant Development
NPHD 6115: Leadership in Healthcare Systems – Field Experience
NPHD 6116: Research Practicum
NPHD 6117 Culture of Health
NPHD 6118 Philosophies and Theories in Science and Research
BIOS 5013: Biostatistics I
BIOS 5212: Biostatistics II
BIOM 5108: Special Topic in Biometry, SPSS lab (taken two semesters)
Electives 6 hours minimum to include Health Economics
Dissertation 18 hours

REGULATORY SCIENCES

Jay Gandy, Ph.D., Regulatory Sciences Graduate Program Director
UAMS, 4301 W. Markham, Little Rock, Arkansas 72205, 501-686-5239

Christopher Fettes, M.A., Regulatory Sciences Graduate Program Coordinator
UAMS, 4301 W. Markham, Little Rock, Arkansas 72205, 501-526-4260

The Faculty

PROFESSORS

Peter Crooks, M.Sc., Ph.D., D.Sc.
Jay Gandy, Ph.D.
Thomas G. Wells, M.D.

ASSOCIATE PROFESSORS

Gunnar Boysen, Ph. D.
Igor Koturbash, M.D., Ph.D.

ASSISTANT PROFESSORS

Mitchell McGill, Ph.D.
John Seng, Ph.D.

INSTRUCTORS

Amy Jo Jenkins, M.S., CCRP, CCRC, CCRA

The need for increased training in Regulatory Science is highlighted in a recent Institute of Medicine (IOM) report entitled, “Strengthening a Workforce for Innovative Regulatory Science in Therapeutics Development: Workshop Summary” (2011). The needs described in the IOM report parallel those described in the FDA Strategic Plan document, “Advancing Regulatory Science at FDA” (2011) which emphasized the need for increased training in Regulatory Science.

The Certificate in Regulatory Science provides an extension to the PhD student’s existing toxicology/pharmacology training. The Certificate in Regulatory Science provides the fellows or students a unique component to their training that sets them apart from other classically trained scientists when seeking employment opportunities, whether they seek jobs in governmental regulatory agencies, regulated industries, or academia.

The Certificate in Regulatory Science serves both full-time and part-time students interested in expanding their knowledge of regulatory science. The training provides a more competitive background for regulatory science-based careers.

A primary goal of the program is to provide students with insight into the complexities of the laws, regulations, policies, risk assessments, risk-benefit analyses and risk management processes. This training provides graduates with a working knowledge of regulatory science and provides leaders in regulatory science for industry, government, and academia.

The course structure ultimately will include a distance learning format. The distance learning option will provide students with the same content and resources that are provided for those students who attend traditional didactic classes. The distance learning option will expand the geographic reach of the certificate and graduate programs to a national and international scope.

Requirements for the Certificate in Regulatory Science.

Successful completion of twelve hours of coursework is required with a minimum 3.0 GPA as described below (additional coursework may be required in Biostatistics and Toxicology):

REGS 6013	Principles of Food and Drug Regulations
REGS 6023	Methods in Risk Assessment and Management
REGS 5107	Design and Management of Clinical Trials
REGS 6101	Good Regulatory Practices

PHARMACEUTICAL SCIENCES GRADUATE PROGRAM (PSGP)

Antiño R. Allen, Ph.D., PSGP Program Director

UAMS, 4301 W. Markham, Little Rock, Arkansas 72205, 501-686-6496

The Faculty

Research interests of the faculty may be viewed through the program link at the Graduate School website, www.uams.edu/gradschool.

PROFESSORS

Peter Crooks, Ph.D., D.Sc.
Cesar M. Compadre, Ph.D.
Geoff Curran, Ph.D.
Martin Hauer-Jensen, MD, PhD
Nicki L. Hilliard, Pharm.D. M.S.
Hong-yu Li, Ph.D.
Bradley, C. Martin, Pharm.D, Ph.D.
Grazyna Nowak, Ph.D.
Phillip J. Breen, Ph.D.
Dwight Pierce, Ph.D.

ASSOCIATE PROFESSORS

Antiño R. Allen, Ph.D.
Marjan Boerma, Ph.D.
Chenghui Li, Ph.D.
Carrie McAdam-Marx, Ph.D.
Nalin Payakachat, Ph.D.
Nukhet Aykin-Burns, Ph.D.
Jacob Painter, Pharm.D., Ph.D.

ASSISTANT PROFESSORS

Timothy N. Atkinson, Ed.D.
Snehalata Pawar, Ph.D.
Brenden Frett, Ph.D.
Rupak Pathak, Ph.D.
Amanda Stolarz, Ph.D.
Ryoichi Fujiwara, Ph.D.

Degrees Conferred: M.S., Ph.D.

The Pharmaceutical Sciences Graduate Program is composed of two distinct tracks: Pharmaceutical Evaluation and Policy (PEP) and Pharmaceutical Sciences (PS), each involving a specific curriculum of core and elective courses that allow the student to refine and focus their development in specific areas of specialization.

Admission to the PEP-Track

The PEP-Track is designed to meet the needs of persons with business, science, and health care backgrounds wishing to acquire the research skills in pharmaceutical evaluation, pharmacoeconomics, health outcomes assessment, policy analyses, and pharmacoepidemiologic research.

Pharmaceuticals are increasingly being used to cure, treat, manage, or provide relief for many human afflictions, however, issues of financing, efficiency; access, adherence, and safety of pharmaceuticals continue to challenge the health care systems of the world.

Preference is given to applicants who hold a degree (either B.S. or Pharm.D.) in pharmacy and who are licensed to practice pharmacy in the United States or one of its territories. U.S. licensed practitioners of medicine, nursing, public health, or other allied health professions also receive preference as do persons with Master's degrees. Exceptional applicants with academic training in related fields such as psychology, law, biology, economics, finance, political science, or marketing would be considered and are encouraged to apply. Students who do not have a M.S degree will be required to complete a research practicum during the first two years of study. Successful completion of a research practicum will require at least one manuscript approved by their advisor and submitted by the student as lead author to a peer-reviewed journal.

Course requirements for the PhD Degree – PEP Track: The core curriculum for the PEP-Track consists of a total of 48 credit hours of didactic course work which includes 36 credit hours of core didactic courses, 6 semesters of seminar (1 credit hour each), plus at least 6 credit hours of elective courses in an area of concentration of the student's choosing. In addition to the didactic course work, students must enroll for at least 18 hours of dissertation. A minimum of 66 semester credit hours is required for GPIBS Ph.D. program completion.

Course requirements for the MS Degree – PEP Track: A minimum of 30 semester hours of graduate study is required for the master's degree. Of this, 24 semester hours are for didactic instruction and six hours for thesis. The 24 semester hours of didactic instruction consists of a minimum of 12 hours from the core PEP curriculum, of which 3 semester hours are required for PEP seminar.

Admission to the PS-Track

The PS-Track is focused on the need to train basic scientists in the areas of drug discovery and development, as well as, the advantages and consequences of radiation exposure in biomedicine. In addition to a record of academic excellence, admitted students are required to obtain the support of a PS-Track faculty advisor who holds sufficient resources for the student's graduate assistantship and research investigations. This is somewhat different from how many graduate programs operate; however, the PS-Track faculty feel that in these times of diminishing resources for research programs the best configuration is to admit students who have shown sufficient motivation to identify their specific interests and match them immediately with faculty advisors who have in place activities compatible with the student's interests.

Requirements for the Master of Science Degree.

A minimum of 30 semester hours of graduate study is required for the master's degree. Of this amount, 24 semester hours are given to didactic instruction, and six hours are given to thesis. The 24 semester hours of didactic instruction consists of a minimum of 12 hours in the major field of study.

Requirements for the Doctor of Philosophy Degree

The degree of Doctor of Philosophy is awarded in recognition of high scholarly attainment, as evidenced by a period of successful, advanced study. The Ph.D. degree is designed to be completed in four years and will be awarded after completion of all general requirements of the Graduate School, satisfactory performance in courses required by the specific program track, passing of a Ph.D. candidacy exam, and presentation and successful defense of an original dissertation based on a student's research work. A minimum of 66 semester credit hours is required for GPIBS Ph.D. program completion.

Specific details and requirements for each track are provided on the program website.

PS-Track Curriculum:

Core Courses are indicated in blue-bold.

Year 1 Fall Semester:

PSGP 5101	Medicinal Chemistry for Graduate Students	3 hrs.
BIOS 5013	Biostatistics I	3 hrs.
	Elective	3 hrs.
PSGP 5113 sect 002	Research	1 hrs.
	TOTAL	10 hrs.

Year 1 Spring Semester:

PSGP 5102	Pharmaceutics for Graduate Students	3 hrs.
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PSGP 5113 sect 002	Elective	3 hrs.
	Elective	3 hrs.
	Research	1 hrs.
	TOTAL	10 hrs.

Summer 1:

PSGP 5111	Responsible Research	3 hrs.
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Year 2 Fall Semester:

PCOL 5107	Pharmacology and Exp Therap	3 hrs.
	Elective (as needed)	3 hrs.
	Elective (as needed)	3 hrs.
PSGP 5113 sect 002	Research	4 - 6 hrs.
	TOTAL	10 hrs.

Year 2 Spring Semester:

	Elective (as needed)	3 hrs.
	Elective (as needed)	3 hrs.
PSGP 5113 sect 002	Research	4 - 6 hrs.
	TOTAL	10 hrs.

Summer 2

PSGP 5113 sect 002	Research	1 hrs.
	CANDIDACY EXAM	

Year 3 Fall & Spring Semesters

PSGP 6201 sect 002	Doctoral Dissertation	10 hrs./sem.
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Summer 3

PSGP 6201 sect 002	Doctoral Dissertation	1 hrs./sem.
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Year 4 Fall & Spring Semesters

PSGP 6201 sect 002	Doctoral Dissertation	10 hrs./sem.
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Summer 4

PSGP 6201 sect 002	Doctoral Dissertation	1 hrs./sem.
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PEP-Track Curriculum:

Core Courses are indicated in bold.

Year 1 Fall Semester

PSGP 5116 Foundations of Pharmaceutical Evaluation and Policy Research Methods	3 hrs.		
PSGP 5109 Pharmaceutical Evaluation and Policy Seminar	1 hrs.		
BIOS 5013 Biostatistics I	3 hrs.		
<i>Two of the following Courses:</i>			
EPID 5112 Epidemiology I	3 hrs.		
PSGP 5121 U.S. Health Care System for Pharmacists	3 hrs.		
PCOL 5117 Scientific Communication and Ethics I	1 hrs.		

Year 1 Spring Semester

PSGP 5109 Pharmaceutical Evaluation and Policy Seminar	1 hrs.		
BIOS 5212 Biostatistics II	3 hrs.		
PSGP 5118 Applied Research Methods using Retrospective Data Sources	3 hrs.		

PSGP 5123 Patient-Reported Outcomes Measures	3 hrs.		
PHPR 3612 Drug Information or One Additional Course in Area of Concentration or Required courses not completed or PSGP 5113 Research			

Summer 1

PSGP 5113 Research	1 hrs.		
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Year 2 Fall Semester

PSGP 6113 Pharmacoeconomics	3 hrs.		
PSGP 5109 Pharmaceutical Evaluation and Policy Seminar	1 hrs.		
PSGP 5120 Pharmaceutical Economics and Policy	3 hrs.		
Additional Courses in Area of Concentration, Required Courses not completed, or PSGP 5113 Research.			

Year 2 Spring Semester

PSGP 5109 Pharmaceutical Evaluation and Policy Seminar	1 hrs.		
PSGP 5119 Pharmacoeconomics and Health Care Technology Assessment	3 hrs.		
PSGP 5122 Applied Health Econometrics	3 hrs.		
Additional Courses in Area of Concentration, Required Courses not completed, or PSGP 5113 Research.			

Summer 2

PSGP 5113 Research	1 hrs.		
CANDIDACY EXAM			

Year 3 Fall & Spring Semesters

PSGP 5109 Pharmaceutical Evaluation and Policy Seminar	1 / sem		
PSGP 6201 Dissertation	9 hrs.		
Requirements or Courses in Area of Concentration not completed.			

Summer 3

PSGP 6201 Dissertation	1 hrs.
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Year 4 Fall & Spring Semesters

PSGP 6201 Dissertation	10 hrs./sem.
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Summer 4

PSGP 6201 Dissertation	1 hrs.
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BIOCHEMISTRY AND MOLECULAR BIOLOGY (BIOC)

THIS PROGRAM IS NO LONGER ACCEPTING STUDENTS AND IS PART OF GPIBS AS OF FALL 2016.

Robert Eoff, Ph.D. • BIOC Graduate Program Director
UAMS, 4301 W. Markham, Little Rock, Arkansas 72205

The Faculty

Research interests of the faculty may be viewed through the program link at the Graduate School website, www.uams.edu/gradschool

PROFESSORS

Edathara C. Abraham, Ph.D.
Giulia Baldini, M.D., Ph.D.
Timothy C. Chambers, Ph.D.
Alan B. Diekman, Ph.D.
Donald M. Mock, M.D., Ph.D.
Anna Radomska-Pandya, Ph.D.
Kevin D. Raney, Ph.D.
Alan J. Tackett, Ph.D.
Wayne Wahls, Ph.D.

ASSOCIATE PROFESSORS

Mari Davidson, Ph.D.
Robert L. Eoff, Ph.D.
Fusun Kilic, Ph.D.
Grover Paul Miller, Ph.D.

ASSISTANT PROFESSORS

Karen Abbott, Ph.D.

INSTRUCTORS

Anna Bogusiewicz, Ph.D.
Stephanie Byrum, Ph.D.
Alicia Byrd, Ph.D.
Samuel G. Mackintosh, Ph.D.
Boris Zybaylov, Ph.D.

PROGRAM DESCRIPTION

The Department of Biochemistry and Molecular Biology at the University of Arkansas for Medical Sciences offers programs of instruction leading to the Master of Science and/or the Doctor of Philosophy degrees in Biochemistry and Molecular Biology. The departmental research interests encompass the study of life processes at the molecular level including glycoprotein and glycoconjugate synthesis and regulation, eukaryotic and prokaryotic transcription and translation, enzyme catalysis and mechanisms, molecular and developmental genetics and epigenetics, molecular biology of aging and cancer, membrane function and targeting, xenobiotic metabolism and detoxification, mitochondrial function, and reproductive biology. Because of the breadth of training in our graduate program, our graduates have job opportunities in university and medical school research centers, as well as many applied areas such as pharmaceutical and biotechnology industries, clinical laboratories and environmental testing laboratories.

Our program in Biochemistry and Molecular Biology consists of a series of courses that are usually completed by the end of the second year, evaluation of a student's working knowledge of biochemical principles by a candidacy examination, and, where applicable, completion of a research thesis or dissertation. The graduate faculty of the department is well qualified to provide the research experience that is essential to the development of the student for a career as an independent scientist. More detailed information about the research interests of individual faculty members can be obtained by contacting the graduate program director of the department or visiting the web site at www.uams.edu/biochem/.

Degrees Conferred: M.S., Ph.D. (BIOC)

The program provides instruction leading to the degrees of Master of Science and/or Doctor of Philosophy in Biochemistry and Molecular Biology. Following a student's first year course sequence, a specific curriculum will be developed by the student and his/her advisory committee. This committee is comprised of the student's faculty research advisor and other graduate faculty members as appropriate for a student's degree program. It will meet at least twice a year to assess a student's progress. The Department of Biochemistry and Molecular Biology will usually provide stipend support for Ph.D. degree candidates, but stipends are not available for M.S. degree candidates.

Areas of Concentration: Cancer biology, glycobiology, aging and development, DNA replication and recombination, signal transduction, transcription, translation, metabolism, enzyme mechanisms, bioenergetics, chromatin structure and remodeling, proteomics and systems biology, and molecular biology.

Prerequisites to Degree Program. In addition to a Bachelor of Science or Arts degree in a biological science, chemistry or biochemistry, and the stated admission requirements of the Graduate School, results of the verbal, quantitative and analytical sections of the Graduate Record

Examinations must be provided. Undergraduate grade point average and course transcripts, GRE scores and letters of evaluation from at least three former instructors will be evaluated by the Departmental Admissions Committee. Although not necessary for admission, related work experience will also be considered when applicable. Candidates for admission should have at least a “B” average in science and math courses.

Requirements for the Master of Science Degree. The Master of Science degree program is designed to be completed within, but is not limited to, two years. Two tracks to the M.S. degree are available, including a research-based thesis degree as well as a non-thesis degree. The M.S. degree will be awarded upon completion of all general requirements of the Graduate School, satisfactory performance in courses required by the advisory committee, and successfully defending an original research thesis or passing a comprehensive examination, depending upon track chosen. Most students enroll in a research track that requires an original thesis based on his/her research work. Optionally students may elect a non-thesis track, in which case they take additional didactic course work.

Requirements for the Doctor of Philosophy Degree. The degree of Doctor of Philosophy is awarded in recognition of high scholarly attainment as evidenced by a period of successful, advanced study. The Ph.D. degree program is designed to normally require a minimum of four years. The Ph.D. degree will be awarded after completion of all general requirements of the Graduate School, satisfactory performance in courses required by the department and the advisory committee, passing of a Ph.D. candidacy exam, and presentation and successful defense of an original dissertation based on a student’s research work. In the first year, students enroll in didactic courses and conduct research rotations in four laboratories. A student chooses his/her major advisor and dissertation research project after completion of the first year. The second year curriculum includes didactic courses, laboratory research, and the doctoral candidacy exam. Following passage of the candidacy exam, subsequent years are focused predominantly upon experimental research, culminating in the development and defense of a written dissertation covering a significant aspect in the field of study.

CELLULAR PHYSIOLOGY AND MOLECULAR BIOPHYSICS (PHYO)

THIS PROGRAM IS NO LONGER ACCEPTING STUDENTS AND IS PART OF GPIBS AS OF FALL 2016.

Frank A. Simmen, Ph.D., PHYO Graduate Program Director
UAMS, 4301 W. Markham, Little Rock, Arkansas 72205, 501-686-8128

The Faculty

Research interests of the faculty may be viewed through the program link at the Graduate School website, www.uams.edu/gradschool

PROFESSORS

Susan Allen, Ph.D.
Michael Borrelli, Ph.D.
John Carroll, M.D.
Parimal Chowdhury, Ph.D.
Lawrence E. Cornett, Ph.D.
Dana Gaddy, Ph.D.
W. Sue Griffin, Ph.D.
Mark Heulitt, M.D.
Michael L. Jennings, Ph.D.
Stacie M. Jones, M.D.
Vladimir Lupashin, Ph.D.
Nicholas P. Lang, M.D.
Angus MacNicol, Ph.D.
Robert E. McGehee, Jr., Ph.D.
Judit Megyesi, M.D.
Jawahar Mehta, M.D.
Peter Price, Ph.D.
Robert Safirstein, M.D.
Frank A. Simmen, Ph.D.
Rosalia C.M. Simmen, Ph.D.
Brendan Stack, M.D.
Brian Storrie, Ph.D.
Larry Suva, Ph.D.
Billy Thomas, M.D.
K.I. Varughese, Ph.D.
Jerry Ware, Ph.D.

Jeanne Wei, M.D., Ph.D.
Patricia Wight, Ph.D.
Shmuel Yaccoby, Ph.D.

ASSOCIATE PROFESSORS

Howard H. Conaway, Ph.D.
Richard C. Kurten, Ph.D.
Roy Morello, Ph.D.

ASSISTANT PROFESSOR

Aime Franco, Ph.D.

Program Description

The Department of Physiology and Biophysics offers graduate training leading to the M.S. and Ph.D. degrees. Degree programs are designed to offer students a wide range of opportunities in the study of biological function at the level of the gene, protein, organelle, cell, tissue, organ system or intact organism. For all students, the curriculum includes required coursework, seminars, and conferences to establish fundamental concepts in disciplines related to Physiology. M.S. students may pursue their degree in either a thesis or non-thesis track. Students in the thesis track must complete and defend a thesis. M.S. students in the non-thesis track must pass a written comprehensive examination by the end of their second year. Ph.D. students can enter one of two tracks: Physiology & Biophysics or Neuroscience. Within a track, Ph.D. students are able to select from a range of courses according to their interests and career goals. To facilitate selection of a research advisor, Ph.D. students must rotate through three laboratories during the first year. All Ph.D. students must pass a combined written and oral qualifying examination prior to beginning their dissertation research under the direction of their research advisor. Doctoral students usually complete their graduate work in five years and typically take a postdoctoral position before establishing a research or teaching career in academia, industry or government.

Prerequisites for Admission into the Department's Degree Program – Students qualified for admission to Graduate School must have taken the following undergraduate courses: general chemistry, organic chemistry, calculus, physics, and a year or more of life science courses. A deficiency in any area can be defrayed by demonstrating advanced coursework in other disciplines of science. It is strongly recommended that students also take biochemistry as an undergraduate. Prospective students must present the following credentials: official transcripts for all undergraduate and graduate coursework; official Graduate Record Examination (GRE) results, three letters of recommendation from individuals familiar with the applicant; and a statement of the applicant's career goals and reasons for seeking a graduate degree.

Degrees Conferred: M.S., Ph.D., (PHYO)

Master of Science Degrees

In order to accommodate students with varying career goals, two different tracks leading to a Master's of Science degree in Physiology and Biophysics are available:

Thesis Track

24 Semester Hours of Coursework
Thesis
Thesis Defense

Non-Thesis Track

30 Semester Hours of Coursework
Written Comprehensive Examination

Thesis Track: PHYO 5013, 504V, 5051, 5063, BIOC 5103, completion of a written comprehensive examination, and a thesis based upon laboratory research work are required. Additional graduate courses in physiology, pharmacology, biochemistry, anatomy, pathology, or microbiology may be chosen to complete the general requirements of the Graduate School. Students are expected to participate in Physiology - Biophysics Seminar series during each semester that they are enrolled. Specific requirements are as follows:

1. Students must complete a minimum of 24 semester hours of coursework which may include up to four (4) semester hours of Physiology-Biophysics Seminar (PHYO 5051).
2. Students must complete a thesis based on laboratory research work. The student's research is directed by the student's research advisor and thesis committee. The thesis must be presented as a public seminar and then defended in a closed meeting with the student, the student's research advisor and the thesis committee.
3. Students are responsible for meeting the requirements of the Department of Physiology and Biophysics for the M.S. degree and all University requirements and deadlines.

Non-Thesis Track: PHYO 5013, 5051, 5063, and BIOC5103 as well as successful completion of a written comprehensive examination. Additional graduate courses in physiology, pharmacology, biochemistry, anatomy, pathology, or microbiology may be chosen to complete the general requirements of the Graduate School. Students are expected to participate in Physiology - Biophysics Seminar series during each semester that they are enrolled. Specific requirements are as follows:

1. Students must complete a minimum of 30 semester hours of coursework which may include up to four (4) semester hours of Physiology-

Biophysics Seminar (PHYO 5051)

2. A written comprehensive final examination is taken upon completion of the student's coursework. The Graduate Program Committee administers the examination which principally tests the student's knowledge of Physiology and Biophysics, but may also cover topics to which the student was exposed in other courses.
3. Students are responsible for meeting the requirements of the Department of Physiology and Biophysics for the M.S. degree, and all University requirements and deadlines.

Requirements for the Doctor of Philosophy Degree. As a part of the doctoral study, students are expected to participate in the Physiology - Biophysics Seminar series during each semester that they are enrolled. Specific requirements are as follows:

1. Students in the Ph.D. program must complete a minimum of 30 semester hours of coursework which includes up to four (4) semester hours of Physiology-Biophysics seminar (PHYO 5051) and two (2) semester hours of Scientific Communications and Ethics (PCOL 5221). Doctoral candidates must also successfully complete the following required courses: General Physiology (PHYO 5013), Gene Expression (PHYO 5143), Biochemistry and Molecular Biology (BIOC 5103), Cell Biology (NBDS 5093) or Molecular Cell Biology (MBIM 6104), and a graduate level statistics course (e.g., BIOM 5013). Current program requirements are posted on the Departmental website (<http://www.uams.edu/physiology/phdrequire.htm>).
2. A combined written/oral comprehensive examination which serves as the Ph.D. candidacy (qualifying) examination is taken upon completion of the student's coursework – no later than by the end of the student's second year in the program. The student's dissertation advisory committee and other Physiology and Biophysics faculty members as needed are responsible for administering the examination which involves the preparation and discussion of an NIH style grant application as well as an oral evaluation of the student's knowledge of Physiology and Biophysics and other topics to which the student is exposed in coursework, seminars, and research.
3. Ph.D. candidates must complete a doctoral dissertation based on original laboratory research work. The student's research is directed by the student's research advisor and dissertation advisory committee. The doctoral dissertation must be presented as a public seminar and then defended in a closed meeting of the student, the student's major advisor, and the dissertation committee.
4. Students are responsible for meeting the requirements of the Department of Physiology and Biophysics for the Ph.D. degree and all other University requirements and deadlines.

Interdisciplinary Track in Neuroscience. The Department of Physiology and Biophysics offers a program of study leading to a Ph.D. in Physiology and Biophysics with emphasis in Neuroscience. Faculty with expertise in various disciplines including Anatomy and Neurobiology, Microbiology and Immunology, Pharmacology, and Physiology and Biophysics provide students with comprehensive training in diverse areas of neurobiology. Degree requirements are the same as described in the traditional pathway leading to a Ph.D. degree in Physiology and Biophysics except that students are required to take six hours of coursework from the approved neuroscience electives. Current program requirements are posted on the Departmental website (<http://www.uams.edu/physiology/phdrequire.htm>).

INTERDISCIPLINARY BIOMEDICAL SCIENCES (IBSD)

THIS PROGRAM IS NO LONGER ACCEPTING STUDENTS AND IS PART OF GPIBS AS OF FALL 2016.

Robert McGehee, Ph.D., IBS Graduate Program Director
UAMS, 4301 West Markham Street, #601, Little Rock, AR 72205, 501-603-1998

The Faculty

Research interests of the Interdisciplinary Biomedical Sciences (IBS) graduate faculty may be viewed through the program link at the Graduate School website, <http://gradschool.uams.edu>. A listing of IBS Interdisciplinary Tracks and associated faculty can be found at the IBS Graduate Program website, <http://gradschool.uams.edu/ibs/tracks/>.

All graduate faculty members are eligible to serve as major graduate advisors, or as contributing members of graduate committees, after establishing an affiliation with one or more of the IBS tracks. The following is a list of Graduate Faculty members whose primary appointment to the Graduate Faculty was sponsored by IBS.

PROFESSORS

Sameh Abul-Ezz, MBCh.B., Dr. P.H.
William T. Bellamy, Ph.D.
Puran S. Bora, Ph.D.
Mario Cleves, Ph.D.
Jonathan A. Dranoff, M.D.
Joshua Epstein, D.Sc.
Charlotte A. Hobbs, M.D., Ph.D.
Robert Jilka, Ph.D.

Stavros Manolagas, M.D., Ph.D.
Charles A. O'Brien, Ph.D.
Alison Oliveto, Ph.D.
Steve Post, Ph.D.
Mildred Randolph, D.V.M.
Sudhir V. Shah, M.D.
Jeanne Y. Wei, M.D., Ph.D.

ASSOCIATE PROFESSORS

Kumuda C. Das, Ph.D.
Sherry A. Ferguson, Ph.D.
Terry Harville, M.D., Ph.D.
Jeffery R. Kaiser, M.D.
Mayumi Nakagawa, M.D., Ph.D.
Maria Schuller Almeida, Ph.D.
Ayako Suzuki, Ph.D., M.D.
Haibo Zhao, M.D., Ph.D.

ASSISTANT PROFESSORS

Aline Andres, Ph.D.
Sarah J. Blossom, Ph.D.
Yuzhi Chen, Ph.D.
Joshua Cisler, Ph.D.
Marsha Eigenbrodt, M.D., M.P.H.
Aime Franco, Ph.D.
Andrew James, Ph.D.
Stewart MacLeod, Ph.D.
Charles Matthew Quick, M.D.
Kartik Shankar, Ph.D.
Sara Shalin, M.D., Ph.D.
Billy R. Thomas, M.D., M.P.H.
Venkay L. Yeruva, Ph.D.
Cheng Wang, M.D., Ph.D.
Yoon, Donghoon, M.D., Ph.D.

Degrees Conferred: M.S., Ph.D., (IBSD)

Program Description. The IBS Graduate Degree Program is a multi-departmental program with specialized Interdisciplinary Tracks that provide students the opportunity to receive in-depth and integrated training in focal areas of biomedical science. The following Interdisciplinary Tracks are offered:

- **Aging Biology**
- **Cancer Biology**
- **Cell Biology**
- **Cellular and Molecular Immunology & Immunopathology**
- **Clinical and Translational Sciences**
- **Infectious Disease & Pathogenesis**
- **Interdisciplinary Neurosciences**

A goal of the IBS Graduate Program is to provide students with a broad range of knowledge in biomedical sciences that will prepare them for careers in interdisciplinary and translational research through coursework and advanced research training. Coursework during the first year will provide core knowledge at the cellular/molecular level as well as the level of the integrated organism. Advanced courses required by the Interdisciplinary Tracks, and additional electives chosen by the student and committee, provide a course of study unique and individualized to each student.

Under the **Basic Sciences Core Curriculum** students take coursework and conduct research leading to a M.S. or Ph.D. In addition to coursework, Ph.D. students enrolled in the first year of the IBS program rotate through at least three laboratories of individual graduate faculty members to help facilitate selection of a major doctoral advisor. By the end of the first year, Ph.D. students join an IBS Interdisciplinary Track, and choose a doctoral advisor and advisory committee. Near the end of the second year, Ph.D. students take the candidacy examination that consists of preparing a written research proposal and orally defending the proposal to their committee. Once they pass their candidacy exam they officially begin their dissertation research. The Ph.D. is awarded upon successful completion and defense of the dissertation. Ph.D. students under the Basic

Sciences Core Curriculum are supported by a stipend for the first 18 months, after which stipend support shifts over to research projects or other sources.

M.S. students under the Basic Sciences Core Curriculum chose between taking the thesis or non-thesis option. Students selecting the thesis option must complete and defend a laboratory research based thesis. Student selecting the non-thesis option must pass a written comprehensive examination. Stipends are not available to M.S. students; international applicants for this degree must provide an Affidavit of Support to be considered.

The IBS **Clinical Research Training Curriculum—Clinical and Translational (CTS) Track** prepares researchers in the design, implementation and interpretation of clinical research through coursework in biostatistics, epidemiology, data management and analyses, clinical research methodology, clinical trials design, drug development, responsible conduct of research, grant writing and scientific communications. This unique curriculum is described under the CTS Track. Three levels of degrees are offered: Certificate, M.S. (both thesis and non-thesis options) and Ph.D. Students entering the M.S. or Ph.D. programs must already hold an advanced biomedical degree, or enter through the Certificate program. The Clinical Research Training Curriculum currently does not offer stipend support; therefore, international applicants must provide an Affidavit of Support for consideration.

Prerequisites for Admission into IBS Graduate Programs. Students qualified for admission to Graduate School should have a sound background in science that includes courses in inorganic chemistry, organic chemistry, physics and biology. A record of broad training in all these areas is obviously beneficial; however, students lacking training in an area can defray that deficiency by demonstrating advanced coursework in other disciplines of science.

Prospective students must submit the following credentials to the UAMS Graduate School:

- 1) Application to Graduate School.
- 2) Official transcripts of all undergraduate and graduate coursework.
- 3) Official Graduate Record Examination (GRE) results.
- 4) A statement of the applicant's career goals and reasons for seeking a graduate degree. This statement should also list any scholastic honors, experience (research and teaching), publications, and relevant extracurricular activities.
- 5) Three letters of recommendation from individuals familiar with the applicant.
- 6) International applicants whose native language is not English are required to submit the results of the TOEFL examination.

Prerequisites for Admission into Clinical Research Training Curriculum (CTS Track). Applicants for the M.S. or Ph.D. must hold an advanced degree in a biomedical field such as an M.D., R.N., M.S.N., Pharm.D., M.P.H., Dr.P.H., Ph.D., or have completed the requirements for a Certificate. Applicants for the Certificate must hold at least a bachelor's level degree or equivalent. Applicants holding other degrees with significant experience in clinical research management or clinical experience may petition the Dean of the Graduate School for consideration by submitting supporting evidence of qualifications along with their request.

Because applicants already hold an advanced degree, the requirements for applying to the Clinical Research Training Curriculum—CTS Track differ. Applicants must submit the following to the UAMS Graduate School:

- 1) Application to Graduate School.
- 2) Curriculum vitae or resume.
- 3) Official transcripts from qualifying degree program.
- 4) Two letters of recommendation or support.

IBS Basic Sciences Core Curriculum (all students, except Clinical Research Training Curriculum—CTS Track)

Because of the interdisciplinary nature of IBS graduate training, many courses are selected from courses offered by other UAMS graduate programs. The descriptions for these courses can be found in the appropriate catalog sections according to the course number prefix: BIOC, see Biochemistry and Molecular Biology; BIOM, see Biostatistics; MBIM, see Microbiology and Immunology; NBDS, see Neurobiology and Developmental Sciences; PCOL, see Pharmacology; PHYO, see Physiology and Biophysics.

Course numbers for IBS Graduate Program courses are prefixed by "IBSD". The course descriptions for IBS courses can be found at the end of this catalog section.

Year 1—Fall Semester

Course Name (Course Number)	Credits
• Biochemistry & Molecular Biology (BIOC5103)	3*
• Cell Biology (NBDS5093)	3*
• Gene Expression (PHYO5143)	3*
• Scientific Communication & Ethics (PCOL5211)	1
• IBS Seminar (IBSD5051)	1
• IBS Research (IBSD501V)	1#

Year 1—Spring Semester

- Electives (select 2 of the following 5 courses, all are 3 credit hours) 6*
 - General Physiology (PHYO5013)
 - General Principles Pharmacology & Toxicology (PCOL5033)
 - Immunology (MBIM5003)
 - Basic Principles of Microbiology (MBIM5023)
 - Cellular/Developmental Neurosciences (NBDS5103)
- Elective #1 (may fulfill a track requirement) 3*
- Scientific Communication & Ethics (PCOL5221) 1
- IBS Seminar (IBSD5051) 1
- IBS Research (IBSD501V) 1#

Year 1—Summer Term

- IBS Research (IBSD501V) 1#

Year 2—Fall, Spring and Summer

- Biostatistics I (BIOM5013) 3*
- Elective #2 (may fulfill a track requirement) 3*
- Other electives varies
- Scientific Communication & Ethics (PCOL5231 and PCOL5241) 2 (1 per semester)
- IBS Seminar (IBSD5051) 2 (1 per semester)
- IBS Research (IBSD501V) varies#
- M.S. students in the thesis option take Masters Thesis (IBSD600V); a minimum of 6 semester credit hours is required for the M.S.–Thesis Option.

Beyond Year 2—

- All students are required to take IBS Seminar (IBSD5051) each semester.
- Ph.D. Students that have passed their candidacy exam take Doctoral Dissertation Research (IBSD700V); a minimum of 18 semester credit hours is required for graduation.

Notes

The order of course work may vary depending upon course offerings available.

* Indicates didactic course requirement.

Not required for M.S.

Requirements of the Masters of Science Degree.

M.S.—Non-Thesis Option.

1. Students must complete a minimum of 36 semester credit hours made up of the following:
 - Didactic coursework from the IBS Core Curriculum (designated with * in curriculum listing).
 - Scientific Communications and Ethics: PCOL5211 and PCOL5221.
 - IBS Seminar (up to 4 credit hours)
 - Electives.
2. Students must pass a comprehensive examination after the completion of course work. An Examination Subcommittee of the IBS Advisory Committee will administer the exam, generally during the summer session after completion of most of the course requirements.
3. Students are responsible for meeting the requirements of the IBS graduate program and all other University requirements and deadlines for the M.S. degree.

M.S.—Thesis Option.

1. Students must complete a minimum of 36 semester credit hours made up of the following:
 - 6 credit hours of Master's Thesis Research (IBSD600V).
 - Didactic coursework from the IBS Core Curriculum (designated with * in curriculum listing).
 - Scientific Communications and Ethics: PCOL5211 and PCOL5221.
 - IBS Seminar (up to 4 credit hours)
 - Electives.
2. The student will conduct laboratory research under the direction of a thesis advisor and thesis committee that results in the preparation of a Master's thesis that is presented in a public seminar, and defended in a closed meeting with the student, advisor and committee.
3. Students are responsible for meeting the requirements of the IBS graduate program and all other University requirements and deadlines for the M.S. degree.

Requirements for the Doctor of Philosophy Degree.

1. Students must complete a minimum of 24 semester credit hours of didactic course work (designated with * in curriculum listing above). These 24 hours do not include research and seminar credits. The IBS Interdisciplinary Tracks and/or the doctoral advisory committees may require additional courses.
2. Student must pass the candidacy examination that consists of the preparation and oral defense of an original research proposal, to be administered by the research advisory committee chaired by the major advisor. Related material presented in the student's course work may be included in the oral portion of the examination. Students are expected to pass the candidacy exam prior to beginning the Spring semester of year 3.
3. After attaining candidacy, Ph.D. students will focus the majority of their time and efforts on developing, completing and defending a doctoral dissertation. Students must complete a minimum of 18 semester credit hours of Doctoral Dissertation Research (IBSD700V) and complete a doctoral dissertation based on original laboratory research work under the direction of the major doctoral advisor and advisory committee. The doctoral dissertation must be presented as a public seminar and then defended in a closed meeting of the student, the student's major doctoral advisor and the advisory committee.
4. Students are responsible for meeting the requirements of the IBS graduate program, the IBS Interdisciplinary Track in which they are affiliated, and all other University requirements and deadlines for the Ph.D. degree.

Major Advisor, Advisory Committee and IBS Interdisciplinary Track Selection. At the beginning of the second year Ph.D. students select a mentor-advisor and select to take specialized training in an IBS Interdisciplinary Track. Any faculty member of the UAMS Graduate Faculty is eligible to serve as a major advisor as long as the faculty member is a member of an IBS Interdisciplinary Track and has an active, funded research program, subject to approval by the IBS Director and the Dean of the Graduate School. After the student selects a major advisor, the student and advisor together select a research advisory committee composed of at least five members (including the major advisor), at least 3 of which must be members of the interdisciplinary track. Committee membership must be made up of members holding primary appointments in at least two departments at UAMS.

In order to provide flexible interdisciplinary training at UAMS, new IBS Interdisciplinary Tracks may be added to the IBS Graduate Program as the needs and interests of faculty and students demand. Please visit the IBS website (<http://www.uams.edu/ibs/tracks>) for a current listing of IBS Interdisciplinary Tracks and associated UAMS Graduate Faculty.

IBS-AGING BIOLOGY TRACK

Steven W. Barger, Ph.D., Track Leader

4301 West Markham Street, #807, Little Rock, AR 72205, 501-526-5811

PROFESSORS

Steven W. Barger, Ph.D.
Helen Benes, Ph.D.
Puran Bora, Ph.D.
Dana Gaddy, Ph.D.
Sue Griffin, Ph.D.
Robert L. Jilka, Ph.D.
Charles O'Brien, Ph.D.
Robert J. S. Reis, D. Phil.
Larry Suva, Ph.D.
Jeanne Wei, M.D., Ph.D.
Robert R. Wolfe, Ph.D.

ASSISTANT PROFESSORS

Yuzhi Chen, Ph.D.
Marsha Eigenbrodt, M.D., M.P.H.
Xiaomin Zhang, M.D., Ph.D.

The Aging Biology Track is focused on education and research opportunities in diverse aspects of gerontology and geriatrics. The didactic and practical components of the program seek to apply hypotheses and discoveries about the basic biology of aging to practical challenges in gerontology and geriatrics of humans, including age-related disease and decline in function. Faculty provide research opportunities in areas including genetic influences on life span in invertebrates and mammalian animal subjects; cellular and molecular analysis of age-related conditions; animal models of osteoporosis, neurodegeneration, and cardiovascular disease; roles of nutrition and exercise on functionality in aging humans; and epidemiological analyses of health/function issues related to aging.

Track-Specific Course Requirements:

Students in the Aging Biology Track take Biology of Aging (PHYO 6073) as a primary course requirement. The student's major advisor and/or student's doctoral advisory committee may deem additional flexible instruction to be advantageous to the student's goals. Opportunities for personalized study in independent-study courses, journal clubs, and focused-reading formats (e.g., Special Topics) are available.

IBS-CANCER BIOLOGY TRACK

Larry Suva, Ph.D., Track Leader

4301 West Markham Street, #644, Little Rock, AR 72205, 501-526-6110

PROFESSORS

Martin Cannon, Ph.D.
Timothy Chambers, Ph.D.
Joshua Epstein, D.Sc.
Dana Gaddy, Ph.D.
Angus MacNicol, Ph.D.
Robert E. McGehee, Ph.D.
Anna Radomska-Pandya, Ph.D.
Robert J. S. Reis, D.Phil.
Frank A. Simmen, Ph.D.
Larry Suva, Ph.D.
Jerry Ware, Ph.D.

ASSOCIATE PROFESSORS

Mari Davidson, Ph.D.
Alan Diekman, Ph.D.
Randy Haun, Ph.D.
Thomas Kelly, Ph.D.
Grover Paul Miller, Ph.D.

ASSISTANT PROFESSORS

Aime Franco, Ph.D.
Yoon, Donghoon, M.D., Ph.D.

The IBS Cancer Biology track is an interdisciplinary track administered through the Interdisciplinary Biomedical Sciences (IBS) Graduate Program designed to facilitate challenging student-faculty interactions covering all aspects of cancer biology. Opportunities are provided for students to experience fundamental aspects of cancer biology and oncology. The program provides graduate students with direct access to expertise from a number of different departments to develop scientists to meet future research challenges in oncology. Students have the opportunity to gather research experience that covers virtually all areas of cancer biology. Participating faculty come from across the University of Arkansas for Medical Sciences, the Winthrop P Rockefeller Cancer Institute, Arkansas Children's Hospital and the Veterans Administration Medical Center.

Track-Specific Course Requirements:

Students in the Cancer Biology Track take at least one of the following:

- Biology of Cancer (BIOC 6103)
- Molecular and Biochemical Pathobiology (PATH 5043)
- Introduction to Oncology (OEHM 5082)

The student's major advisor and/or doctoral advisory committee may require additional courses.

IBS-CELL BIOLOGY TRACK

Brian Storrie, Ph.D., Track Leader

4301 West Markham Street, #505, Little Rock, AR 72205, 501-526-7418

PROFESSORS

Steve W. Barger, Ph.D.
Helen Benes, Ph.D.
Puran Bora, Ph.D.

Timothy C. Chambers, Ph.D.
Parimal Chowdhury, Ph.D.
Paul D. Drew, Ph.D.
Dana Gaddy, Ph.D.
Jill James, Ph.D.
Michael Jennings, Ph.D.
Robert L. Jilka, Ph.D.
Angus M. MacNicol, Ph.D.
Philip R. Mayeux, Ph.D.
Robert E. McGehee, Ph.D.
Donald Mock, M.D., Ph.D.
Steve Post, Ph.D.
Peter M. Price, Ph.D.
Nancy J. Rusch, Ph.D.
Rosalie C.M. Simmen, Ph.D.
Joseph R. Stimers, Ph.D.
Brian Storrie, Ph.D.
Wayne D. Wahls, Ph.D.
Patricia Wight, Ph.D.

ASSOCIATE PROFESSORS

Giulia Baldini, Ph.D.
Thomas Kelly, Ph.D.
Fusun Kilic, Ph.D.
Vladimir Lupashin, Ph.D.
Lee Ann MacMillan-Crow, Ph.D.
Judit Megyesi, M.D.
Kevin Phelan, Ph.D.
Paul L. Prather, Ph.D.
Alan Tackett, Ph.D.
Fang Zheng, Ph.D.

ASSISTANT PROFESSORS

Aime Franco, Ph.D.

The IBS Cell Biology track is designed to foster student-faculty interactions in the areas of cellular organization and function, be they in single cells, tissue culture, model organisms, or in complex mammalian systems. What is cell biology is interpreted in a broad sense. Participating faculty are spread across the University of Arkansas for Medical Science, the Arkansas Children's Hospital and the associated Veterans Administration Medical Centers. Faculty research interests range from the bench to the bedside.

Track-Specific Course Requirements:

Students in the Cell Biology Track take Molecular Cell Biology (MBIM6104). The student's major advisor and/or doctoral advisory committee may require additional courses.

IBS-CELLULAR AND MOLECULAR IMMUNOLOGY-IMMUNOPATHOLOGY TRACK

Usha Ponnappan, Ph.D., Track Leader

4301 West Markham Street, #511, Little Rock, AR 72205, 501-296-1252

PROFESSORS

Steven W. Barger, Ph.D.
Nalini Bora, Ph.D.
Martin J. Cannon, Ph.D.
Marie Chow, Ph.D.
Paul D. Drew, Ph.D.
Joshua Epstein, D.Sc.
Martin Hauer-Jensen, M.D., Ph.D.
Thomas Kieber-Emmons, Ph.D.

S. Michael Owens, Ph.D.
Usha Ponnappan, Ph.D.
Steve Post, Ph.D.
Roger G. Rank, Ph.D.
Mark S. Smeltzer, Ph.D.
Xuming Zhang, Ph.D.

ASSOCIATE PROFESSORS

Alan Diekman, Ph.D.
Kathleen M. Gilbert, Ph.D.
Shanmugan Nagarajan, Ph.D.
Mayumi Nakagawa, M.D., Ph.D.

ASSISTANT PROFESSORS

Uma Nagarajan, Ph.D.

Venkay Yeruva, Ph.D. Molecular & Cellular Immunology-Immunopathology is an interdisciplinary track administered through the Interdisciplinary Biomedical Sciences (IBS) Graduate Program. This graduate track provides graduate students with expertise from a number of different departments to develop scientists to meet future challenges in immunologically oriented medical research. Students participate in the active research program, contributing new information about immunological mechanisms relating to cancer immunotherapy, immune-mediated diseases, cytokines, vaccines, host response to infectious agents, or related problems.

Track-Specific Course Requirements:

Students in the Cellular and Molecular Immunology/Immunopathology Track take the following track-specific courses:

- Principles of Microbiology (MBIM5023; an IBS Core Curriculum selective)
- Immunology (MBIM5003; an IBS Core Curriculum selective).
- Two of the following:
 - Molecular Virology (MBIM5043)
 - Molecular and Biochemical Pathobiology (PATH5043)
 - Bacterial Genetics and Pathogenesis (MBIM5904)
 - Molecular Mechanisms in Immunology (MBIM6023)
 - Networks in Immunology (MBIM6033)
 - Molecular Cell Biology (MBIM6104)
- Current Topics in Immunology (MBIM5211; each semester beyond year 1).

The student's major advisor and/or doctoral advisory committee may require additional courses.

IBS-INFECTIOUS DISEASE AND PATHOGENESIS TRACK

Karl W. Boehme, Ph.D., Track Leader

4301 West Markham Street, #511, Little Rock, AR 72205, 501-686-5189

PROFESSORS

Martin J. Cannon, Ph.D.
Kathleen D. Eisenach, Ph.D.
Dana Gaddy, Ph.D.
Chia Lee, Ph.D.
Usha Ponnappan, Ph.D.
Roger G. Rank, Ph.D.
Mark S. Smeltzer, Ph.D.
Kevin Young, Ph.D.
Xuming Zhang, Ph.D.

ASSISTANT PROFESSORS

Jon Blevins, Ph.D.
Karl W. Boehme, Ph.D.
Craig Forrest, Ph.D.
Aime Franco, Ph.D.
Daniel Voth, Ph.D.

The Infectious Disease and Pathogenesis Track offers interdepartmental training in microbiology, immunology, infectious diseases, and microbial pathogenesis.

Track-Specific Course Requirements:

Students in the Infectious Disease and Pathogenesis Track take the following track-specific courses:

- Principles of Microbiology (MBIM5023; an IBS Core Curriculum selective)
- Immunology (MBIM5003; an IBS Core Curriculum selective).
- At least six credit hours of electives. The following are recommended for consideration:
 - Medical Microbiology (MBIM5033)
 - Molecular Virology (MBIM5043)
 - Molecular and Biochemical Pathobiology (PATH5043)
 - Bacterial Genetics and Pathogenesis (MBIM5904)
 - Molecular Mechanisms in Immunology (MBIM6023)
 - Networks in Immunology (MBIM6033)

Other UAMS graduate courses may be considered, but must first be approved by the student's major advisor and the Infectious Disease and Pathogenesis Track Steering Committee.

- Current Topics in Microbiology (MBIM5201) or Current Topics in Immunology (MBIM5211); each semester beyond year 1.

The student's major advisor and/or doctoral advisory committee may require additional courses.

IBS-INTERDISCIPLINARY NEUROSCIENCE TRACK

David L. Davies, Ph.D., Track Leader

4301 West Markham Street, #510, Little Rock, AR 72205, 501-686-5184

PROFESSORS

Steven W. Barger, Ph.D.
Helen Benes, Ph.D.
Gwen V. Childs, Ph.D.
Lawrence E. Cornett, Ph.D.
Paul D. Drew, Ph.D.
Edgar Garcia-Rill, Ph.D.
Paul Gottschall, Ph.D.
W. Sue T. Griffin, Ph.D.
Cynthia J.M. Kane, Ph.D.
Clint Kilts, Ph.D.
Kim E. Light, Ph.D.
Angus M. MacNicol, Ph.D.
Mark S., Mennemeier, Ph.D.
Alison Oliveto, Ph.D.
S. Michael Owens, Ph.D.
Robert D. Skinner, Ph.D.
Patricia Wight, Ph.D.
Xuming Zhang, Ph.D.

ASSOCIATE PROFESSORS

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David L. Davies, Ph.D.
Abdallah Hayar, Ph.D.
Kevin D. Phelan, Ph.D.
Paul L. Prather, Ph.D.
William D. Wessinger, Ph.D.
Fang Zheng, Ph.D.

ASSISTANT PROFESSORS

Yuzhi Chen, Ph.D.
Joshua Cisler, Ph.D.
G. Andrew James, Ph.D.
Melanie C. MacNicol, Ph.D.

NON-UAMS GRADUATE FACULTY

Syed F. Ali, Ph.D.
John F. Bowyer, Ph.D. (NCTR)
Sherry A. Ferguson, Ph.D. (NCTR)
Merle G. Paule, Ph.D. (NCTR)
William Slikker, Jr., Ph.D. (NCTR)

The University of Arkansas for Medical Sciences offers interdepartmental training in Neuroscience involving graduate faculty in the Interdisciplinary Biomedical Sciences Program and the Departments of Neurobiology and Developmental Sciences, Microbiology and Immunology, Pharmacology and Toxicology, and Physiology and Biophysics. In order to furnish students with the breadth of training to pursue research problems in diverse areas of neurobiology, the Interdisciplinary Neuroscience Track provides a broad background in basic neurobiology, in-depth experience in one of the participating academic disciplines, and extensive training in the application of modern experimental methods to fundamental problems in neurobiology. A broad series of courses is offered that spans the various disciplines of neurobiology. More than thirty graduate faculty members participate in the Neuroscience Graduate Track. Their research encompasses most of the areas of modern neurobiology including vertebrate neurophysiology, membrane biophysics, neuropharmacology, behavioral pharmacology, molecular neurobiology, and developmental neurobiology. The participating graduate programs have extensive research facilities in all areas of neurobiology.

Track-Specific Course Requirements:

Students in the Interdisciplinary Neurosciences Track are required to take at least six credit hours of neuroscience electives. The electives listed below are recommended for consideration:

- Medical Neuroscience (NBDS5035)
- Neurophysiology of Voluntary Movement (NBDS5071)
- Current Topics in Neurobiology (NBDS5081)
- Cellular and Developmental Neuroscience (NBDS5103)
- Systems Neuroscience (NBDS5153)
- Behavioral Pharmacology & Toxicology (PCOL5123)
- Neuropharmacology (PCOL5133)
- Cellular Endocrinology (PHYO5033)
- Human Neuroscience and Neuroimaging (IBSD5303)

Other courses, not listed, may be considered, but must first be approved by the Interdisciplinary Neuroscience Track Steering Committee to count toward the required six hours of neuroscience electives.

THIS PROGRAM IS NO LONGER ACCEPTING STUDENTS AND IS PART OF GPIBS AS OF FALL 2016.

INTERDISCIPLINARY TOXICOLOGY (INTX)

Lee Ann MacMillan-Crow, Ph.D., INTX Graduate Program Director
UAMS, 4301 W. Markham, Little Rock, Arkansas 72205, 501-686-5766

The Faculty

Research interests of the faculty may be viewed through the program link at the Graduate School website, www.uams.edu/gradschool

PROFESSORS

Alexei Basnakian, M.D., Ph.D.
John P. Crow, Ph.D.
Kim Fifer, Ph.D.
Jay Gandy, Ph.D.
William B. Gentry, M.D.
Kathleen Gilbert, Ph.D.
Paul E. Gottschall, Ph.D.
Laura P. James, M.D.
Kim E. Light, Ph.D.
S. Jessie Liu, Ph.D.
Lee Ann MacMillan-Crow, Ph.D.
James D. Marsh, M.D.
Philip R. Mayeux, Ph.D.
S. Michael Owens, Ph.D.

Philip Palade, Ph.D.
Paul L. Prather, Ph.D.
Steven Post, Ph.D.
Robert Reis, Ph.D.
Nancy J. Rusch, Ph.D.
Joseph Stimers, Ph.D.
Galen R. Wenger, Ph.D.
William D. Wessinger, Ph.D.

ASSOCIATE PROFESSORS

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Sung W. Rhee, Ph.D.
Henry Simmons, M.D., Ph.D.
Fang Zheng, Ph.D.
Eric C. Peterson, Ph.D.

ASSISTANT PROFESSORS

William Fantegrossi, Ph.D.

NON-UAMS GRADUATE FACULTY

Carl E. Cerniglia, Ph.D., NCTR
Barry K. Delclos, Ph.D., NCTR
Peter P. Fu, Ph.D., NCTR
Phillip T. Goad, Ph.D., NCTR
Deborah K. Hansen, Ph.D., NCTR
Robert Heflich, Ph.D., NCTR
Julian E. Leakey, Ph.D., NCTR
Glen C. Milner, Ph.D., NCTR
Alan C. Nye, Ph.D., NCTR
Tucker Patterson, Ph.D., NCTR
Merle G. Paule, Ph.D., NCTR
Igor Pogribny, Ph.D., NCTR
William Slikker, Jr., Ph.D., NCTR

Degrees Conferred: Ph.D.

Toxicology is the study of the adverse effects of external factors (free radicals, chemicals, poisons, or drugs) on living systems. In addition, toxicologists are also interested in the inherent mechanisms that mediate the toxic insults to biological or environmental systems. Well-trained toxicologists are needed in a wide range of jobs, and the long-term career opportunities for these individuals are good. Toxicologists find employment in academic institutions, private industry and government laboratories. Therefore, they are often at the center of the development of new therapeutic agents, the testing of their safety and the regulation of their use.

A major goal of the UAMS Graduate Program in Toxicology in the College of Medicine is to provide students with the necessary course work and research training that will allow our graduates to make a positive contribution both in research and teaching in years to come. In addition to courses in the basic principles of drug action, general pharmacology and toxicology, all students study the basic sciences of cell biology, physiology, biochemistry, and biometry. Additional specialty courses are offered in molecular foundations of toxicology, systems or organ-based toxicology, clinical toxicology, and experimental toxicology. Since research is an important part of graduate training, students will complete 3 research rotations within the first year of training, at which time they will select their graduate mentor. Most of the formal didactic course work will be completed in the first two years of study leading to the Ph.D. degree. Upon completion of the second year of training, students must pass written and oral qualifying examinations in order to enter formal candidacy for the doctoral degree. Subsequently, the student will complete a research project under the supervision of a qualified faculty member. The research project must be defended in both oral and written (dissertation) forms before the granting of the Ph.D. degree.

Prerequisites to Degree Program. Applicants should have an undergraduate grade-point average of 3.0 or higher and above average scores on the Graduate Record Examination. Prerequisite coursework should include satisfactory completion of undergraduate courses in mathematics, general chemistry, organic chemistry and biology. Other important, but not required, courses are biochemistry, physiology and anatomy, calculus, and statistics. On occasion, other advanced coursework may be substituted for certain required classes.

Requirements for the Doctor of Philosophy Degree. The Ph.D. degree will be awarded to candidates who successfully complete the required course work (minimum of 32 semester hours of coursework), and dissertation research hours (minimum of 18 credit hours of dissertation research). The current program requirements are posted on the Departmental website (<http://pharmtox.uams.edu/toxicology>).

MICROBIOLOGY AND IMMUNOLOGY (MBIM)

THIS PROGRAM IS NO LONGER ACCEPTING STUDENTS AND IS PART OF GPIBS AS OF FALL 2016.

Karl Boehme, Ph.D. MBIM Graduate Program Director
UAMS, 4301 West Markham, Little Rock, Arkansas 72205

The Faculty

Research interests of the faculty may be viewed through the program link at the Graduate School website, www.uams.edu/gradschool

PROFESSORS

Nalini Bora, Ph.D.
Martin Cannon, Ph.D.
Kathleen Gilbert, Ph.D.
Paul Hermonat, Ph.D.
Chia Y. Lee, Ph.D.
Richard P. Morrison, Ph.D.
Usha Ponnappan, Ph.D.
Mark S. Smeltzer, Ph.D.
Kevin D. Young, Ph.D.
Xuming Zhang, Ph.D.

ASSOCIATE PROFESSORS

Jon S. Blevins, Ph.D.
James Craig Forrest, Ph.D.
Daniel E. Voth, Ph.D.

ASSISTANT PROFESSORS

Sarah Blossom, Ph.D.
Karl Boehme, Ph.D.
Lin-Xi Li, Ph.D.
Jia Liu, Ph.D.
Jason Stumhofer, Ph.D.

Research is the most important aspect of the Ph.D. and M.S. degrees offered by the Department of Microbiology and Immunology. Students are expected to actively participate in the Departmental research program, contributing new information about immunobiology, immune defenses and infectious diseases. Because of the breadth of our training, graduates from the MBIM program have a large variety of job opportunities at university/medical school, government, and industry research laboratories. In the first year of the graduate program, students will complete a core curriculum of didactic courses and rotations in three potential faculty laboratories. At the end of the second semester of Graduate School, students choose a faculty advisor with extramural research funding and select a research project in the advisor's laboratory. Descriptions of faculty research interests can be found at <http://mbim.uams.edu/faculty/>

Degrees Conferred: M.S., Ph.D. (MBIM)

General Requirements and Information. Applicants must be admitted to the Graduate School of the University of Arkansas for Medical Sciences, and be approved by the Department of Microbiology and Immunology.

Areas of Concentration: There are two programs leading to the M.S. or Ph.D. degrees: (1) Microbial Pathogenesis and Genetics, (2) Immunology.

Prerequisites to Degree Program. Applicants should have a baccalaureate degree from an accredited university or college in a biological science or a related field with strong biological background. It is strongly recommended that the applicant have satisfactorily completed courses in chemistry (both general and organic) biochemistry, genetics, molecular biology, and cell biology. Prior research experience is also strongly recommended. All applicants must submit scores for the general GRE (Graduate Record Examinations), but field specialty examinations are not required. A good command of the English language is essential. The applicant should submit three letters of recommendation, preferably from former teachers and research advisors who can assess the applicant's potential in a research career, a personal statement, and before final admission, an interview is requested when practical. Foreign applicants must submit proof that they have achieved a score on the TOEFL of 600 for the written exam, 213 for the computer-based exam, or 79 for internet-based scoring.

Requirements for the Master of Science Degree. Specific departmental requirements for the M.S. degree are a minimum of 30 semester hours, which include six hours of MBIM 600V Master's Thesis. Additional requirements include: PHYO 5143, MBIM 5003, 5023, 5051, 5201 or 5211, 508V, and PCOL 5211 and 5221 or equivalent. This program normally requires two years of study.

Requirements for the Doctor of Philosophy Degree. The Ph.D. program has no specific requirements for a total number of credit hours although successful completion normally requires two to three years beyond the Master of Science degree or five to six years when a student is admitted directly into the Ph.D. program from a baccalaureate program.

Course requirements are: BIOC 5103, PHYO 5143, NBDS 5093 or MBIM 6104, MBIM 5003, 5023, 5051, 5201 or 5211, 6114, 6214. Courses in biostatistics (BIOM 5013) and scientific communication and ethics (PCOL 5211 and 5221) are required. Electives, the candidacy examinations, and research program are developed by the student in consultation with the major advisor and advisory committee.

MICROBIOLOGY AND IMMUNOLOGY PROGRAMS

Microbial Pathogenesis and Genetics. This program is designed for students interested in the study of molecular mechanisms of pathogenesis utilized by bacteria, protozoan parasites, or viruses and manipulation of host microbial responses. Students will take required courses as listed above and elective courses depending on their research focus.

Immunology. This program is designed for students desiring to concentrate on the study of immunology including basic mechanisms of immunology and immunobiology, tumor immunotherapy, the effect of environmental toxicants on the immune response, immune senescence, and the role of the immune response human pathogens. Degree requirements are listed above. Required and elective courses will concentrate on aspects of immunology.

NEUROBIOLOGY AND DEVELOPMENTAL SCIENCES (NBDS)

THIS PROGRAM IS NO LONGER ACCEPTING STUDENTS AND IS PART OF GPIBS AS OF FALL 2016.

Paul Drew, Ph.D., NBDS Graduate Program Director
UAMS, 4301 W. Markham, Little Rock, Arkansas 72205

The Faculty

Research interests of the faculty may be viewed through the program link at the Graduate School website, www.uams.edu/gradschool

PROFESSORS

Steven W. Barger, Ph.D.
Helen Benes, Ph.D.
Puran S. Bora, Ph.D.
E. Robert Burns, Ph.D.
M. Donald Cave, Ph.D. (Emeritus)
Gwen V. Childs, Ph.D.
John Dornhoffer, M.D.
Paul D. Drew, Ph.D.
Edgar Garcia-Rill, Ph.D.
Shirley Ann Gilmore, Ph.D. (Emeritus)
L. John Greenfield, M.D., Ph.D.
W. Sue T. Griffin, Ph.D.
Cynthia J. M. Kane, Ph.D.
Angus MacKay MacNicol, Ph.D.
Mark Mennemeier, Ph.D.
Robert D. Skinner, Ph.D.

ASSOCIATE PROFESSORS

Jason Y. Chang, Ph.D.
Maxim Dobretsova, Ph.D.
David L. Davies, Ph.D.
Abdallah Hayar, Ph.D.

Kevin D. Phelan, Ph.D.

ASSISTANT PROFESSORS

Mahmoud Kiaei, Ph.D.

Melanie MacNicol, Ph.D.

Yuzhi Chen, Ph.D.

Degrees Conferred

M.S., Ph.D. (NBDS)

Areas of Concentration: The two main areas of research emphasis in the Department are neuroscience, and cell and developmental biology. Neuroscience research in the Department is primarily directed toward understanding neural development and pathology with a strong emphasis on clinically relevant human problems. A wide variety of electrophysiological, immunocytochemical, cell culture, image analysis and molecular techniques are used in several broad based research projects that investigate the nervous system at the systems, cellular and molecular levels.

Investigations are currently underway to reveal the fundamental concepts associated with the normal development of neurons and various types of glial cells, and their cell surface receptors. Other studies examine the roles that leptin, genetic background and gonadal hormones play in metabolism. Additional research areas deal with regulation of anterior pituitary cells by neuroendocrine peptides, the deleterious affects of alcohol on the developing nervous system, and with clinical problems concerning human brain dysfunctions associated with Alzheimer's disease, depression, stroke, multiple sclerosis, and sleep disorders.

Prerequisites to Degree Programs. For admission to graduate standing in the department, a student must have a bachelor's degree with a major in zoology-biology or an equivalent. In addition, a score report for the Graduate Record Examination Aptitude Test is a departmental requirement.

Requirements for the Master of Science Degree. The Department offers a thesis M.S. degree. All students must take Biochemistry, Biostatistics, Seminar and two semesters of Scientific Communication and Ethics courses offered by the Department of Pharmacology (PCOL 5211 and PCOL 5221). The thesis M.S. requires that the student take three (3) of the five (5) courses listed below for the Ph.D. degree. A thesis of original research must be submitted and defended.

Requirements for the Doctor of Philosophy Degree. All students must take Biochemistry, Biostatistics, Seminar, Research, and two semesters of Scientific Communication and Ethics courses offered by the Department of Pharmacology (PCOL 5211, PCOL 5221, PCOL 5231 or PCOL 5241). Students in either the cell and developmental biology or neuroscience area of emphasis must take a minimum of three (3) of the following courses: Cell Biology, Cellular and Developmental Neuroscience, Gene Expression, Basic Neuroscience, and Molecular Cell Biology. All students must write and successfully defend a doctoral dissertation.

PHARMACOLOGY (PCOL)

THIS PROGRAM IS NO LONGER ACCEPTING STUDENTS AND IS PART OF GPIBS AS OF FALL 2016.

Lee Ann Macmillan-Crow, Ph.D., PCOL Graduate Program Director
UAMS, 4301 W. Markham, Little Rock, Arkansas 72205, 501-686-5510

The Faculty

Research interests of the faculty may be viewed through the program link at the Graduate School website, www.uams.edu/gradschool

PROFESSORS

Alexei Basnakian, M.D., Ph.D.

John P. Crow, Ph.D.

Kim Fifer, Ph.D.

Jay Gandy, Ph.D.

William B. Gentry, M.D.

Kathleen Gilbert, Ph.D.

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Robert Reis, Ph.D.
Nancy J. Rusch, Ph.D.
Joseph R. Stimers, Ph.D.
William D. Wessinger, Ph.D.

ASSOCIATE PROFESSORS

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William E. Fantegrossi, Ph.D.
Eric C. Peterson, Ph.D.
Sung W. Rhee, Ph.D.
Henry Simmons, M.D., Ph.D.
Sharda Singh, Ph.D.
Fang Zheng, Ph.D.

ASSISTANT PROFESSORS

Jeffery Moran, Ph.D.
Shengyu Mu, M.D. Ph.D.

PROFESSOR EMERITUS

Jack A. Hinson, Ph.D.
Donald E. McMillan, Ph.D.
Galen R. Wenger, Ph.D.
Piotr Zimniak, Ph.D.

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Merle G. Paule, Ph.D. (NCTR)
Igor Pogribny, Ph.D. (NCTR)
William Slikker, Jr., Ph.D. (NCTR)

Degrees Conferred: Ph.D. (PCOL)

Students receiving a Ph.D. in Pharmacology from the UAMS College of Medicine will have received training in both the academics of pharmacology and extensive training in the laboratory sufficient to be an independent researcher. Most graduating students continue their research training in a postdoctoral fellowship position. Well-prepared pharmacologists have a wealth of opportunity to use their newly obtained skills, including jobs in large pharmaceutical industry, smaller biotechnology, academic or government research. Often these positions allow for the search for and research into the discovery of novel therapeutic agents.

Students enter the program with the goal of obtaining a Ph.D. degree in pharmacology and begin by receiving training in the basic principles of drug action, molecular and cellular pharmacology and toxicology, physiology, biochemistry, statistics and scientific communications and ethics. In the first year, students also complete three research rotations in different laboratories in a search for a dissertation research mentor. Additional specialty courses are offered in neuroscience/neuropharmacology, behavioral pharmacology, cardiovascular pharmacology, drug and alcohol abuse, immunopharmacology, pharmacokinetics and experimental therapeutics. All of the didactic course work leading to the Ph.D. degree will be completed in the first two years of study. Following this formal training, the student will undertake a creative, independent research project under the supervision of a qualified faculty member. Examples of funded research areas in the department include antihypertensive therapies, antibody-based therapeutics of drug abuse, neuropharmacology and behavioral pharmacology, oxidative stress, aging and DNA damage. At the completion of the research phase, the project is written in the form of a dissertation and orally defended to faculty dissertation committee. As with any research degree, the measure of success depends upon excellence in research.

Prerequisites to Degree Program. Applicants should have an undergraduate grade-point average of 3.0 or higher and above average scores on the Graduate Record Examination. Prerequisite coursework should include satisfactory completion of undergraduate courses in mathematics, general chemistry, organic chemistry and biology. Other important, but not required, courses are biochemistry, physiology and anatomy, calculus, physics and statistics. On occasion, other advanced coursework may be substituted for certain required classes.

Requirements for the Doctor of Philosophy Degree. The Ph.D. degree will be awarded to candidates who successfully complete the required course work (minimum of 32 semester hours of coursework), and dissertation research hours (minimum of 18 credit hours of dissertation research). The current program requirements are posted on the Departmental and program website ([Pharmacology Graduate Program - Department of Pharmacology and Toxicology - University of Arkansas Medical Sciences](#)).

Graduate School Course Descriptions

BINF 6101 Reasoning with Medical Data-Intro to Logic (3 Credits)

This course will provide participants with basic knowledge of the methods used in First Order Logic (FOL) to prepare the ground for using Description Logic (DL) on biomedical data. Theoretical issues fostering the understanding of how DL differs from FOL and why these differences are important will be discussed.

BINF 6102 Using Semantic Web Technology in Biomedical Research (3 Credits)

The Semantic Web is the future of data management in bioinformatics. A thorough understanding of the Semantic Web is a prerequisite for conducting data intensive research such as translational science. This course introduces graduate students to a wide range of cutting edge Semantic Web technologies in biomedicine.

BIOC 5101 Biochemistry and Molecular Biology (3 Credits)

A broad presentation of basic biochemistry and molecular biology as background for students in multiple graduate programs in the biomedical field. Prerequisites: Organic chemistry and college algebra.

BIOC 5104 Research in Biochemistry (1-10 Credits)

Practical experience in experimental design and manipulation. A written progress report describing objectives and accomplishments must be discussed with the research director and advisory committee at, or prior to, the time of grade submission.

BIOC 5105 Biochemistry Seminar (1-2 Credits)

Required every fall and spring semester a student is enrolled in a departmental graduate program. Students presenting a seminar during a semester register for two (2) credit hours. Seminars are developed in consultation with a faculty member. Students whose program does not require a seminar presentation during a particular semester register for one (1) credit hour.

BIOC 5106 Current Trends in Biomedical Sciences (3 Credits)

This literature-based course bridges the gap between formal didactic course work and the primary scientific literature. The overall goal is to prepare students to read, evaluate, and critically analyze the scientific literature. During the process, advanced concepts in biomedical sciences will be introduced, building on fall semester courses.

BIOC 5109 Methods in Biomedical and Translational Sciences (3 Credits)

The course focuses on the application of biochemistry and molecular biology concepts to quantitative measurements in biological systems. Emphasis is placed on experimental design and data interpretation. A major goal of the course is to help students understand how basic elements of biomedical research are connected to clinical applications.

BIOC 5201 Master's Thesis (1-6 Credits)

Includes experimental and literature-based research, plus preparation of thesis. Prerequisite: graduate standing and consent of advisory committee.

BIOC 6101 Research Proposal (1 Credit)

Students in the Ph.D. degree program will write a formal research proposal in the area of their dissertation research. Advice and direction for the preparation of this proposal will be provided by the student's major advisor and advisory committee. Prerequisite: consent of advisory committee.

BIOC 6102 Special Topics in Biochemistry (1-3 Credits)

In-depth consideration of topics of current research importance and specialized subjects not covered in general courses. Topics vary by year. Representative topics include: enzymology, proteomics, chromosome dynamics, cancer biology, signal transduction, glycobiology, structure and function of membranes, bioorganic catalysis. May be taken for multiple credit to a maximum of 6 hours.

BIOC 6103 Biology of Cancer (2 Credits)

Molecular and cellular aspects of cancer biology with special emphasis on the acquired capabilities of cancer cells and how this information is translated into innovative treatment strategies. Prerequisites: successful completion of first-year core graduate courses or consent of course director.

BIOC 6104 Doctoral Dissertation (1-10 Credits)

Includes experimental and literature-based research, plus preparation of dissertation. Prerequisite: successful completion of Ph.D. candidacy exam.

BIOM 5108 Special Topics in Biometry (1-3 Credits)

(On demand) Advanced work in specialized fields such as bioassay, multivariate analysis, time series, etc. Credit, 1 to 3 hours per semester, limit of 9 hours.

BIOM 5180 Special Topics in Biomedical Informatics (1-6 Credits)

In-depth consideration of topics of current research importance and specialized subjects not covered in general courses. Topics vary by year. Representative topics include: surveys of recent advances in biomedical informatics domains and in-depth exploration of new computational or research approaches in biomedical informatics.

BMIG 5001 Information Modelling--From Data to Knowledge (3 Credits)

This course provides students with the foundational ideas of how information is modelled to facilitate easy access to knowledge. The course defines data, information and knowledge and explains how the three are connected. The course introduces students to basic information modeling methodologies both in relational databases (RDB) and graph databases, in particular semantic web technologies. Particular emphasis is on the introduction of principles of formal logic and the relevance of formal logic to information modelling and knowledge representation. The course introduces different types of logics, their expressivity, and limitations and basics of Metalogic. In addition, the course introduces the ontologies and their role in information modelling. Finally, the course includes an introduction to representing knowledge in a system. While not having a lab section the course will include numerous exercises and homework and grading will include exams demonstrating the skills acquired through those exercises.

BMIG 5002 Biomedicine for Informaticists (3 Credits)

This course is an introduction to the range of terminology, concepts, tools and methods used in biologic and clinical environments important to Biomedical Informaticists. The course focuses on the comprehension of key biomedical concepts important for interaction and communication with biologists and clinicians needed for graduate study in Biomedical Informatics. This course consists of lectures coupled with participation in clinical labs and environments, with biologists and clinicians. This course covers the practical aspects of how biomedical sciences are used in Biomedical Informatics. All degree seeking BMI students regardless of track must successfully pass this Biomedicine for Informaticists course, or independently demonstrate their competence in these concepts (e.g. through passing the course exams).

BMIG 5003 Computational Methods in Biomedical Informatics (3 Credits)

This course is an introduction to the range of computational tools and techniques often used by Biomedical Informaticists. The course focuses on a series of hands-on exercises designed for the student to gain a basic knowledge of those tools, principles, and techniques demonstrating the basic computational competencies needed for graduate study in Biomedical Informatics. This course consists of lecture coupled with lab assignments and covers the practical aspects of how computational sciences are used in Biomedical Informatics.

BMIG 5010 Biomedical Informatics Project Rotations (2 Credits)

An Introduction to methods and tools often used in Biomedical Informatics through 'hands-on' experiences by helping to solidify your ability to grasp the core concepts of a research problem, come up with a properly-scoped proposal to explore possible solutions to the problem, all under the guidance of a faculty mentor.

BMIG 5013 Health Information Systems (1 Credit)

This graduate course covers information systems used in healthcare. Topics focus on system functionality required to support care in inpatient and outpatient settings and associated data and workflows.

BMIG 5014 Anatomy for Imaging (3 Credits)

This graduate course focuses on the structure of the human body and will include skeletal structure, muscular structure, organ systems and their structural organization. Students will gain knowledge not only of the gross anatomical structure of the human body, but also of visualization of that structure using modern imaging methods.

BMIG 5015 Introduction to Biological Network Analysis (1 Credit)

The aim of this course is to provide an introduction to network/Graph theory, how it can be applied to biological data and statistical analysis of biological networks. The course will start with an overview of graphs; basic definitions and concepts, families of graphs, describe creating network graphs and analysis of network graph characteristics, statistical models for Network graphs and network topology inference. The course will concentrate on building correlation networks as an example.

BMIG 5016 Clinical and Translational Research (1 Credit)

This graduate course provides an introduction to Clinical and Translational research. Topics focus on environmental forces shaping the direction of the development of the new therapeutics in the United States and include clinical and translational research as part of healthcare, the therapeutic development process, relevant federal agencies and regulations, and economic factors.

BMIG 5017 Clinical Data Standards (1 Credit)

This graduate course reviews the various standards used in healthcare, with special focus on how those standards are used in electronic health records.

BMIG 5021 Medical Decision-Making (1 Credit)

This graduate course covers medical decision making with a focus on traditional approaches and methods.

BMIG 5101 Foundations of BMI: Sequences as Biological Information (2 Credits)

This course introduces the molecular foundations of biomedical informatics, from the perspective of Translational Bioinformatics. 'Bioinformatics' is the study of how to represent, store, search, retrieve and analyze biological information; much of that information is sequenced-based, including genomic DNA sequences, transcribed RNA sequences, and translated protein sequences. "Translational Bioinformatics" in this context means translating or moving the discoveries and innovations in the laboratory to the bedside; that is, applying bioinformatics to healthcare. The idea is to use molecular and clinical data resources to allow consideration of individual variations, and not simply population averages. One application of this can be in the area of 'personalized medicine' or 'precision medicine'. Topics covered include medical genetics, genomic epidemiology, pharmacogenomics, human microbiomes, cancer genomics, coding and non-coding RNA's, and diseases of protein malfunction.

BMIG 5102 Foundations of BMI: Clinical Information (2 Credits)

This course is designed as the introduction and foundational data collection and concepts of the discipline of clinical informatics. Major topics include defining the data collection methods and key needs for information flow and use in healthcare, clinical disciplines and systems, the various terminology, methodology, and types. The skills, tools, and methods used to derive, analyze, and deliver clinical knowledge both at the point of care and through retrospective examination. The course will also review basic concepts involving development, implementation, use, and evaluation of computer systems in healthcare.

BMIG 5103 Foundations of BMI: Population Health Information (2 Credits)

As an introduction to the discipline of biomedical informatics, this course introduces Public and Population Health Informatics. The course will explore common information sources and uses in the domain, information-related challenges in the domain and application of Biomedical Informatics theories, methods, and tools to overcome them. Topics covered include the role of informatics in disease prevention, surveillance and epidemiology, toxicology and environmental health, health promotion and behavior change at local, state, national and global levels. Public health communication and dissemination, and public health policy are also covered.

BMIG 5112 Introduction to Human Computer Interaction (3 Credits)

This graduate course is a survey course covering select topics from cognitive science, human factors, human centered design, and usability relevant to biomedical informatics.

BMIG 5113 Clinical Imaging Informatics (3 Credits)

This graduate course covers the basic principles of the field of Medical Imaging Informatics, with an emphasis on Clinical Imaging Informatics. Starting from an introduction to the basic imaging modalities, the course continues with how images are captured, stored, processed, viewed, documented, and tied into a patient's medical record. The course covers the use of imaging information in several key medical specialties.

BMIG 5114 Bioconductor for Genomic Scale Data (3 Credits)

The aim for this graduate course is to introduce students to tools required for analysis of high-throughput genomic data using Bioconductor. The focus will be on two main technologies: next generation sequencing and microarrays. The class will cover installation of Bioconductor, common data structures including Expression Sets, Summarized Experiments container for multiple assays, G Ranges objects used across several types of analyses, computing on genomic regions and genomic annotations with Bioconductor. An introduction to statistical concepts and methodologies in the analysis of data based on microarrays and next generation sequencing platforms will be covered. Lastly the course will introduce reproducible reports and workflows using Rmarkdown.

BMIG 5115 Healthcare in the US (1 Credit)

This graduate course presents the components of the healthcare system in the United States with a focus on current challenges and external forces shaping those challenges. Special emphasis is given to topics impacting or impacted by technology in healthcare.

BMIG 5116 Managing Organizations, People and Projects (3 Credits)

This graduate course covers principles of leadership and management of organizations and projects. Topics covered include leadership models, interdisciplinary teams, effective communication, project management, change management, and strategic and financial planning for clinical information.

BMIG 5190 Biomedical Informatics Research and Application Seminar (1 Credit)

This seminar provides exposure to current research and application in Biomedical Informatics and the faculty, trainees, and other experts conducting it. Topics include ongoing research, research results, and translation of findings into practice and reflect the breadth of ongoing work across Biomedical Informatics as a discipline. This weekly seminar is given by local and visiting researchers and practitioners in the discipline. Seminar speakers will highlight relevant informatics and information science principles and methodology. Students participating in the seminar for course credit will be encouraged to explore literature relevant to the seminar topic and participate in constructive critique and academic discussion about the research. Seminar attendance encourages use of critical analysis and appraisal skills to participate in scientific dialog. This course can be taken for 1 credit hour. ACCME Continuing Education Units (CEUs) can be obtained by those not receiving course credit.

BMIG 5210 Genomics and Metagenomics (3 Credits)

This graduate course teaches methods for comparison of genomes and metagenomes. Students completing this course should be able to located reference genomes, computationally compare genomes of interest and clearly communicate the results of the investigation using three different formats: a journal club report critiquing a recently published paper, a poster, and finally by writing a scientific paper with is formatted and suitable for publication.

BMIG 5211 Scientific Data Visualization (1 Credit)

This graduate course covers guidelines for efficient scientific visualizations of small and large-scale data sets. Students completing this course should be able to present a scientific dataset in a clear, informative and reader-friendly manner.

BMIG 5211

BMIG 5800 Thesis (1-6 Credits)

Under supervision of graduate faculty, an original research study will be designed and conducted with written thesis following Graduate School guidelines.

BMIG 5801 Capstone (3 Credits)

A capstone project will be performed under the close supervision of each student's advisor. Project possibilities include, but are not limited to: developing a project that fits into a larger framework, systematic review, piece of an ongoing research project, substantial background literature review, grant writing, and etc.

BMIG 6010 Information Systems in Clinical Research (3 Credits)

This graduate course covers information systems used in Clinical Research with an emphasis on automation, system functionality, system integration, and information exchange. Common information-reliant and automated processes and methodology are explored.

BMIG 6011 Clinical Research Informatics (3 Credits)

This graduate course presents information-reliant processes in clinical research with an emphasis on major theories, principles, and methods used in practice and inquiry in Clinical Research Informatics.

BMIG 6012 Data Warehousing, Aggregation and Reporting (1 Credit)

This graduate course covers data warehousing in biomedical informatics.

BMIG 6013 Healthcare Informatics of Quality and Patient Safety (1 Credit)

This graduate course presents topics in healthcare quality and safety. Topics focus on methods and tools to achieve the Institute of Medicine components of healthcare quality in clinical settings.

BMIG 6014 Natural Language Processing in Biomedical Informatics (3 Credits)

This course trains students to understand and apply natural language processing (NLP) theory, techniques, and tools, with a focus on biomedical text for informatics applications and research. Guest lectures will highlight applications of NLP in core areas of biomedical informatics.

Prerequisites: BMIG 5001 and BMIG 5003.

BMIG 6050 Research Design in Biomedical Informatics (3 Credits)

This course provides an introduction to research design in biomedical informatics. Topics include epistemology, concept, construct and theory development, qualitative and mixed methods approaches as well as experimental and quasi-experimentals design. This course will aid students in selecting, articulating and defending research designs for thesis or doctoral research.

BMIG 6101 Fundamentals of Managing Research Data (3 Credits)

This course presents the fundamental concepts involved in managing research data across the spectrum of Biomedicine. This pragmatic course covers basic data types, corresponding collection and management methods, and resource estimation. It will prepare doctoral students for the data collection and management aspects of their dissertation.

BIOM 6101 is limited to UAMS doctoral students only.

BMIG 6110 Clinical Decision Support (2 Credits)

This graduate course covers clinical decision support approaches and methods in healthcare settings.

BMIG 6110 requires a pre-requisite of BMIG 5013.

BMIG 6111 Comparative Microbial Genomics (3 Credits)

The aim for this graduate course is to teach about the comparison of massive availability of genome sequence of microbes and other organisms.

The course is designed to enable students to use computational tools through lectures and hands-on practicals to extract biological meanings and discover novel features from the genomics data.

BMIG 6111 requires a pre-requisite of BMIG 5210.

BMIG 6112 Clinical Research Informatics Synthesis (3 Credits)

Students will synthesize graduate work to design, plan, and operationalize data collection, management, and use for a clinical study. This course is conducted within the context of an ongoing clinical study for which the student will join the team and participate in study operations for the semester.

BMIG 6201 Machine Learning for Biomedical Informatics (3 Credits)

This course will provide a broad introduction to machine learning algorithms and techniques and their applications in different areas of biomedical informatics and data science. The mathematical bases for different classes of machine learning algorithms will be explained so the student has a broad understanding of the fundamental concepts.

BMIG 6201 requires prerequisites of BMIG 5001 and 5003.

BMIG 6202 Fundamentals of the Human Microbiome (3 Credits)

This course will provide students with foundational knowledge and practical analytical skills required for analyzing microbiome data sets. The course will explore the microbial inhabitants of the human body, with an emphasis on how microbial communities affect human health and disease progression.

BMIG 6202 requires prerequisites of BMIG 5002, 5003 and 5101.

BMIG 6210 Research Imaging Informatics (3 Credits)

This graduate course will explore in depth the use of advanced radiology and pathology imaging techniques and quantitative analysis approaches in biomedical research. The focus is distinct from clinical imaging and standard clinical practice. Pre-clinical and advanced imaging techniques not yet approved for the clinic will be explored. Image creation, quantitative analysis and management technologies will be presented drawing on the primary literature and making full use of unique imaging resources at UAMS such as the Cancer Imaging Archive.

BMIG 6210 requires pre-requisites of BMIG 5014, PHYO 5103, BMIG 5011, BMIG 5010, and BMIG 5113.

BMIG 6215 Research (1-16 Credits)

Students will participate in a research project under the supervision of a faculty member.

BMIG 6220 Neuroimaging Informatics and Connectomics (3 Credits)

This graduate course will explore in depth the use of advanced imaging techniques and quantitative analysis approaches in Neuroscience research. The focus is distinct from clinical imaging and standard clinical practice. Pre-clinical and advanced imaging techniques not yet approved for the clinic will be explored.

BMIG 6220 requires pre-requisites of BMIG 5014, PHYO 5103, BMIG 5015, and BMIG 6210.

BMIG 6800 Dissertation Research (1-16 Credits)

Under supervision of graduate faculty, an original research study will be designed and conducted with written dissertation following Graduate School guidelines.

COPH 6100 Directed Study (1-6 Credits)

Provides an opportunity for doctoral students to engage in detailed study of a public health topic relevant to their program of study, with the guidance of a faculty supervisor. A completed and signed directed study contract is required at the time of registration. (Requires approval of independent study faculty supervisor, which may be indicated by signature on contract)

COPH 6400 Directed Study (1-3 Credits)

Provides an opportunity for doctoral students to engage in detailed study of a public health topic relevant to their program of study, with the guidance of a faculty supervisor. A completed and signed directed study contract is required at the time of registration. (Requires approval of independent study faculty supervisor, which may be indicated by signature on contract)

COPH 6411 Professional Development Seminar (1 Credit)

While course content will vary, this course is designed to increase doctoral students' competencies in some of the following areas: effective written and oral communication, advocacy for public health programs and resources, group dynamics, unbiased listening, professional interaction, leadership, team building, negotiation/conflict resolution skills, basic human relations skills, motivation of personnel, collaboration skills, team and

organizational learning. Prerequisites: Doctoral student standing in the UAMS Fay W. Boozman College of Public Health; completion of public health science core courses; or permission of instructor.

COPH 6437 Grantsmanship and the Peer Review Process (3 Credits)

This course is designed to provide information and cultivate skills required to develop competitive grant applications supporting scholarly efforts to better understand and resolve complex public health challenges.

Graduate School or College of Public Health Doctoral Standing is required for enrollment.

COPH 6600 Mentored Research (1-9 Credits)

This course is intended to provide a supervised experience in ongoing projects through which the doctoral student becomes familiar with the application of theories and methods used in public health research. Guidance from the faculty mentor will help the student develop a research question, define the knowledge base and skills required to address the question, and select and implement methods to answer the question.

Graduate School or College of Public Health Doctoral Standing is required for enrollment.

CSDP 6101 Advanced Research Methods (3 Credits)

Introduces theory, principles and practices of research design in communication sciences and disorders. Emphasis on methodology of collecting, organizing, analyzing and presenting both qualitative and quantitative data. Topics will include: research questions and problems, literature and background review, group and single-subject research design, data organization and manipulation, scientific writing, and the publication and presentation process.

CSDP 6103 Doctoral Seminar in Hearing (3 Credits)

Engages students in the exploration and evaluation of current research and practice related to hearing science, hearing disorders, evaluation and remediation. Content reflects recent developments in the literature and specific interests of participants. Topics may include the anatomical basis of hearing science, acoustics and instrumentation, psychoacoustics, physiological acoustics, physiological evaluation of hearing, hearing conservation, amplification, and aural habilitation and rehabilitation.

CSDP 6105 Doctoral Seminar in Speech (3 Credits)

Engages students in the exploration and evaluation of current research, practice, and technology related to speech development and disorders. Content reflects recent developments in the literature and specific interests of participants. Relevant topics may include motor speech disorders, speech science, physiological and neurophysiological bases of speech production, voice, dysphagia, fluency, articulation, phonology, phonological theory, craniofacial anomalies, gerontology, AAC.

CSDP 6107 Doctoral Seminar in Language (3 Credits)

Engages students in the exploration and evaluation of current research, practice, and technology related to language development and disorders. Content reflects recent developments in the literature and specific interests of participants. Topics may include child language development and specific developmental disorders, neurophysiological bases of language and communication, neurogenic cognitive-linguistic disorders, AAC, multicultural issues, gerontology.

CSDP 6108 Research Project (1-5 Credits)

This course covers skills necessary to complete a research project consisting of a research question, review of the literature, methodology, data collection, data analysis and written report.

CSDP 6109 Grant Writing Pedagogy (2 Credits)

Covers strategies for identifying funding agencies appropriate for research and special programs. Emphasis will be on techniques for writing grant proposals for both private and public funding.

CSDP 6110 Supervision Pedagogy (2 Credits)

Familiarizes students with the art and science of clinical teaching, supervision of clinical services, management of clinical programs, and instruction in communication disorders. Emphasis on clinical problem solving, maximizing student and client feedback, supervisory conferencing, evaluating student and client performance, clinical scheduling/record keeping, and clinical and program efficacy.

CSDP 6111 Teaching Pedagogy (2 Credits)

Introduces students to principles and practices of course development and teaching skills in communication sciences and disorders. Emphasizes understanding and integrating course content, targeted levels of learning, specific objectives, instructional strategies, and assessment to enhance the learning experience. Additional topics include motivating students, attributes of good teaching, professional development in teaching, distance education, and team/interdisciplinary teaching.

CSDP 6112 Multicultural Issues (3 Credits)

This course will engage students in discussions of multicultural and linguistic variables that must be recognized and applied in teaching, research, and clinical supervision in the field of speech-language pathology and audiology.

CSDP 6113 Grant Writing Internship (1 Credit)

Involves the student in the development, completion, and submission of a grant proposal to a private or public funding agency.

CSDP 6114 Teaching Internship (1-3 Credits)

Provides students with supervised experience in academic instruction.

CSDP 6115 Supervision Internship (1-3 Credits)

Provides students with supervised experience in clinical supervision and instruction.

CSDP 6201 Dissertation (1-9 Credits)

Completion of an original research project in collaboration with the dissertation advisor and committee. Successful completion of an oral defense to the dissertation committee. Continual enrollment is required until all related requirements are completed.

EPID 6001 Instructional Methods and Teaching Practicum (1 Credit)

This course provides doctoral level (PhD and DrPH) students with training and practice in the methods and principles of teaching. This course is one credit hour and has two components which must be completed to earn the credit: 1) a weekly seminar course, and 2) lectures in three separate courses taught within the CPH MPH program.

EPID 6102 CPH Epidemiology Seminar Series (1 Credit)

In-depth study of current topics in epidemiology or advanced study of specialized topics not covered in other courses. Instructional techniques may include directed reading, group discussion, lectures, and/or web-based instruction, and/or student presentations. Prerequisites: Enrollment as a doctoral student in the PhD program in Epidemiology.

EPID 6121 Principles and Practice of Public Health Surveillance (2 Credits)

Surveillance is a methods course focused on the principles and methods employed in the surveillance of diseases, conditions, and events of public health concern. Students will learn about: the selection of diseases, conditions, and events for surveillance; the design of effective surveillance programs in routine and emergency situations; the operation of effective and efficient surveillance programs in a state health department, hospital, corporate, and other settings; the evaluation of surveillance programs; and the use of surveillance data for the purpose of epidemiologic research and practice.

EPID 6224 Clinical Epidemiology (3 Credits)

This course is designed to introduce students to clinical epidemiology. Topics will include screening, diagnostic clinical research, prognostic clinical research and etiologic clinical research, randomized and non-randomized clinical studies, clinical decision making and meta-analysis. This course also provides examples of how these methods are applied in actual clinical epidemiologic studies, and guidelines for critically evaluating evidence from these studies. Course evaluations will be based on the students' performance in class participation, examinations, written assignments, as well as a written project demonstrating the students' ability to apply these methods.

Graduate School or College of Public Health Doctoral Standing is required for enrollment.

EPID 6324 Genomics/Genetic Epidemiology (3 Credits)

The course covers statistical models and methods that are used to understand human genetics and genomics; specifically how genetic information can be incorporated into statistical models to discover disease genes. Topics include basic molecular and population genetics, marker selection algorithms, multiple comparison issues, population stratification, genome-wide association studies, genotype imputation, analysis of microarray data (gene expression, methylation data, eQTL mapping), and next-generation sequencing data analysis. The focus is modern approaches to association analysis. Many examples are used to illustrate key points. The course is intended for biostatisticians, epidemiologists and quantitatively-oriented geneticists and health scientists wanting to learn about statistical methods for genetic and genome analysis, whether to better analyze genes-related data, or to pursue research in methodology. An intermediate background in statistical methods is required (Biostat II). No background in genetics is assumed.

EPID 6324 requires a pre-requisite of BIOS 5212.

EPID 6335 Molecular Epidemiology (3 Credits)

The objective of this course is to provide conceptual and practical knowledge of the methods used in molecular epidemiology. Specifically, students will learn about: motivation and strategies for the application of molecular methods in etiologic and translational research; some novel and commonly used laboratory assays; measurement issues for biomarkers; methods used in genetic studies of complex diseases; phenotypic markers of exposure and disease; analytic issues and approaches to high dimensional data; evaluation of biomarkers for clinical use; and ethical issues specific to biospecimen banking and genetic data.

EPID 6336 Observational Study Designs (3 Credits)

This course is on designs and analysis used for case control and cohort studies. The first part of the course designs for cohort studies. Various designs will be demonstrated through examples from the literature, and issues in carrying them out will be discussed including strengths and limitations.

EPID 6402 Advanced Integration of Epidemiologic Concepts and Methods (3 Credits)

This course is designed to help the students integrate and apply key epidemiologic concepts and methods from required courses, current literature, and textbooks. Opportunities will be given in this course to practice integrating concepts and methods in epidemiology in test taking situations with in-class and take-home examination formats. This is a credit/no credit course, which can be taken as an elective for doctoral students in epidemiology only. Course evaluations will be based on the students' performance on weekly assignments and practice examinations.

Enrollment in this course is limited to student in the Epidemiology PhD program.

EPID 6423 Advanced Epidemiologic Methods Laboratory (3 Credits)

This is an advanced, doctoral level laboratory-based course for students who require extensive preparation in epidemiologic theory and methodology. This course is designed to integrate and apply the methods introduced in Epidemiology III, Epidemiology III Lab, and Advanced Epidemiology Methods I, along with new methods, in order to prepare students to apply these methods as independent researchers in epidemiology.

EPID 6424 Advanced Epidemiologic Methods (3 Credits)

This is an advanced, doctoral level course for students who require extensive preparation in epidemiologic theory and methodology. Topics covered include causal inference; study design; the analysis of crude, stratified, and matched data; approaches to assessing effect modification and adjusting for confounding; modeling data; bias and the critical evaluation of epidemiological studies.

HBHE 6325 Survey Research Methods (3 Credits)

This course will provide students with a practical overview of survey research methods. The primary focus will be on identifying or developing questionnaire items and scales and designing a survey instrument. The logistics of implementing a survey, tailoring instruments for specific settings, populations, and methods of administration, sampling methods, assessing sampling bias, and maximizing response rates will also be covered.

HPMT 6011 Mathematics and Statistics Primer (1 Credit)

This course will provide a review of fundamental mathematical and statistical concepts used in health systems research including linear and matrix algebra, nonlinear functions, derivatives, and probability theory. The course will require completion of a series of problem sets containing mathematical and statistical exercises, and final examination. Prerequisites: doctoral student standing.

HPMT 6213 Variation in Health System Performance (3 Credits)

At its core, the field of health services research is devoted to the study of variation in health system performance and health care practice. This course will focus on what can be learned from studies of variation in health systems and services - investigating the causes, consequences, and solutions to harmful, wasteful, and inequitable variation. In doing so, this course will review conceptual foundations of health services and systems research (HSR), and examine current topics and ongoing research in this field. Students will examine current empirical research conducted by investigators concerning the development, organization, financing, and delivery of health services and their impact on population health. Students will also gain experience in conceptualizing research questions of interest in HSR, developing theoretical frameworks to inform these questions, and critically reviewing the empirical literature on topics of interest.

Graduate School or College of Public Health Doctoral Standing is required for enrollment.

HPMT 6313 Advanced Methods in Health Services Research (3 Credits)

This course provides an overview of study design and methods for health services research (HSR) applied to health policy and public health problems. It will include exploration of: (1) study design principles with emphasis on the non-experimental and quasi-experimental designs most often employed in health policy and services research; (2) methodological problems often encountered in applied health policy and services research; (3) the "toolbox" of quantitative methods most often used in health policy and services research; and (4) principles and strategies for interpreting study results and communicating them to diverse stakeholders in public health. The course will emphasize hands-on exercises in using HSR methods and case studies of published HSR studies, with a focus on health policy and public health topics. The course will focus on quantitative research methods grounded primarily in the disciplines of econometrics and statistics, while highlighting the many close connections to other methodological perspectives including epidemiology, sociology, demography, and political science. Prerequisites: Doctoral student standing in the UAMS Fay W. Boozman College of Public Health; successful completion of three public health sciences core courses; or permission of instructor.

HPMT 6315 Advanced Methods for Quality and Health Outcomes (3 Credits)

Examines conceptual models, methods, and dimensions of quality of care (QOC) research. Students will analyze the history and rationale of QOC assessment and methodological issues in measuring QOC in research. Prerequisites: Doctoral student status or permission of the instructor.

HPMT 6317 Performance Measurement, Reporting and Incentives (3 Credits)

This course will examine the theoretical constructs and empirical methods currently used to assess, profile and compare the performance of health professionals, health care institutions and health systems. We will examine the advantages and disadvantages of alternative measurement approaches in the context of alternative purposes of measurement, including: quality improvement; regulation and accreditation; payment; consumer education and empowerment; and research and evaluation. The course will examine a number of case studies based on contemporary developments in this field, including the National Quality Forum measurement process, Medicare's quality reporting initiatives, and private sector pay-for-performance programs. The course will also examine approaches for studying the impact of performance measurement, reporting and incentive programs.

HPMT 6319 Implementation Research in Clinical Practice (3 Credits)

Examines the theoretical frameworks relevant for studying diffusion of innovations and implementation of change in clinical practice settings, assesses the empirical evidence on strategies for adopting and implementing change, and considers methods for evaluating change processes. *Graduate School or College of Public Health Doctoral Standing is required for enrollment.*

HPMT 6320 Advanced Health Economics I: Demand for Health (3 Credits)

Examines theory and advanced methods for modeling the demand for health, health care, health insurance, and public health activities.

HPMT 6321 Advanced Health Economics II: Supply of Health (3 Credits)

Provides an advanced examination of the supply side of health economics, including theory and research involving the production and distribution of health services and related products and technologies.

HPMT 6323 Advanced Econometric Methods and Special Topics (3 Credits)

Examines advanced econometric methods used in health systems research, including instrumental variables analysis, propensity score methods, longitudinal and panel data analysis methods, and duration models. *Graduate School or College of Public Health Doctoral Standing is required for enrollment.*

HPMT 6324 Advanced Health Economics II: Supply for Health Services (3 Credits)

Provides an advanced examination of the supply side of health economics, including theory and research involving the production and distribution of health services and related products and technologies.

HPMT 6324 requires prerequisite HPMT 6104 with C or better.

HPMT 6327 Advanced Methods of Health Disparities Research (3 Credits)

Examines theory and research on how social, economic, and health system characteristics interact in contributing to racial/ethnic, socioeconomic and gender disparities in health and health care, and covers research methods for investigating the causes and consequences of disparities. Prerequisites: HSRE 9011 and HSRE 9601

HPMT 6328 Healthcare Organizational Theory (3 Credits)

This graduate course will explore the scientific study of the components of organizational Theory and research particularly as it relates to healthcare. A useful way to understand organizational theory is the definition offered by Martin Kilduff: Organization theory is a set of approaches to the understanding of how organizations form, survive and grow, interact with each other, recruit and process members, gain and manage resources, and deal with problems both internal and external. Organizational theory is one of the most interesting areas in social science research as we move towards a system-based approach. In each class session, we will examine both important historical contributions and more recent treatments of the topic for the day. Each session may contain both theoretical and empirical contributions. While sessions may differ somewhat in their execution, each session will generally begin with a more general discussion of the components and boundaries of the week's topic. This discussion will be followed by a more in-depth exploration of the articles assigned for the week, where we will explore not just what has been said but also how these theories have been tested.

HPMT 6329 Advanced Topics in Implementation Science (3 Credits)

This is the follow-up course to HPMT 6319: Implementation Research in Clinical Settings. That course provided foundational knowledge in implementation science theories/models/frameworks, implementation strategies and their evidence base, and common research designs in dissemination and implementation research. The course provides advanced knowledge across a limited range of implementation science topics, e.g., research design, partnering with relevant clinical/community partners, adapting interventions for special populations and contexts, and "de-implementation" approaches and strategies. As well, this course provides opportunities for applying this knowledge in a variety of writing exercises including sections of research grant applications.

HPMT 6329 requires a prerequisite of HPMT 6319 and doctoral student standing.

HSIE 6100 Snapshot Sessions (4 Credits)

This course introduces students to new areas of health science innovation, product commercialization, and entrepreneurship. Learning events include individualized internships tailored to meet student career goals. Independent-study components will provide online training in entrepreneurial team science and educational opportunities.

HSIE 6200 HSIE Seminar (1 Credit)

This course is a monthly seminar on topics and interactions with successful entrepreneurs as role models. UAMS and five other universities rotate in providing the speaker. Seminars feature entrepreneurs in real-time and interactive audiovideo-conferencing to broaden the depth of entrepreneurship expertise. Each seminar will be followed by a 30 minute roundtable discussion of the speaker and all attendees.

IBSD 5101 IBS Research (I, II, S) (1-10 Credits)

Students will participate in research projects under the supervision of a faculty member in the Interdisciplinary Biomedical Sciences Graduate Degree Program.

IBSD 5102 Seminar (I, II) (1-4 Credits)

Students in the Interdisciplinary Biomedical Sciences (IBS) Graduate Degree Program will participate in this course during their first Fall semester. Seminars will be presented by individuals or groups of investigators within the IBS program. These seminars will serve as an introduction to areas of research that are available for student rotations and dissertation projects.

IBSD 5103 Animal Models Used in Biomedical Research (2 Credits)

This course is designed for graduate students or residents whom anticipate working with research animals at some point in their career. The course is an introduction to all components involved in using animals in biomedical research. This course has a wet-lab component which involves animal handling.

IBSD 5104 Clinical Trial Design (3 Credits)

This course provides students with an opportunity to learn the rationale, planning, design, and conduct of clinical trials. Selection of questions, response variables, phases of trials, study populations, experimental designs, inclusion and exclusion criteria, recruitment, randomization and blinding, sample size calculations, data collection, and quality control, adverse events, reliable and valid measurement of outcomes, and intervention fidelity are demonstrated.

IBSD 5105 Human Neuroscience and Neuroimaging (3 Credits)

This course describes the use of functional neuroimaging (specifically, magnetic resonance imaging) to enhance our understanding of human cognition and psychiatric condition. Lectures will encompass MRI physics, experimental design, neurobiology, and advanced statistical analyses. Computer-based workshops will supplement training in these techniques.

IBSD 5105 requires a Pre-requisite of IBSD 5122 with a C or better.

IBSD 5106 Masters Thesis (I, II, S) (1-6 Credits)

Under supervision of graduate faculty, an original research project will be designed and documented with written thesis following Graduate School guidelines. Prerequisites: Graduate student standing and preceptor consent.

IBSD 5403 Translational Addiction Science (1 Credit)

This course broadly covers the most up-to-date theories and methodology of addiction research and treatment. Topics span the translational spectrum, and include preclinical and clinical research, treatment strategies, implementation research, biopsychosocial factors in addiction, and ethical considerations in addiction research.

IBSD 6101 Special Topics in IBS (1–3 credit hours) (1-5 Credits)

(On demand) In-depth study of current topics in biomedical sciences or advanced study of specialized topics not covered elsewhere. Instructional techniques may include directed reading, group discussion, lectures, web-based instruction or other innovative methods. Performance evaluation may be based on participation, graded discussion, student presentations or writing assignments.

IBSD 6102 MD/PhD Clinical Transitions (1 Credit)

This course fills a currently unmet need for students in the dual-degree MD/PhD Program. The course will only impact students in the MD/PhD program. No courses will be eliminated if this course is approved. There is no course overlap or duplication.

IBSD 6201 Doctoral Dissertation (I, II, S) (1-9 Credits)

The doctoral student will engage in independent research, guided by the approved dissertation committee. A total of 18 hours is required for the Ph.D. Typically offered every semester of all years. Prerequisite: Candidacy and Consent

MBIM 5101 Immunology (3 Credits)

The fundamentals of immunology are presented with an emphasis on the cellular and molecular basis for understanding current concepts of lymphocyte activation, cytokine activities, and immune disorders.

MBIM 5103 Basic Principles of Microbiology (3 Credits)

A basic understanding of bacteria and viruses is presented. Emphasis in bacteriology will be placed on physiology, replication, and gene exchange in bacteria. Virology will focus on virus replication strategies and pathogenesis.

MBIM 5105 Molecular Virology (3 Credits)

Lectures and assigned readings pertaining to the biochemistry and molecular biology of viruses. Course given in fall semester of alternate years. (alternates with MBIM 5903)

MBIM 5105 requires a Pre-requisite of MBIM 5103 with a C or better.

MBIM 5106 Microbiology and Immunology Seminar (1 Credit)

Required of all students each semester. Students present the results of their thesis or dissertation research. Attendance is required, and participation is essential. Offered on a pass/no pass basis.

MBIM 5107 Research in Microbiology and Immunology (1-10 Credits)

Various areas of experimental microbiology and immunology can be studied under the direction of various graduate faculty members.

MBIM 5109 Current Topics in Microbiology (1 Credit)

Discussion and advanced study on selected topics of current research importance. Required all semesters for all microbiology students.

MBIM 5110 Current Topics in Immunology (1 Credit)

Discussion and advanced study on selected topics of current research importance. Required all semesters for all immunology and immunopathology students.

MBIM 5111 Bacterial Genetics and Pathogenesis (4 Credits)

Lectures and advanced study focusing on molecular approaches used in the study of the interactions between bacteria and humans.

MBIM 5201 Master's Thesis (1-6 Credits)

Under supervision of graduate faculty, an original research project will be designed and documented with written thesis following Graduate School guidelines. Prerequisite: graduate standing and consent.

MBIM 6101 Molecular Mechanisms in Immunology (3 Credits)

Lectures and discussion of relevant publications will cover specialized topics in immunology, emphasizing molecular aspects of function. Topics will include genetic mechanisms, signal transduction, cytokine function, and autoimmunity.

MBIM 6101 requires a Pre-requisite of MBIM 5101 with a C or better.

MBIM 6102 Networks in Immunology (3) (II) (3 Credits)

Lectures and discussion of relevant publications will cover selected topics in immunology and immunopathology, emphasizing the complex molecular interactions in immunology in the context of disease. Topics include AIDS, neural-immune infections, multiple myeloma, and immune senescence in aging.

MBIM 6102 requires a pre-requisite of MBIM 5101 or consent of the instructor.

MBIM 6103 Molecular Cell Biology (4 Credits)

Lectures and discussion of relevant publications which cover major processes in cell biology. Classes will emphasize the molecular models and experimental data that describe these cell processes. Topics will include: nuclear import/export, protein secretion and trafficking, endocytosis and exocytosis, cell cycle control, and signal transduction.

MBIM 6104 Advances in Microbiology and Immunology Mechanisms I (4 Credits)

These literature-based courses emphasize advanced concepts and critical analysis of three disciplines: Immunology, Virology and Bacteriology.

MBIM 6114 (Fall) focuses on basic molecular mechanisms.

MBIM 6104 requires a Pre-requisite of MBIM 5103 and MBIM 5101 with a C or better.

MBIM 6105 Advances in Micro and Immuno Mechanisms (4 Credits)

These literature-based courses emphasize advanced concepts and critical analysis of three disciplines: Immunology, Virology and Bacteriology.

MBIM 6105 (Spring) focuses on cross- and inter-disciplinary topics in pathogenesis and host defense, using concepts developed in MBIM 6104.

MBIM 6105 requires a Pre-requisite of MBIM 6104 with a C or better.

MBIM 6201 Doctoral Dissertation (1-10 Credits)

The doctoral student will engage in independent research, guided by the approved dissertation committee. A total of 18 hours is required for the Ph.D. Typically offered every semester of all years. Prerequisite: candidacy and consent

NBDS 5104 Microscopic Anatomy (6 Credits)

Development, structure, and function of the tissues and organs of the human body. This course uses lectures, discussion groups, study of tissue sections and computer-assisted instruction. Prerequisite: consent of the Course Director.

NBDS 5106 Basic Neuroscience (3 Credits)

This course focuses on four aspects of neuroscience: a) sensory systems, b) motor systems, c) regulatory systems, and d) behavioral and cognitive systems. Prerequisite: consent of the Course Director.

NBDS 5108 Neurophysiology of Voluntary Movement (1 Credit)

An up-to-date review of neurophysiological, neurobehavioral and neuropharmacological techniques being applied to the motor system. Readings on the role of cortex, basal ganglia, cerebellum and locomotor regions will be assigned preceding each two hour session of lecture and discussion. Discussion is graded. One written paper or an oral presentation are required by each student.

NBDS 5108 requires a pre-requisite of NBDS 5106 or equivalency neurophysiology or physiological psychology course.

NBDS 5109 Current Topics in Neurobiology (1 Credit)

Topics will be chosen to reflect important current research in neurophysiology, neuroanatomy and transmitter substances. Students will read original papers, review articles and make presentations for discussion. Grades will be based on presentations, participation and a written paper. *NBDS 5109 requires a pre-requisite of NBDS 5106 or 5114 with a C or better or consent of the instructor.*

NBDS 5111 Cell Biology (3 Credits)

The structure and function of cells and cellular organelles with particular attention to how these interact in larger units of organization. Prerequisite: Previous or current course in Biochemistry.

NBDS 5114 Cellular/Developmental Neuroscience (3 Credits)

This course consists of lectures, assigned readings and student presentations that cover the structure, function and development of cells of the nervous system, the basic principles of the physiology of excitable cells, and synaptic transmission.

NBDS 5116 Seminar (I, II) (1 Credit)

Faculty and graduate students meet regularly for discussion and current studies in the field of neurobiology.

NBDS 5117 Stem Cells (3 Credits)

This course will equip students with an understanding of the unique physiological and pathological properties of stem cells relevant to biomedical research. This course will target an understanding of the role of stem cells in regenerative medicine and in disease, including the social and financial parameters that influence bench-to-bedside utilization of stem cell therapies. Special emphasis will be placed on stem cell biomedical laboratory techniques and the potential for the enrolled students to utilize stem cells in their own research.

NBDS 5118 Research (I, II, S) (1-9 Credits)

Students will participate in research projects under the supervision of a faculty member. Credits to be arranged.

NBDS 5119 Fundamentals for Neuroscience (2 Credits)

This course presents the basic anatomical concepts needed for understanding more advanced neuroscience courses. This course will place the central and peripheral nervous systems into the larger anatomical framework of the human body. It will cover the neural aspects of histology, embryology, radiology, cranial nerves, body cavities, and head and neck anatomy. Prerequisite: undergraduate basic science background helpful.

NBDS 5122 Systems Neuroscience (3 Credits)

In this course neurons and glial cells, neurotransmitters, and receptors are incorporated into components of the nervous system. Some of these components are the somatosensory, visual, auditory, voluntary motor, and autonomic motor systems. The course mainly explores the human nervous system but principles are applicable to a wide spectrum of animals. Prerequisite: consent of the Course Director.

NBDS 5123 Neuronal Signals (1 Credit)

This course critically reviews advanced techniques for recording and analyzing neuronal activity such as patch clamping and imaging neuronal networks with calcium and voltage-sensitive dyes.

NBDS 5123 requires a Pre-requisite of NBDS 5106 with a C or better and instructor consent.

NBDS 5124 Human Development (3 Credits)

This course explores the processes of human development, including gametogenesis, fertilization, embryogenesis, organogenesis and fetal growth. Discussions include specialized development of organ systems, congenital malformations, teratogenesis and principles of development. Prerequisites: Consent of instructor.

NBDS 5125 Special Topics in Neurobiology (1-3 Credits)

This course gives in-depth consideration of topics of current research significance and specialized subjects that are not covered in general courses. Topics vary by year. Representative topics include: cellular neuroscience, neuroendocrinology, neurodegeneration, and glial biology. May be taken for multiple credits to a maximum of 6 hours.

NBDS 5126 Current Topics in Signaling & Development (1 Credit)

This course explores fundamental topics in molecular development, including homeotic genes, axial patterning, signaling mechanisms in developmental decisions, mesoderm induction, limb development apoptosis and disease pathologies. The course takes the form of student discussion of current papers from the literature.

NBDS 5127 Master's Thesis (1-6) (I, II, S) (1-6 Credits)

Under supervision of graduate faculty, an original research project will be designed and documented with written thesis following Graduate School guidelines. Prerequisite: graduate standing and consent.

NBDS 6201 Doctoral Dissertation (1-10) (I, II, S) (1-10 Credits)

The doctoral student will engage in independent research, guided by the approved dissertation committee. A total of 18 hours is required for the Ph.D. Typically offered every semester of all years. Prerequisite: candidacy and consent.

NPHD 6101 Independent Study (1-6 Credits)

Provides opportunity to meet individual student needs. May repeat to a maximum of 6 credit hours.

NPHD Students Only

NPHD 6102 Qualitative Research Methodology (3 Credits)

Examines the philosophical foundation for and methodological issues in using qualitative approaches for scientific inquiry and knowledge development. Strategies for enhancing scientific and methodological rigor are explored.

NPHD 6103 Quantitative Methodology in Nursing Research (3 Credits)

Examines the philosophical foundation for and characteristics of designs and methods associated with quantitative approaches to scientific inquiry and knowledge development. Characteristics of effective design and methods and strategies for enhancing the scientific and methodological rigor are explored.

NPHD 6104 Theory in Science (3 Credits)

Examines the nature of scientific explanation and theoretical development. The historical and philosophical bases of sciences, strategies for theory development, and the use of theory in the evolution of nursing as a discipline are analyzed.

NPHD 6109 requires a pre-requisite of NPHD 6104 or consent of the instructor.

NPHD 6105 Issues Influencing Research (2 Credits)

Examines the professional, financial, sociopolitical, ethical, and legal issues that effect the conduct of nursing research. The roles of health policy and funding priorities in developing a program of nursing research are examined.

NPHD 6105 required enrollment in the Nursing Sciences PhD program or consent.

NPHD 6106 Data Management and Analysis I (4 Credits)

Examines approaches to reducing, managing, and analyzing data for primary and secondary analysis. Coding data, designing data entry systems, interfacing with major statistical software packages, and coordinating mainframe and microcomputer software are discussed. Pre- or Co-requisite: Consent.

NPHD 6108 Qualitative Data Analysis, Theory and Practicum (3 Credits)

Course examines approaches to collecting, reducing, managing, and analyzing qualitative software packages used in data management. Explores qualitative software packages used in data management. The practicum portion of the course includes practice sessions for interviewing, coding data, establishing inter-rater agreement and development themes.

NPHD 6108 requires a pre-requisite NPHD 6102 with a C or better.

NPHD 6109 Theoretical Systems in Nursing Research (3 Credits)

Analyzes the relationship of theoretical systems to nursing research. The application of theoretical systems to nursing and strategies for using them in research are evaluated.

NPHD 6109 requires a Pre-requisite of NPHD 6104 with a C or better.

NPHD 6110 Leadership in Healthcare Systems (3 Credits)

Examines the theoretical underpinning of leadership knowledge, principles, skills, and competencies needed to lead inter-professional teams and health care system change to improve the health of society. This course provides students with an overview of the U.S. health care system and the financing and organization of health care. Steps used in the policy process will be discussed.

NPHD 6111 Topics in Nursing (1-3 Credits)

Discussion and advanced study on selected topics not covered in general courses. May repeat up to a maximum of 6 credit hours. Prerequisite: Consent.

NPHD 6112 Synthesizing the Literature (3 Credits)

Develops the skills to synthesize the literature in clinical nursing research. This course may also be available by Internet in some semesters.

NPHD 6112 requires a Pre-requisite of NPHD 6104, NPHD 6109, and NPHD 6103 with a C or better.

NPHD 6113 Preliminary Studies and Grant Development (3 Credits)

Develops skills needed to conduct preliminary pilot studies and prepare a grant proposal.

NPHD 6113 requires pre-requisites of NPHD 6104, 6109, 6102, 6103, BIOS 5013, BIOS 5212, NPHD 6112 or consent of the instructor.

NPHD 6114 Data Management and Analysis II (4 Credits)

Evaluates inferential statistics appropriate for analysis of data from non-experimental, quasi-experimental, and experimental designs and examines the uses, conceptual issues, mathematical formulations, and limitations of empirical and non-empirical methods used in analysis and synthesis of complex data sets.

NPHD 6114 requires a Pre- requisite of NPHD 6106 with a C or better.

NPHD 6115 Leadership in Healthcare Systems Field Experience (1 Credit)

This course invites students to engage in a leadership/policy related experience. Students will choose a topic and respective client that will be used for a policy analysis exercise. This course should be taken within one (1) to two (2) semesters following NUSC 6273: Leadership in Healthcare Systems. This is a field-based experiential course.

NPHD 6115 requires a pre- or co-requisite of NPHD 6110.

NPHD 6116 Research Practicum (1 Credit)

Develop research skills needed to conduct dissertation study.

NPHD 6116 requires pre-requisites of NPHD 6102 and 6103, BIOS 5013 and 5212, and BIOM 5108. NPHD requires co-requisites of NPHD 6112 and 6109 and enrollment in the Nursing PhD program.

NPHD 6117 A Culture of Health Approach to Research (3 Credits)

This course provides population of health-focused education to prepare doctoral level students to provide leadership and conduct research to address the complexity of health care and needs of the 21st century. Students will apply a Culture of Health framework to address population health issues.

Enrollment in NPHD 6117 requires doctoral student standing.

NPHD 6118 Philosophies and Theories in Science and Research (3 Credits)

This course focuses on analyzing the philosophical bases of science, including nursing, examining and practicing scientific explanation and reasoning processes. This course also focuses on examining strategies for theory development and using theory in science and health research. It also focuses on evaluating and implementing theories.

NPHD 6201 Dissertation Seminar (1-10 Credits)

Each student must enroll in one (1) hour of dissertation seminar in each of the two (2) semesters (fall, spring) following successful completion of the DCE. The student is expected to complete and successfully defend the dissertation proposal at the completion of the second semester. These two (2) hours are part of the 18 required dissertation hours. Prerequisite: Candidacy status and consent.

NPHD 6202 Doctoral Dissertation: (1-10 Credits)

The doctoral student will engage in independent research, guided by the approved dissertation committee. A total of 18 hours is required for the Ph.D. Typically offered every semester of all years. Prerequisite: Candidacy and consent.

NUTR 5101 Research in Nutrition (1-3 Credits)

Completion of a capstone nutrition research project under the direction of faculty advisor and non-thesis project committee. Minimum of three hours required. Grade of "IP" until at least three hours are completed and defended. Pre-requisite: Completion of, or concurrent enrollment in, all required courses in Clinical Nutrition. Co-requisite: approval of project advisor.

NUTR 5102 Assessment of Nutritional Status (2 Credits)

Study of nutritional assessment systems and methodology including the latest technology in dietary, biochemical, anthropometric, and clinical evaluation. Emphasis placed on design of systems, interpretation of indices for all age groups in health and disease, and application of data in nutrition consultation. Prerequisites: Undergraduate courses in Biochemistry, Anatomy, Physiology, Nutrition, Food Science or equivalents.

NUTR 5103 Independent Study in Clinical Nutrition (1 Credit)

This option may be used by students seeking to define a thesis topic or to pose a research question about a specific aspect of clinical nutrition. The student will prepare a written report following designated guidelines.

NUTR 5104 Nutrition Research and Statistical Methods (3 Credits)

A study of research designs, statistics, and data collection methods used in nutrition research. Emphasis on planning metabolic, epidemiological, educational, and clinical studies including food composition and nutritional assessment surveys with basic and advanced statistical applications.

Prerequisite: Graduate level course in Statistics and consent of instructor.

NUTR 5104 requires a pre-requisite of BIOS 5013 or consent of the instructor.

NUTR 5105 Principles of Advanced Nutrition Support (2 Credits)

Advanced study in the art and science of nutrition support explored through a comprehensive review of the literature; discussion of the biochemical, physiological, and medical aspects of nutrition support; and application of these principles in clinical practice through case study

presentation. Students participate in literature analysis and case discussions. Prerequisites: NUTR 5107 or equivalent; NUTR 5110 or equivalent; NUTR 5102 or equivalent; NUTR 5111 or equivalent, and consent of instructor.

NUTR 5105 requires a pre-requisite of NUTR 5107, 5110, 5102, and 5111, and consent of instructor.

NUTR 5106 Nutrition and Metabolism Micronutrients (3 Credits)

This course reviews the roles of vitamins, minerals, and trace elements in metabolic processes, and their roles in human metabolism. Alterations in metabolic processes caused by specific vitamin deficiency diseases will be discussed. Metabolism of common drugs and drug-nutrient interactions will be reviewed. Prerequisite: NUTR 5110 or equivalent, or consent of instructor.

NUTR 5106 requires a prerequisite of NUTR 5110, or consent of instructor

NUTR 5107 Advanced Clinical Nutrition (3 Credits)

Integration of principles of biochemistry, physiology, pathology, anatomy, psychology, anthropology, epidemiology, nutrition and food science into therapeutic use of foods and nutrients in disease prevention and treatment through a case-oriented approach. Prerequisites include Biochemistry, Diet in Disease, Anatomy and Physiology, or consent of faculty; DIET 5333 can be substituted for this course.

NUTR 5108 Diet and/or Cancer Prevention (3 Credits)

This course will focus on clinical and preclinical studies that address how dietary related factors, such as nutrients, bioactive food components and obesity, influence cancer development and cover major mechanisms by which dietary factors modify cancer risk. Prerequisites: A previous course in nutrition, biology, biochemistry, or physiology, or consent of instructor.

NUTR 5109 Medical Nutrition Therapy (3 Credits)

Online course introducing nutrition as a medical specialty from the perspective of disease prevention and treatment including assessment, patient interviewing strategies, medical terminology, nutrition care plan techniques, and prevention strategies. Prerequisites: a course in nutrition and in organic biochemistry or equivalent, or consent of instructor.

NUTR 5110 Nutrition and Metabolism Macronutrients (3 Credits)

Reviews cell function, including acid-base, utilization of nutrients in metabolic processes, and roles of specific nutrients in human metabolism. Physiology and organ systems function as related to nutrition will also be addressed. Alterations in metabolic processes caused by specific diseases will be discussed.

NUTR 5111 Nutrition Counseling (2 Credits)

Provides an understanding of the methods, strategies, and evaluation techniques of nutrition and diet counseling. Learning styles, nutritional anthropology, and instructional technology are applied in the health care setting. Prerequisite: NUTR 5107 or DIET 5333, or consent of instructor.

NUTR 5111 requires a pre-requisite of NUTR 5107 or DIET 5333, or consent of instructor.

NUTR 5112 Advanced Nutrition Seminar (1 Credit)

Graduate seminar of important current research in clinical nutrition to reflect content, application to clinical practice, and study parameters and design. Students will read original papers, write critiques, and make presentations for discussion.

NUTR 5113 Geriatric Nutrition (3 Credits)

Examines the relationships between nutrition and physiologic aging. The impact of aging on nutritional requirements, effects of chronic and acute disease, effects of nutrition on the aging process, and nutrition programs for older adults are explored. Students will actively analyze and discuss research literature. Prerequisite: one of the following courses NUTR 5110, NUTR 5106, NUTR 5107, DIET 5333, or consent of instructor.

NUTR 5114 Pediatric Nutrition (3 Credits)

This course describes the relationship of growth and development to nutrient requirements, from infancy to adolescence. The assessment of feeding practices, food habits, and nutritional status in growth problems, health and diseases will be discussed. Nutritional interventions and therapies for specific conditions will be planned. Prerequisites: one of the following courses NUTR 5110, NUTR 5106, NUTR 5107, DIET 5333, or consent of instructor.

NUTR 5114 requires a pre-requisite of one of the following courses NUTR 5110, NUTR 5106, NUTR 5107, DIET 5333, or consent of instructor

NUTR 5115 Nutrition in Health, Wellness and Sports (II, S) (3 Credits)

This course describes the application of advanced principles of normal and preventive nutrition to health and fitness, physical performance, disease prevention, and health promotion in dietetic practice. It relates clinical research in exercise physiology to decision making in wellness and sports nutrition counseling. Prerequisites: one of the following courses NUTR 5110, NUTR 5106, NUTR 5107, DIET 5333, or consent of instructor.

NUTR 5115 requires a pre-requisite of one of the following courses NUTR 5110, NUTR 5106, NUTR 5107, DIET 5333, or consent of instructor.

NUTR 5116 Advanced Clinical Practicum (1-3 Credits)

Based on individual needs and prior clinical experiences, the student may elect an area of advanced clinical nutrition practice for in-depth experiences after determining goals, objectives, and major experiences desired. Prerequisite: NUTR 5107 or DIET 5333, NUTR 5110, NUTR 5102, NUTR 5111 or consent of instructor.

NUTR 5116 requires a pre-requisite of NUTR 5107 or DIET 5333, NUTR 5110, NUTR 5102, and NUTR 5111, or consent of instructor.

NUTR 5117 Community Nutrition (3 Credits)

This advanced-level course will provide the student with a framework to approach, analyze, and work with the community nutrition problems. The needs of different populations and resources within the community will be discussed. This course will cover nutritional needs assessment, nutritional education and public policy. Pre-requisites: one of the following courses NUTR 5110, NUTR 5106, NUTR 5107, DIET 5333, or consent of faculty. Off-site activities will be necessary to fulfill requirements for this course.

NUTR 5117 requires a pre-requisite of one of the following courses NUTR 5110, NUTR 5106, NUTR 5107, DIET 5333, or consent of instructor

NUTR 5120 Special Topics in Clinical Nutrition (1-3 Credits)

Advanced work in selected topics of current interest and investigation in clinical nutrition. Topics might include new research and guidelines in the use of nutrition or selected nutrients to prevent or treat a specific disease state such as diabetes, digestive diseases, osteoporosis, obesity, or cardiovascular diseases.

NUTR 5121 Master's Thesis in Clinical Nutrition (1-6 Credits)

Under supervision of graduate faculty, an original research study will be designed and conducted with written thesis following Graduate School guidelines. Prerequisite: Consent of instructor.

NUTR 5122 Clinical Nutrition Special Project (1-3 Credits)

Students will participate in a research project under the supervision of a faculty member. Pre-requisite: Consent of instructor.

OEHM 5051 Professional Communications and Ethics (1 Credit)

Students will participate in this course and prepare a presentation on one or more topics.

OEHM 5103 Advanced Toxicology (1-5) (I,II) (1 Credit)

This advanced course will be a modular course consisting of several interdisciplinary areas. Those areas of study include developmental, occupational, and environmental toxicology. Will provide students with in-depth information concerning the use of basic medical sciences to assess chemical and drug-induced toxicity and to evaluate public health problems. (Same as INTX 509V.) Prerequisite: OEHM 5023

OEHM 5104 Special Topics in Occupational and Environmental Health (1-3) (1-3 Credits)

Gives in-depth treatment to topics of current importance and to specialized subjects not covered in general courses. Each topic will be a narrowly defined aspect of occupational or environmental health.

OEHM 5201 Master's Thesis (1-6) (I,II,S) (1-6 Credits)

Under supervision of graduate faculty, an original research project will be designed and documented with written thesis following Graduate School guidelines. Prerequisite: graduate standing and consent.

PATH 5100 General Pathology (2-8) (1 Credit)

Basic course in pathology offered for second year medical students. Lectures and laboratory work on the principles of disease. Prerequisite: (1) graduate biochemistry or undergraduate level; (2) ANAT 5027 or equivalent; and (3) undergraduate biology minor will satisfy requirements (1) and (2), or consent of instructor.

PATH 5101 Pathologic Basis of Disease (3 Credits)

Designed for graduate students in basic science and health related fields seeking an introduction to the principles of general pathology. The pathophysiology of selected diseases will be discussed in depth, with a focus on the molecular and biochemical mechanisms involved. Through discussions of published research, students will develop an appreciation of how basic and clinical research contribute to the understanding and treatment of specific diseases. Prerequisite: Consent of instructor.

PATH 5102 Human Cancer (3 Credits)

This course provides an overview of cancers affecting humans. Each cancer that is discussed will be presented from the perspective of both the clinician and basic scientist. Topics covered include both solid (e.g., breast, prostate, colon, liver, ovarian, pancreatic, lung cancer) and non-solid (e.g., leukemia/myeloma/lymphoma) tumors. Prerequisite: Consent of instructor

PATH 5150 Histology and Laboratory Screening (3 Credits)

This course will explore the structure of normal human tissues and the basis of common screening tests to detect normal function and disease. *PATH 5150 requires pre-requisites of BIOC 5101, NBSD 5111, and PHYO 5112.* PATH 5150 Pre-Reqs

PATH 5700 Pathology Seminar (1 Credit)

Faculty and graduate students meet regularly for discussion and current studies in the field of pathology.

PATH 5800 Research in Pathology (1-9) (1-3 Credits)

Students will participate in research projects under the supervision of a faculty member.

PATH 5900 Master's Thesis (1-6) (I, II, S) (1 Credit)

Under supervision of graduate faculty, an original research project will be designed and documented with written thesis following Graduate School guidelines. Prerequisite: graduate standing and consent.

PCOL 5103 Research in Pharmacology and Toxicology (I, II) (1-10 Credits)

Students will participate in research projects under the supervision of a faculty member.

PCOL 5105 Principles and Methods of Pharmacology and Toxicology (3 Credits)

This course offers an overview of the principles and general mechanisms underlying the effects of drugs and chemicals on biological systems. The application of these principles to proper experimental design is also considered.

PCOL 5107 Graduate Pharmacology and Therapeutics (3 Credits)

A survey pharmacology course that covers most major drug classes approved for clinical use and drugs in current clinical trials. Lectures will be directed toward mechanism of action and metabolism of the agents, and in addition to learning which drugs are used to treat a particular disease or illness; an emphasis will be placed on how drugs act within the known pathophysiological framework of various disease states. A focus in this course will be on the usefulness of these drugs in basic research studies.

PCOL 5109 Pharmacology and Toxicology Seminar (1 Credit)

Students in both Pharmacology and Interdisciplinary Toxicology programs will participate in this course and prepare a presentation on one or more topics related to their original research.

PCOL 5113 Neuropharmacology (2-4) (On demand) (3 Credits)

Neuropharmacology is a comprehensive course that covers numerous areas of critical importance regarding both science and medicine. Neuropharmacology is an important component that can translate specific areas of neuroscience into the discovery of novel therapeutic agents, information from research that elucidates the mechanism as to how drugs act in specific disease states, and the important use of chemical compounds as tools to investigate the function properties of cells, synapses, neuronal circuits and many other items in the nervous system. For the ability to understand how drugs act in the nervous system, it requires significantly more information than just identifying the drug's initial target in the nervous system. This would mainly include the entire sequence of events that commences with the binding of a drug to the initial molecular target.

PCOL 5115 Pharmacology Journal Club (1 Credit)

Students will read recent, high profile contributions to the Pharmacology/Toxicology literature, present a summary of the paper, critique the methodology and data interpretation, and encourage discussion among the class/attendees. All enrolled students must present a paper. First year students are required to attend, but they are not required to present a paper.

PCOL 5117 Scientific Communication and Ethics I (1 Credit)

This course will provide formal training in scientific communication and ethics to students in the first and second years of graduate school. Various faculty within and outside the department will lead discussion concerning how to write and publish scientific studies and ethical conduct related to science. Students will also prepare an oral presentation of recent peer reviewed research.

PCOL 5119 Scientific Communication and Ethics II (1 Credit)

This course will provide additional formal training in scientific communications and ethics.
PCOL 5119 requires a pre-requisite of PCOL 5117.

PCOL 5120 Scientific Communication and Ethics III (1 Credit)

This course will provide additional formal training in scientific communications and ethics.
PCOL 5120 requires a Pre-requisite of PCOL 5119 with a C or better.

PCOL 5121 Scientific Communication And Ethics IV (1 Credit)

This course will provide additional formal training in scientific communications and ethics.
PCOL 5121 requires a Pre-requisite of PCOL 5120 with a C or better.

PCOL 5123 Doctoral Dissertation (I, II, S) (1-10 Credits)

The doctoral student will engage in independent research, guided by the approved dissertation committee. A total of 18 hours is required for the Ph.D. Typically offered every semester of all years. Prerequisite: candidacy and consent

PCOL 5143 Experimental Design & Quantitative Analysis (3 Credits)

The course will provide graduate students in the basic sciences with the fundamentals of designing experiments, understanding different types of data and the proper methods for analyzing the data to obtain scientifically meaningful results. The course will combine didactic lectures with real problem sets from biomedical research at UAMS.

PCOL 6101 Systems Therapeutics (3 Credits)

This is a survey course covering selected topics in systems pharmacology and toxicology, a field of study that considers the broad view of drug action on the entire organism. Material will be presented in formal lectures and student presentations.

PCOL 6101 requires a pre-requisite of PHYO 5103 or consent of the instructor.

PCOL 6102 Clinical Toxicology (3 Credits)

In this course, students will obtain a basic understanding of the latest developments in clinical toxicology with the emphasis on drug-induced adverse effects and poisonings. Material will be presented in formal lectures and demonstrations.

PCOL 6102 requires a pre-requisite of PCOL 5105 or consent of the instructor.

PHYO 5103 General Physiology (3 Credits)

The course is designed to develop a foundation in human physiology by its focus on the functional activities and control mechanisms of cells, tissues and organs and the integration of organ system to maintain homeostasis. Class lectures are supplemented with discussions of assigned papers as a forum for integrating research findings with basic concepts.

PHYO 5104 Graduate Cellular & Molecular Endocrinology (3 Credits)

This graduate course combines didactic lectures and discussion of scientific papers focusing on the fundamentals of hormone action and signal transduction at the cellular and molecular levels. Emphasis is on conceptual understanding and critical thinking of key mechanisms and experimental approaches in cellular and molecular endocrinology.

PHYO 5104 requires pre-requisites of NBDS 5111 and BIOM 5101.

PHYO 5105 Research in Physiology (1-9 Credits)

Conducted under a faculty mentor or dissertation advisor usually after the completion of required coursework. Subjects of research will vary depending on the faculty research interests.

PHYO 5106 Departmental Seminar (1 Credit)

Faculty and graduate students meet regularly for discussion and current studies in the field of physiology.

PHYO 5109 Laboratory Animal Techniques (2 Credits)

Consists of lectures and practical laboratory exercises involving methods of drug administration, methods of anesthesia, experimental surgery, and the use of physiological recording devices.

PHYO 5109 requires a pre-requisite of Comparative or Mammalian Anatomy or equivalent and PHYO 5101.

PHYO 5110 Protein Crystallography and Protein Structure (2 Credits)

The goal of this course is to provide a body of basic knowledge for analyzing molecular structure using x-ray crystallographic techniques. The topics will include the general principles of x-ray diffraction, crystallization techniques and model building. The course is also intended to give the students an insight into structure-function relationships of biological molecules.

PHYO 5112 Gene Expression (3 Credits)

The focus of this course is on the various processes involved in the flow of information from genes to their expressed products. Regulation of these processes will be explored in depth for both prokaryotic and eukaryotic systems.

Topics will include: Genome organization, DNA replication and recombination, transcription, RNA processing, translation, genomics and proteomics, differentiation and development.

PHYO 5201 Master's Thesis (1-6) (I, II, S.) (1-3 Credits)

Under supervision of graduate faculty, an original research project will be designed and documented with written thesis following Graduate School guidelines. Prerequisite: graduate standing and preceptor consent.

PHYO 6101 Selected Reading in Physiology (1-2 Credits)

Consists of assigned reading in various aspects of physiology with an emphasis both on the historical development of physiological thinking and rapidly developing fields of current interest.

PHYO 6102 Basic Biology of Aging (3 Credits)

This course provides an overview of the current understanding of the biology of aging. The focus will be on concepts pertaining to organismal aging. Areas covered include: theories of aging, aging models, genomics and proteomics in aging, and oxidative stress and aging.

PHYO 6201 Doctoral Dissertation (1-10 Credits)

The doctoral student will engage in independent research, guided by the approved dissertation committee. A total of 18 hours is required for the Ph.D. Typically offered every semester of all years. Prerequisite: candidacy and dissertation committee consent.

PSGP 5101 Medicinal Chemistry for Graduate Students (3 Credits)

This course is an overview of concepts from organic and medicinal chemistry and pharmacology that are fundamental to understanding the design of drugs, including factors affecting stability, absorption, distribution and metabolism.

PSGP 5102 Pharmaceutics for Graduate Students (3 Credits)

The primary objective of this course is to provide an overview of the discipline of pharmaceutics (the study of drug delivery systems) for graduate students. Particular emphasis is placed on physiochemical properties of drugs and dosage forms, both *ex vivo* and *in vivo*, important for basic research in the fields of the pharmaceutical sciences.

PSGP 5103 Pharmaceutical Science Seminar (1 Credit)

Members of faculty and graduate students meet regularly for discussion and current studies in the field of the pharmaceutical sciences.

PSGP 5104 Methods in Pharmaceutical Sciences (3 Credits)

This course presents an overview of pharmaceutical science methods. Three main aspects are covered. The initial section discusses the development of a testable hypothesis, design of the experiment, and interpretation of results. The second section covers general laboratory procedures and safety issues. The third section covers several current model systems and their application to specific research questions. Prerequisites are graduate standing or the consent of the instructor.

PSGP 5106 Molecular Modeling (3 Credits)

Molecular modeling is an introduction to the computational techniques used to understand chemical structure, reactivity and the relationship between structure and biological function. The class will meet for two hours of lectures, and one laboratory session every week. During the laboratory sessions the students will use advanced graphics workstations.

PSGP 5108 Advanced Biopharmaceutics and Pharmacokinetics (2-3 Credits)

This course covers the quantitative treatment of the dynamics of drug absorption, distribution and elimination including the development of mathematical models for these processes and their clinical applications. Prerequisite: graduate standing and consent of instructor.

PSGP 5109 Pharmaceutical Evaluation and Policy Seminar (1 Credit)

This seminar course is designed to cover contemporary topics relevant for trainees in the Pharmaceutical Evaluation and Policy track of the Pharmaceutical Sciences graduate program.

PSGP 5110 Pharmacokinetic Research Design and Data Analysis (2 Credits)

Review of current methods used in the design of pharmacokinetic investigations in animals and man, and of techniques used for analysis of pharmacokinetic data. Emphasis will be placed on advantages of various mathematical techniques for data analysis, the ethics and logistics of pharmacokinetic study design, and methods used to present pharmacokinetic data.

PSGP 5110 requires a pre-requisite of graduate standing, consent of the instructor and PSGP 5108 or PCOL 5104.

PSGP 5111 Responsible Research (3 Credits)

This course will explore the philosophies, rules, regulations and social structure of a responsible research environment. Emphasis will be on faculty culture, professionalism, federal regulation, ethical use of humans and animals, conflicts of interest, scientific misconduct, and the overall regulatory, normative and cognitive structures of a responsible research environment.

PSGP 5112 Special Problems in the Pharmaceutical Sciences (1-4 Credits)

Individual investigation, other than thesis, of a special problem elected or assigned. Hours and credit to be arranged.

PSGP 5113 Research in Pharmaceutical Sciences (1-10 Credits)

Prerequisite: graduate standing and consent of major advisor.

PSGP 5114 Health Literacy for Health Professionals (3 Credits)

The course is designed to meet the UAMS Interprofessional Education Program requirements. For this reason, the course will be offered only if there are at least 12 students from at least two disciplines. This course provides an overview of health literacy and factors that contribute to health literacy. Impact of health literacy on individuals, communities, populations, and health systems will be addressed. The course is designed for student from different healthcare professions to develop necessary skills and best practices in health literacy to work in medical and community

settings. Students will work together to facilitate and promote cultural sensitivity and will be able to work with patients or clients with limited health literacy. Students from various backgrounds will learn with, from and about each other throughout the implementation of the objectives of this course.

PSGP 5116 Foundations of Pharm Eval and Policy Res Methods (3 Credits)

The purpose of this course is to provide students with the introductory skills to become a researcher. The student will be exposed to a wide range of topics including sources for funding research, identifying research problems and writing study objectives, measurement, and study design.

PSGP 5118 Applied Research Methods Using Retrospective Data (3 Credits)

This course will outfit students with the skills necessary to analyze and conduct studies using retrospective health care data with a focus on large administrative claims data such as Medicaid and private payer insurance claims. Students will use SAS to analyze actual health care data. Instruction on study design, statistical techniques, and data integrity issues specific to observational studies using these data sources will be offered.

PSGP 5119 Pharmacoeconomics and Health Technology Assessment (3) (3 Credits)

The purpose of this course is to provide students with the skills to design, conduct, analyze and rate investigations that assess the value or outcomes of health care technologies with a focus on pharmacy related products and services. The course will also integrate the theoretical prefaces to health care technology as well as provide real world applications using decision modeling software to conduct cost effectiveness and other related studies.

PSGP 5120 Pharmaceutical Economics and Policy Evaluation (3 Credits)

This course provides an understanding of pharmaceutical product markets and institutions from an economic perspective. Principles of economic theory are used to analyze the nature of demand and supply of pharmaceutical products, market structure of pharmaceutical industry, welfare implications, R&D and innovation, marketing, pricing, public policy, and government regulation.

PSGP 5121 US Healthcare System (3 Credits)

This course provides an overview of major components of the U.S. healthcare sector and addresses key challenges in financing and delivery of healthcare services. Topics include healthcare expenditures, quality, access, managed care, Medicare, Medicaid, health behavior, measurement of health, public health, pharmaceutical benefit management, health care reform, and asymmetric information. This is a three credit hour course and will be required for all persons without a prior U.S. degree in a health field such as pharmacy, medicine, public health, or nursing.

PSGP 5122 Applied Health Econometrics (3 Credits)

This course is designed to provide students with training in health econometrics techniques applicable to health care data. This course starts with basic econometrics theory, followed by discussions of selected econometric techniques that are commonly used in health economics. The course emphasizes application of these techniques and uses primarily Stata. Introduction to Stata is provided.

PSGP 5122 requires pre-requisites of Biostatistics I and II or permission of the instructor.

PSGP 5123 Patient-reported Outcomes Measurements (3 Credits)

This course will provide graduate students a solid grounding in patient reported outcomes (PROs) and health-related quality of life (HRQL) concepts and how to measure them. Materials will cover PRO instrument development, including psychometric and utility theory. The course will provide students hands on experience with statistical analyses and psychometric testing using SAS. It will cover how to select appropriate PRO instruments for clinical studies to comply with governmental regulatory guidance. The course also offers students opportunities to assess and evaluate literature involved with HRQL information and PRO instruments in specific diseases/conditions as well.

PSGP 5123 requires a Pre-requisite of PSGP 5116 with a C or better.

PSGP 5201 Master's Thesis (1-9 Credits)

Under supervision of graduate faculty, an original research project will be designed and documented with written thesis following Graduate School guidelines. Prerequisite: graduate standing and consent.

PSGP 6102 Bioorganic Mechanisms (3 Credits)

This course will cover the detailed chemical and biomedical mechanism of action of selected drug molecules at target proteins that include enzymes, receptors and DNA. Emphasis will focus on underlying chemical principles of drug action.

PSGP 6103 Biosynthesis of Selected Natural Products (3 Credits)

This course will introduce students to the general families of secondary metabolites, typically called "natural products" and their biosynthesis as well as techniques used to study these compounds. Such natural products are of enormous commercial importance to the pharmaceutical and agricultural industries.

PSGP 6104 Design of Molecules with Drug-like Properties (3 Credits)

Of the thousands of novel drug molecules that emerge as leads from discovery initiatives, only a small fraction have appropriate ADME/TOX properties to be considered as drug products. This course will address the challenges involved in the optimization of lead compounds with promising biological activity to efficacious, drug-like molecules.

PSGP 6105 Advanced Organic Chemistry (3 Credits)

This course is an overview of concepts from organic and medicinal chemistry and pharmacology that are fundamental to understanding the design of drugs, including factors affecting stability, absorption, distribution and metabolism. Prerequisite-Consent

PSGP 6106 Pharmacognosy and Alternative and Complementary Medicine (3 Credits)

This course provides an overview of the composition, beneficial properties, and potential negative effects of the most commonly used herbal products and dietary supplements and the properties of the main kinds of bioactive natural products. In addition this course we will outline of the most popular complementary and alternative medicine approaches

PSGP 6107 Controlled Release Dosage Forms (3 Credits)

This course covers the physicochemical principles and quantitative skills involving the system designs for the controlled release of biologically active compounds. The main emphasis on this course is the mathematical analysis of controlled release system and the properties of polymeric materials used for controlled drug delivery. Prerequisite: consent of instructor

PSGP 6108 Drug Action and Design (3 Credits)

This course is an overview of concepts from organic and medicinal chemistry and pharmacology that are fundamental to understanding the design of drugs, including factors affecting stability, absorption, distribution and metabolism.

PSGP 6109 Clinical and Pharmaceutical Analysis (3 Credits)

This course is designed to introduce basic chemical, biological, analytical, and regulatory concepts involved in the measurement, interpretation, and application of laboratory data as it pertains to pharmacotherapy.

PSGP 6110 Pharmacogenetics of Drug Metabolism and Transport (2 Credits)

This course will examine factors that affect drug response including genetics, environment, diet, age and concurrent drug therapy and health status. Methods important to pharmacogenomics research will be presented. The course will use a combination of lectures and student-led discussion of recent papers from the primary literature.

PSGP 6111 Advanced Pharmacogenetics and Pharmacogenomics (3 Credits)

This course will focus on pharmacogenetics and pharmacogenomics research design, including utilization of key knowledge from the human genome and HapMap projects, candidate gene, versus genome-wide approaches, other consideration in design of human pharmacogenomics investigations, and approaches to defining functional effects of pharmacogenetic candidates.

PSGP 6111 requires a pre-requisite of PSGP 6110.

PSGP 6112 Radiation Biology for Graduate Students (3 Credits)

This is a course designed as an introduction to the interaction of ionizing radiation (IR) and biological systems. Topics include the basic principles of radiation biology, including the effects of IR on macromolecules, cells, tissues, and organisms. It will also cover some of the topics regarding cancer radiotherapy and normal tissue protection.

PSGP 6113 Pharmacoepidemiology (3 Credits)

Pharmacoepidemiology is the study of the use of and the effects of medications in large numbers of people. This specialty combines information from clinical pharmacology (the study of effects of drugs in humans) and epidemiology (the use and effects of exposure in large populations) to form a unique area of study.

PSGP 6114 Practice in Drug Discovery and Development (3 Credits)

This course will introduce students to the principles of drug discovery and design as well as illustrate the process of drug development. After an introduction to the principles, a representative group of approved drugs and target platforms will be discussed in relation to their receptor interactions and associated medicinal chemistry.

PSGP 6201 Dissertation (1-10 Credits)

The doctoral student will engage in independent research, guided by the approved dissertation committee. A total of 18 hours is required for the Ph.D. Typically offered every semester of all years. Prerequisite: Admission to Ph.D. candidacy and dissertation committee consent.

PSYC 7312 Learning and Cognition (3 Credits)**PSYC 7320 Regression and Multivariate Analysis (3 Credits)**

PSYC 7321 Independent Study (3 Credits)

Provides opportunity to meet individual student needs.

REGS 5107 Design and Management of Clinical Trials (3 Credits)

This course examines the design and conduct of clinical trials from the perspectives of the investigator, sponsor, and regulators. Basic principles of study design are reviewed and applied. Students will gain experience developing a clinical trial protocol That will simulate project development in academic as well as industry settings. Elements of study conduct are explored from multiple perspectives including study sites, sponsors, and regulatory agencies. Contemporary issues in study design and management are considered. Problem solving and case studies are used to provide a participation-based learning experience.

REGS 6013 FDA Regulations (3 Credits)

This class will explore how developing science and changes in commerce have influenced the basic laws, regulations, and policies used by the United States Food and Drug Administration to insure the safety of medical products, food and cosmetics. Also, the impact of FDA's regulations and policy in protecting consumers and promoting public health will be examined. The course will focus on the use of toxicology as the scientific discipline that forms the foundation for actions taken by the Food and Drug Administration. The overall goal is for students to gain a working knowledge of how laws and regulations impact on Regulatory Sciences and public health. The course incorporates lecture presentations, classroom discussions of case studies and writing critiques of current issues before the agency.

REGS 6023 Methods in Risk Assessment and Management (3 Credits)

The course reviews the utilization of risk assessment by Federal Government regulatory agencies with emphasis on the US Food and Drug Administration. The course describes basic principles and provides hands-on training with methods used to quantify or predict human risk. Emphasis will be placed on dose-response assessments and topics relevant to estimating human health risk from drugs, food additives, cosmetics and other regulated products. The course is organized to provide a systematic approach to current and emerging assessment practices. The course includes the application of the latest methods for describing human health risks from drugs and other chemicals. Topics include the utilization of current in vitro and in vivo pre-clinical testing methods, scientific principles underlying extrapolation from animal toxicity testing to the assessment. The use of post approval data to estimate risk is demonstrated. The course will utilize readings, classroom lectures and presentations, classroom discussions/demonstrations, written critiques, and presentations of current issues in risk assessment.

REGS 6101 Good Regulatory Practices (3 Credits)

A review of the U.S. Food and Drug (FDA) and International Conference on Harmonization (ICH) regulations on pharmaceutical good manufacturing, good laboratory, and good clinical practices. The meaning of these regulations, the globalization of practices, and the roles and responsibilities of various professionals implementing these regulations are addressed. Special emphasis is on detailed coverage of the process for the assembly and submission of an IND or NDA and the function of the regulatory affairs department in a pharmaceutical company.

UNIV 6001 COVID-19 Pandemic (2 Credits)

This online course covers the COVID-19 pandemic, the basic virology of coronaviruses, viral pathogenesis, SARS, and MERS. The course covers related epidemiology, global spread, pandemic disease, modes of transmission, methods for control, vaccine development processes, and evidence based communication. The course includes case presentation, screening, diagnostic testing, infection control, isolation procedures, personal protective equipment, individual case management, community response, large scale public health initiatives, and the ethics of resource allocation and provider and patient safety.



College of Health Professions

College of Health Professions

Contact Information

Mailing Address:

UAMS College of Health Professions
4301 West Markham, #619
Little Rock, AR 72205

Telephone number: 501-686-5730

FAX number: 501-686-6855

Website: healthprofessions.uams.edu

1 – General Information

1.1 POLICY STATEMENT REGARDING CATALOG

Procedures stated in this catalog require continuing evaluation, review, and approval by appropriate University officials. All statements contained herein reflect policies in existence at the time this catalog went to press; the University and the College of Health Professions (CHP) reserve the right to change policies at any time and without prior notice. All students in the College of Health Professions are responsible for the information contained in the current catalog. Also, students are expected to comply with all policies of the institutions with which the College affiliates.

1.2 STUDENTS ENROLLED IN PROGRAMS HOUSED IN THE UAMS GRADUATE SCHOOL

Students pursuing the Doctor of Philosophy in Communication Sciences and Disorders and the Master of Science in Clinical Nutrition are considered to be students in the Graduate School who are taking courses offered by the faculty of the College of Health Professions. Accordingly, the *UAMS Graduate School Catalog and Student Handbook* are to be considered the primary catalog and handbook for all students in these programs. All provisions of the Graduate School Student Handbook, including the grievance procedures, are the authority applicable to students enrolled in the Doctor of Philosophy in Communication Sciences and Disorders and the Master of Science in Clinical Nutrition degree programs.

Additional details of the policies and requirements specifically pertaining to these programs are for the purpose of augmenting the Graduate School Catalog and Student Handbook. Specific procedures, course requirements, and criteria for satisfactory academic progress in these programs are applicable to all students pursuing the Doctor of Philosophy in Communication Sciences and Disorders and the Master of Science in Clinical Nutrition degrees, but they do not supersede any general Graduate School policies or requirements. For clarification on specific issues, please contact the Graduate School Office.

1.3 DEAN'S OFFICE

The CHP Dean's Office is located on the third floor of the Administration West Building, south of the UAMS Student Center on the University of Arkansas for Medical Sciences campus. The office is open Monday through Friday from 8:00 a.m. to 4:30 p.m. central standard time.

Dean

Susan Long, Ed.D.

Associate Deans

Wade Anderson, M.B.A., *Associate Dean of Administration*

Phyllis Fields, M.Ed., *Associate Dean for Student Affairs*

Reza Hakkak, Ph.D., *Associate Dean for Research*

Tina Maddox, Ph.D., RD, LD, *Associate Dean for the College of Health Professions, UAMS NW Regional Campus*

Staff

CJ Carrell, *Department Business Administrator*

Deborah Taylor, B.S., *Executive Assistant III*

1.4 OFFICE OF ADMISSIONS

The Office of Admissions assists the Dean and the academic departments in the recruitment, selection, and admission of students; maintenance of student admission records; and other student affairs. The Office of Admissions is located in the CHP Dean's Office suite on the third floor of the Administration West Building. The office is open 8:00 a.m. – 4:30 p.m. Monday through Friday. Appointments may be made by calling (501) 686-5730 or by using the [online request form](#). Walk-ins are welcome, but an appointment is preferred as it will allow time to arrange an experience tailored to meet your interest(s).

OFFICE OF ADMISSIONS PERSONNEL

Phyllis Fields, M.Ed.
Associate Dean for Student Affairs
Lyndsay Johnson, M.S.
Student Services Specialist
Rob Tolleson, B.A.
Executive Assistant II

2 - UAMS History and Organization

Please refer to the Table of Contents in this catalog to find this information.

2.2 THE COLLEGE OF HEALTH PROFESSIONS

2.2.1 Mission

The College of Health Professions (CHP) serves the state of Arkansas as the primary arm of the University of Arkansas in offering programs that provide education, service, and research in the allied health professions. The College was organized as a separate college within the University of Arkansas for Medical Sciences in 1971.

In fulfilling its mission, the College of Health Professions offers education and training opportunities for students of the allied health professions to prepare them as graduates to assume the roles of the professional. The College curricula coordinate the professional course work with the arts, humanities, and basic and social sciences into a total educational experience that emphasizes life-long learning in the allied health professions. Patient and public health education is an important part of the mission of the College of Health Professions. In its public service role, programs in the College render patient care services as part of their educational efforts under the supervision of faculty. Technical advice and consultative services are available from the College to institutions and agencies throughout the state. The professional service mission of the College includes the offering of continuing education courses to practitioners to enhance teaching, administration, and professional skills.

Research in the College of Health Professions involves the educational process as well as professional fields. The research mission involves the quest for new information which addresses the health and health care educational needs of the state, and the sharing of this information with the scientific community.

2.2.2 Role and Scope

The CHP mission is achieved through the varied offerings of its departments. The College, the only one of its kind at an academic health science center in Arkansas, has as its main role the education of allied health professionals to serve in the health care delivery system in the state. The specific educational programs currently offered within the College of Health Professions are provided by twelve academic departments and the Center for Dental Education. They include: Audiology and Speech Pathology; Dental-General Practice Residency; Dental Hygiene; Dietetics and Nutrition; Genetic Counseling; Imaging and Radiation Sciences (Diagnostic Medical Sonography, Nuclear Medicine Imaging Sciences, Radiologic Imaging Sciences); Laboratory Sciences (Cytotechnology, Medical Laboratory Sciences); Occupational Therapy; Ophthalmic Technologies; Physical Therapy; Physician Assistant Studies; and Respiratory Care. Programs range from academic requirements of three semesters to programs that require four or more years. Academic awards include the post-baccalaureate certificate, bachelor, master, and doctoral degrees. Nearly all the programs stipulate prerequisites for admission that must be completed at another (general undergraduate) institution.

Other roles of the College of Health Professions include public and professional service, and research. The College offers professional continuing education opportunities to enhance the abilities of practicing allied health professionals; serves as a resource center for allied health planning, education, and delivery systems in Arkansas, and develops applied research programs in allied health. All of these roles combine to support the overall mission of the College.

2.2.3 Values

Education

We educate exceptional healthcare professionals:

We educate through innovation, compassion, teamwork, and patient- and family-centered care.

We utilize and model life-long learning and evidence-based health care.

We embrace contemporary instructional technologies and sound foundational approaches to education.

We improve health care delivery in Arkansas, across the nation, and beyond.

Scholarship

We contribute to and advance the intellectual and clinical practice foundations of our professions:

We educate students, scholars, and health professionals by (a) incorporating current evidence and evidence-based clinical practice into curricula; and (b) guiding and mentoring learners to participate in and conduct scholarly activity.

We engage in scholarly inquiry to advance education, health, and healthcare, and we disseminate new knowledge in forms that are appropriate to target audiences.

Service

We embrace a culture of service with our colleagues, learners, and community partners to promote our professions, enrich the lives of the individuals we serve, and strengthen our communities:

We achieve excellence in service through leadership in our departments, college, university, and professions.

We cultivate high impact service-learning opportunities that strengthen our communities and promote learner engagement, inter-professional development, leadership, and team work.

Collegiality

We respect and honor the talents, abilities, and diversity of our colleagues and partners as, together, we endeavor to attain our highest potentials.

We collaborate, actively listen, address concerns, and demonstrate mutual respect for the philosophies and ideologies of those whom we serve.

We seek and nurture inter-professional relationships that empower us and others to engage in scholarship, educate learners, serve, and lead our professions

2.2.4 Departments and Programs

Center for Dental Education

General Practice Residency

Department of Audiology and Speech Pathology

Audiology

Speech-Language Pathology

Department of Dental Hygiene

Dental Hygiene

Department of Dietetics and Nutrition

Clinical Nutrition

Dietetic Internship

Department of Genetic Counseling

Genetic Counseling

Department of Imaging and Radiation Sciences

Diagnostic Medical Sonography

Nuclear Medicine Imaging Sciences

Radiologic Imaging Sciences

Department of Laboratory Sciences

Cytotechnology

Medical Laboratory Sciences

Department of Occupational Therapy

Occupational Therapy

Department of Ophthalmic Technologies

Ophthalmic Medical Technology

Department of Physical Therapy

Physical Therapy

Department of Physician Assistant Studies

Physician Assistant

Department of Respiratory Care

Respiratory Care

2.2.5 Certificates and Degrees Awarded

Bachelor's Degrees

Cardio-Respiratory Care (B.S.)
Cytotechnology (B.S.)
Dental Hygiene (B.S.)
Diagnostic Medical Sonography (B.S.)
Medical Laboratory Sciences (B.S.)
Nuclear Medicine Imaging Sciences (B.S.)
Ophthalmic Medical Technology (B.S.)
Radiologic Imaging Sciences (B.S.)

Post-Bachelor's Certificate

Dietetic Internship

Master's Degrees

Clinical Nutrition (M.S.)¹
Communication Sciences and Disorders (M.S.)
Genetic Counseling (M.S.)
Physician Assistant Studies (M.P.A.S.)

Doctoral Degrees

Audiology (Au.D.)
Communication Sciences and Disorders (Ph.D.)¹
Occupational Therapy (O.T.D.)²
Physical Therapy (D.P.T.)

¹ The M.S. in Clinical Nutrition and Ph.D. in Communication Sciences & Disorders are administered by the UAMS Graduate School. Questions regarding those programs should be directed to the Graduate School.

² The Occupational Therapy program is through a partnership with the University of Arkansas - Fayetteville.

2.3 PRIMARY AFFILIATIONS

A unique partnership in health manpower training exists between the College; the Department of Veterans Affairs, Central Arkansas Veterans Healthcare System; and the University of Arkansas at Little Rock. Each institution strives to coordinate and complement the resources necessary for the student's total education.

2.4 THE CAMPUS AND FACILITIES

The University of Arkansas for Medical Sciences campus is located in Little Rock near War Memorial Park. The UAMS Medical Center is the focal point of the campus. East of the Medical Center are the Outpatient Center, the Harvey and Bernice Jones Eye Institute, the Jackson Stephens Spine and Neurosciences Institute, and the Winthrop P. Rockefeller Cancer Institute. The Barton Institute for Medical Research and the Biomedical Research Center are northeast of the Medical Center and the John L. McClellan Memorial Veterans Hospital and the Donald W. Reynolds Aging Institute are south.

The Shorey, Education II, and Rahn Buildings are located to the north, with the Wilson Education Building, Residence Hall, and facilities for the College of Health Professions in the northwest part of the campus. UAMS Regional Centers are located at Fort Smith, Fayetteville, Jonesboro, Pine Bluff, Magnolia, Texarkana, Helena, and Batesville.

3 - Student Government/Organizations

3.1 ASSOCIATED STUDENT GOVERNMENT (UAMS)

The Associated Student Government (ASG) is the student governing body that represents all colleges on campus. All students are encouraged to attend the monthly meetings; however, dates and locations vary from year to year. For the ASG meeting schedule and other campus events, students should visit the [website](#) or contact their ASG representative. Students are encouraged to stay informed and make suggestions to their ASG representative on ways to improve campus life.

3.2 CHP STUDENT ADVISORY COMMITTEE

The College of Health Professions Student Advisory Committee serves as representative organization for the student body of the college. Through involvement in the CHP Student Advisory Committee, students have the opportunity to impact the operation of the college and voice their desires directly to the college. The Student Advisory Committee meets monthly. Contact the CHP Office of Admissions at (501) 686-5730 for more information.

4 – Student Services

4.1 GENERAL SERVICES

4.1.1 Student ID Badges

A student badge with photograph will be made during the initial registration process. The badge entitles students to use the UAMS Library and obtain tickets to University functions at student rates. It should be worn at all times while on campus (including at UAMS Regional Centers and other UAMS sites). If the badge is lost or damaged, or if your name changes while you are a student at UAMS, you may purchase a replacement badge from Creative Services, located in ED II/B/142. See the Creative Services website for hours of operation, fees, and other information. <http://creativeservices.uams.edu/>

4.1.2 Mail Service

The mail room is open daily between the hours of 8:00 AM – 4:00 PM Monday through Friday. Regular first class stamps are sold individually, by the book of 20, or by the roll of 100 when available. The stamps are available on a cash only basis. Personal stamped mail as well as business related items are accepted. All mail received in the Mail Processing Center is taken to the U.S. Post Office daily at 4:30 PM, Monday through Friday.

4.1.3 Automatic Banking Tellers

Banking services are available via automatic tellers located in the lobby of the Central Building near the Information desk and in the lower level of the Central Building near the cafeteria entrance and across the hallway from the College of Medicine offices.

4.1.4 Automobile Registration

The Parking Operations Office, located at the UAMS Distribution Center- 800 Cottage Drive, is open Monday - Friday 7:30 AM - 4:00 PM and can be reached at (501) 526-7275. All faculty, students and staff at UAMS who park on campus, at any time, are required to register their vehicles with the UAMS Parking Operations Office and display the appropriate registration decal on vehicles. See [website](#) for more information.

4.1.5 Parking

Parking on the UAMS campus is limited and requires a permit that can be obtained from the Parking Operations Office for a fee. Parking for commuter students or students who do not have a parking permit can be found at War Memorial Stadium or Ray Winder Parking lots and those students can ride the shuttle bus onto the UAMS camps. The shuttle bus runs 4:30 AM - 11:45 PM, Monday - Friday, with exception of UAMS holidays. The parking regulations set forth by Parking Operations Office are in effect at all times. Violations of any parking regulations may result in tickets, fines, booting, towing or having parking privileges revoked. If you have any doubt concerning any parking regulations please contact the Parking Operations Office at (501) 526-7275. See [website](#) for more information. Any person charged with a parking violation has the right to appeal the violation to the UAMS Parking and Traffic Committee within seven calendar days of when the violation was issued. An official appeal form can be found at <http://uams.edu/campusop/depts/po/info.aspx>.

4.1.6 Food Services

The Cafeteria:

Located on the ground floor of the Hospital, the cafeteria accepts cash, traveler's checks, UAMS debit cards, and personal debit cards; personal checks are not accepted. A 20% discount is given to employees and students who wear a UAMS ID badge. Hours of Operation: (Monday – Friday) Breakfast from 6:30 a.m. – 10:00 a.m.; Lunch from 10:30 a.m. – 3:00 p.m.

Doc Java:

Located on the first floor of the central building, Doc Java offers coffee, sodas, bagels and breakfast breads in the morning and sandwiches and salads during lunchtime. Hours of operation: (Monday– Friday) 7:00 a.m. – 2:30 p.m.

Generations Café:

Located on the ground floor of the Institute on Aging. Hours of operation: (Monday – Friday) 8:00 a.m.– 1:30 p.m.

Metro Deli:

Located on the ground floor of the Central Building next to the Cafeteria, Floor, Metro Deli offers a selection of sandwiches and drinks. Hours of Operation: (Monday – Friday) 11:00 a.m. – 3:00 p.m.

MD2:

Located in the College of Public Health, 1st Floor, Metro Deli 2 (MD2) offers a selection of sandwiches, soups, salads, and breakfast items. Hours of Operation: (Monday – Friday) 7:30 a.m. – 2:00 p.m.

Lobby Café + Code Moo:

Located on the first floor of the hospital, The Lobby Café serves gourmet coffees, pastries, salads, sandwiches and other snacks. Code Moo specializes in yummy frozen treats. Both are open 24 hours a day, 7 days a week.

The Gathering Place:

Located on the first floor of the Cancer Institute. In addition to serving a full selection of Starbucks beverages, the café also serves a wide selection of breakfast and lunch items. Hours of Operation: (Monday – Friday) 7:00 a.m. – 3:30 p.m.

The Atrium:

Located on the first floor of the Outpatient Center across from the pharmacy. Hours of Operation: (Monday – Friday) 7:00 a.m. – 2:00 p.m.

The Canteen:

The UAMS Medical Center Canteen is located on the Ground Floor of the Central Building. It is open 24 hours a day for your convenience. The vending machines offer a variety of soups, sandwiches, chips, snacks, candy bars, assorted soft drinks, bottled water, and hot coffee.

4.1.7 Chaplain Services

The non-denominational Samuel Moore Walton Memorial Chapel is open every day 6:00 AM - 8:30 PM for quiet prayer or meditation and is located on the first floor (1E90) of the Hospital. Non-denominational services are held in the chapel each Sunday at 10:00 a.m. The Pastoral Care office is located on the first floor of the Hospital (1E50) across from the Doc Java. The Pastoral Care office can be contacted at (501) 686-5410 for students in need of assistance and is open Monday - Friday 8:00 a.m. - 4:30 a.m.

4.2 UAMS ONLINE BOOKSTORE

UAMS has partnered with Akademos to provide a virtual bookstore for UAMS faculty, staff, students, and alumni. In addition to textbooks, the Bookstore site also offers diagnostic kits, popular books, UAMS-related merchandise, and other items. See [website](#) for more information.

4.3 UAMS LIBRARY

Please refer to the Table of Contents in this catalog to find this information.

4.4 STUDENT SUCCESS CENTER

Please refer to the Table of Contents in this catalog to find this information.

4.5 STUDENT DISABILITY SUPPORT SERVICES

UAMS is committed to providing equal access to learning opportunities to students with disabilities. To ensure access to any class or program, please contact the ADA Coordinator to engage in a confidential conversation about the process for requesting accommodations in the classroom and clinical settings. Accommodations are not applied retroactively. Students are encouraged to register with the ADA Coordinator's office as soon as they begin their program or as soon as the student recognizes their need for an adjustment.

UAMS encourages students to access all resources available through the ADA Office for consistent support and access to their programs. More information can be found online at <http://students.uams.edu/ada-disability-services/> or by contacting the office at (501) 526-5641.

4.6 CENTERS FOR SIMULATION EDUCATION

The UAMS Centers for Simulation Education is dedicated to patient safety and excellence in medical care through state-of-the-art comprehensive education. The centers train current and future health care professionals to provide safe, effective, confident, and compassionate care of patients in Arkansas and beyond.

Center for Clinical Skills Education: The Center for Clinical Skill Education is a state-of-the-art facility for case development consultations, assessment and teaching clinical skills. The Center has developed a collection of clinical cases that utilize standardized patients to assess medical, pharmacy, and nursing students, and health related professionals in taking a history, performing a physical exam, communicating with the patient, determining a differential diagnosis, and developing a treatment plan. The facilities feature 14 fully equipped patient exam rooms, video and monitoring capabilities, and a 15-person conference room.

Simulation Center: The Simulation Center at UAMS is dedicated to excellence in patient care by advancing patient safety and improving interprofessional team performance through use of state of the art simulation education. The mission is to train health care professionals to practice safe, effective, and compassionate care. The Simulation Center is comprised of seven simulation theaters, five debriefing classrooms and a procedure training room designed for specific invasive procedure tasks. Each theater is equipped with cameras and comprehensive sound recording, allowing for two-way communication between the theater participants and the separate operator/trainer control room. Control rooms are adjacent to each exam room. These rooms allow direct, real-time, yet unobtrusive evaluation of standardized patient encounters. Further, simulation operations specialists monitor the simulation mannequins and change the scenario in real time as the training happens.

Walker Clinical Education Center: The Walker Clinical Education Center is on the UAMS Northwest campus in Fayetteville. Similar to the Clinical Skills Center, it is a state-of-the-art simulated clinic setting for teaching and assessment of communication, physical examination, and procedural skills. The facilities feature six fully equipped patient exam rooms, video and monitoring capabilities, and a conference room.

4.7 STUDENT COMPUTER AND EMAIL ACCESS

Access to the UAMS network, including access to the Internet via the UAMS network, on-line reference and information resources provide through the UAMS Library and other UAMS computing resources is restricted to people having a UAMS network account. All active UAMS students receive UAMS network accounts. Information about network accounts is provided to new students during the registration or orientation sessions.

Everyone granted access to the UAMS network must review and sign the UAMS Confidentiality Agreement which students complete during registration and orientation. Your UAMS network account is to be used only by you. Do not share your UAMS network logon identification and password with other people as it violates the UAMS Confidentiality Agreement. See [website](#) for more information.

The IT Tech Support Center is the first point of contact for computer-related questions or problems for all UAMS employees and students. The Tech Support Center offers the advantage of dialing one telephone number for assistance with any computer-related problem: (501) 686-8555.

4.8 HEALTH AND WELLNESS SERVICES

4.8.1 Medical Services

Student and Employee Health Services for Central Arkansas (SEHS): The SEHS main clinic is located at 4301 West Markham St., Central Building, Little Rock, Ground Floor, Rooms G600 and G820, and is open Monday - Friday 8:00 AM - 4:30 PM. Telephone: (501) 686-6565 or visit their [website](#). SEHS provides flu vaccines, tuberculosis (TB) screening, and necessary vaccine series at no cost to students. SEHS will also provide care for needle sticks and blood/body fluid exposure as well as infections disease exposure management.

Student Health Services for the Northwest Regional Campus: The UAMS Northwest Family Medical Center, located within the UAMS NW Campus, is the provider for Student Health Services for the Northwest Regional Campus. Contact them for an appointment at (479) 521-8260. The clinic is open Monday-Friday 8:00 AM – 4:00 PM.

Student Health Clinic: The Student Health Clinic (SHC) provides basic medical care to all UAMS students. Telephone: (501) 686-6565 or visit their [website](#).

Family Medical Center: The Family Medical Center offers medical care to students and their families who choose one of the Family Practice Physicians as their primary doctor. The FMC offers a full range of Primary Care including women's health, newborn, pediatric, and adult care. The FMC is located on the UAMS campus on the corner of 6th St. and Jack Stephens Drive. Telephone: (501) 686-6560 for visit [website](#).

4.8.2 Student Wellness

The mission of the UAMS Student Wellness Program (SWP) is to promote wellness in our students by providing the tools and support to help them maintain balance in their lives and achieve their full professional and personal potential. The SWP provides two kinds of services to address this goal: **Clinical Services** and **Outreach Services**.

Students seek help for depression, anxiety, grief, relationship conflicts, academic difficulties, and numerous other issues interfering with their maximal functioning. Seeking care through this service is absolutely confidential. The only exceptions to the strict code of confidentiality (as required by law) include homicidality (planning to kill someone else, or being so severely impaired that patients in your care are in jeopardy), suicidality (planning to kill self) and child abuse. Record keeping is also strictly confidential within the student wellness program and does not become part of the campus-wide electronic UAMS medical record.

For short-term treatment, there is no financial cost to students seeking care (other than the cost of medication should it be needed). The service is made possible through the support of the Chancellor of UAMS, and a portion of the student health fee. Students with major mental illnesses and/or substance abuse requiring inpatient hospitalization and/or intensive long-term care will be referred to a community mental health center, the UAMS Psychiatric Clinic, or to appropriate resources in the community. The cost for this level of care is the responsibility of the student (it is important to maintain health insurance coverage without lapse through school).

The Student Wellness Program in Little Rock is located at 201 Jack Stephens Drive, in a two story grey building. The office suite is on the street level. Ring the doorbell for entry. Parking is available immediately in front in reserved parking spaces #15, #17, #19, and #20 for the duration of the appointment (only). Call (501) 686-8408 between 7:45 AM to 4:30 PM Monday through Friday for an appointment. For an after-hour emergency, call the UAMS operator at (501) 686-7000, identify yourself as a UAMS student with an emergent problem, and request the operator to page the UAMS Department of Psychiatry resident on call.

The UAMS Northwest Wellness Program for UAMS students and their partners in the NW Region is located on the UAMS NW Campus, Basement floor. (479) 713-8313; NWWWellnessProgram@uams.edu.

4.8.3 Substance Use / Abuse Assistance

Substance abuse, or use of substances such as drugs and alcohol, is incompatible with responsible behavior expected of students preparing for a health professions career. Information for assistance with substance abuse issues may be obtained by contacting the UAMS Student Wellness Clinic. All services are strictly confidential. The UAMS Substance Abuse Hotline is 501-372-4611, and the UAMS Substance Abuse Treatment Center is 501-526-8400.

4.8.4 Dental Services

The Delta Dental of Arkansas Foundation Oral Health Clinic at UAMS is a full service dental clinic is available to the public. The clinic provides services such as cleanings, tooth whitening, restorative dental care (such as fillings and crowns) and extractions performed by licensed dentists, dental residents, and dental hygienists. The clinic accepts dental insurance. It is located on the first floor of the Ward Tower. Appointments can be made by calling (501) 526-7619. For more information, visit [website](#).

Dental hygiene services are also available to UAMS students at a nominal fee in the UAMS Dental Hygiene Clinic. Services include teeth cleaning, diagnostic radiographs, pit and fissure sealants, and fluoride applications. Services are provided by students under the direct supervision of faculty. The Dental Hygiene Clinic is located in room 1E/13 in the Ward Tower. Telephone: (501) 686-5733 or visit [website](#).

4.8.5 Pharmacy

Students receive discounts on prescriptions filled at the UAMS Outpatient Pharmacy located in the Outpatient Center on the first floor. Telephone: (501) 686-5530. See [website](#) for more information.

4.8.6 Speech, Language, and Hearing Services

The CHP sponsors a clinic for clients with communication disorders. Speech, language, literacy, fluency, and voice evaluations and therapy are available to students at reduced rates. The clinic also offers hearing evaluations, assistive listening devices, audiologic rehabilitation, and hearing aid services. The Speech and Hearing Clinic is located at the University of Arkansas at Little Rock (UALR), University Plaza, Suite 600. Telephone: (501) 569-3155. See [website](#) for more information.

4.8.7 Vision Services

The Jones Eye Institute at UAMS is a full-service eye clinic available to the public. The clinic provides services, such as comprehensive eye exams to evaluate your vision and the health of your eyes, performed by licensed ophthalmologists or optometrists assisted by ophthalmic medical technicians. An optical shop and contact lens service are also available onsite. UAMS students, including their spouses and dependents, are eligible to receive a 20% discount on contact lenses and glasses purchased in the optical shop. If you need to see a subspecialist, the best in the state are available at UAMS. The clinic is located on the east side of campus in the Jones Eye Institute, and accepts most insurance programs. Appointments can be made by calling (501) 686-5822. For more information, visit <http://eye.uams.edu>.

4.8.8 Fitness Center

The UAMS Fitness Center is located on the eighth floor of the Rahn Building. The current fee is \$15.00 per month. The Fitness Center includes a 24-hour gymnasium, on-site management, and access to nutritionists, dietitians, trainers, and other health care professionals. The Fitness Center also carries a full line of supplements at wholesale prices. Some of the items offered include protein ready to drinks, energy drinks, protein bars, and full line of snack items. For more information, visit the [website](#).

UAMS students receive a discount at UALR's Donaghey Fitness Centers. You will have to show proof of your current UAMS enrollment by showing your current student ID badge at those facilities. Membership is for the UAMS student only, and neither the card nor membership is transferable.

4.9 CAMPUS SAFETY & EMERGENCY RESPONSE

4.9.1 UAMS Police

The UAMS Police Department is located at the Distribution Center, 4301 W. Markham St. and can be reached at (501) 686-7777. The UAMS Police Department operates 24 hours a day, seven days a week. UAMS Police officers are sworn, certified, and trained in accordance with Arkansas State Standards and are dedicated to protecting the students, employees, patients, and visitors, as well as the property of UAMS. See [website](#) for more information.

4.9.2 UAMS Security Report

The UAMS Police Department, in compliance with the "Student Right-to-Know" and "Campus Security Act," has added an annual security report to its list of printed material that is distributed to our campus community. UAMS Crime Statistics are compiled in accordance with the definitions of the FBI's Uniform Crime Reporting System which UAMS Police department has participated since 1979. For a copy of the current security report, please visit the [UAMS Police website](#).

4.9.3 Sexual Violence Hotline

Safe Places' services are provided throughout Pulaski County through local hospitals and can be accessed through the local or statewide sexual violence hotline numbers: (501) 801-2700 (Pulaski County) or (877) 432-5368 (Statewide). The hotline provides crisis intervention via phone and

serves as a resource and referral for anyone who needs assistance or information about sexual violence. Additionally, the sexual violence hotline can connect you with emergency advocacy through trained crisis intervention advocates for any individual who seeks care in hospital emergency rooms following a sexual assault or sexual violence. The crisis advocate will provide emotional support, information, clothing, and advocacy. Receiving services from a crisis intervention advocate is always the decision of the victim of sexual violence.

4.9.4 Emergency Telephones

Emergency telephones have been installed on campus for immediate access to the UAMS Police Department at any time of the day or night. Steady or revolving blue lights mark telephones throughout the campus. If you need help or want to report any unusual situation, open the telephone box door and lift the receiver; a police officer will answer.

4.9.5 RAVE Emergency Alert System

The RAVE alert system allows text messages and other communication types to be sent to employees and students during emergencies and inclement weather. To help ensure everyone receives these notifications, UAMS automatically enrolls all employees and students — known as an opt-out approach. For more information, please contact UAMS Campus Operations at 686-6088.

5 – Admissions

5.1 GENERAL ADMISSIONS INFORMATION

Admission to all programs is by formal application only and is selective, as enrollment for each program is limited. Completing the application process includes submission of the online application and fee, all official transcripts to date, and any other materials required by the department to which application is being made, including references and professional observations. Departmental admissions committees establish pre-determined criteria for selection and admit no more than the total class capacity.

UAMS is committed to providing equal access to learning opportunities to students with disabilities. To ensure access to any class or program, please contact the ADA Coordinator to engage in a confidential conversation about the process for requesting accommodations in the classroom and clinical settings. Accommodations are not applied retroactively. Students are encouraged to register with the ADA Coordinator's office as soon as they begin their program or as soon as the student recognizes their need for an adjustment. UAMS encourages students to access all resources available through the ADA Office for consistent support and access to their programs. More information can be found online at <http://students.uams.edu/ada-disability-services/> or by contacting the office at (501) 526-5641.

It is the policy of UAMS that members of the University community neither commit nor condone acts of bigotry, racism or discrimination. The University prohibits discrimination on the basis of race, color, religion, national origin, creed, service in the uniformed services, status as a protected veteran, sex, age, marital or family status, pregnancy, physical or mental disability, genetic information, gender identity, gender expression, or sexual orientation with respect to all aspects of the student experience, including but not limited to, acceptance and admission, enrollment, financial aid, and access to student resources and support.

5.2 APPLICATION DEADLINES 2020-2021

Program	Early Consideration Deadline	Application Deadline* (4:30 p.m. Central Time)
Audiology	Contact the Department	January 15, 2021
Center for Dental Education General Practice Residency	Not Applicable	October 15, 2020
Clinical Nutrition	Not Applicable	Contact the Graduate School
Communication Sciences and Disorders (M.S.)	Not Applicable	February 15, 2021
Communication Sciences and Disorders (Ph.D.)	Not Applicable	Contact the Graduate School
Cytotechnology	Not Applicable	April 15, 2021
Dental Hygiene	Not applicable	March 1, 2021
Diagnostic Medical Sonography	Not Applicable	March 1, 2021
Dietetic Internship	Not Applicable	February 15, 2021
Genetic Counseling	Not Applicable	December 17, 2020
Medical Laboratory Sciences – Traditional Program	Not Applicable	May 15, 2021

Medical Laboratory Sciences – MLT-to-MLS	Not Applicable	Spring: November 1, 2020 Fall: May 15, 2021
Medical Laboratory Sciences – Non-Degree Option	Not Applicable	Spring: November 1, 2020 Fall: May 15, 2021
Nuclear Medicine Imaging Sciences	March 1, 2020	May 1, 2021
Occupational Therapy*	Not Applicable	May 20, 2020
Ophthalmic Medical Technology	Not Applicable	May 1, 2021
Physical Therapy	Not Applicable	September 15, 2020
Physician Assistant	Not Applicable	November 1, 2020
Radiologic Imaging Sciences – B.S. Program	March 1, 2020	May 1, 2021
Radiologic Imaging Sciences – S.T.E.P. Program	Not Applicable	July 1, 2021
Respiratory Care	Contact the Department	May 1, 2021

NOTE: Applications must be submitted online no later than the application deadline.

*The Occupational Therapy program application is administered by the University of Arkansas – Fayetteville campus. Find out more at <https://hhpr.uark.edu/ot/index.php>.

5.3 OFFICE OF ADMISSIONS

Individuals who have not decided upon a specific health career or wish to learn more about a College of Health Professions program are welcome to visit the Office of Admissions.

The Office of Admissions is staffed by the Associate Dean for Student Affairs, an Executive Assistant, a Student Services Specialist, and a Student Recruiter. The Office of Admissions assists the Dean and the academic departments in the recruitment, selection, and admission of students; maintenance of student admission records; and other student affairs. The Office of Admissions is located in the CHP Dean's Office suite on the third floor of the Administration West Building. The office is open 8:00 a.m. – 4:30 p.m., Monday through Friday. Appointments may be made by calling (501) 686-5730. Walk-ins are welcome, but an appointment is preferred as it will allow time to arrange an experience tailored to meet your interest(s).

5.4 APPLICATION CHECKLIST

Application deadlines and requirements vary by program. Please pay close attention to the application deadline and requirements for your program of interest. All deadlines are at 4:30 p.m. Central Time on the date listed for that program. If an application deadline is extended, the extended deadline will be posted on the application program page of our website.

Application Fee - The application fee is \$40.00 per program.

Transcripts - Official transcripts from all previously attended institutions are required. Transfer credit is only accepted from regionally accredited institutions. A college transcript is official if mailed directly from the issuing institution, sent through an authorized transcript processing service to CHPADmissions@uams.edu, or if hand-carried (or mailed) to the CHP Office of Admissions in a sealed institution envelope. The transcript must bear the college seal, date, and appropriate signature. If hand-carried (or if mailed by the student), a school seal, stamp, or signature must be on the back flap of the envelope. Transcripts should be submitted to the CHP Office of Admissions before the application deadline (varies by program). In no case is the application process complete until all official transcripts and supporting documentation is on file. The mailing address is:

UAMS College of Health Professions
Office of Admissions
4301 West Markham, Mail Slot 619
Little Rock, Arkansas 72205
CHPADmissions@uams.edu

TOEFL - Applicants who are not United States citizens or permanent resident aliens or for whom English is not their native language must take the Test of English as a Foreign Language (TOEFL).

Pre-Enrollment Medical Form – Thirty (30) days prior to their first semester's registration, all individuals admitted must submit the UAMS Student Pre-Enrollment Medical Form. This form is used by the Employee Health/Student Preventative Health Services (EH/SPHS) to verify required immunizations and to establish a baseline for treating illnesses occurring after admission.

Immunizations and Tests – The following are required immunizations prior to enrollment:

- Tetanus (Td)/Tetanus-pertussis (Tdap): Documentation of booster within the past 10 years

- Measles: Rubeola (measles,) must show one of the following as proof of immunity; 1) Documentation of 2 doses of measles vaccine or 2 MMR vaccine after the first birthday (no less than 1 month apart) Or 2) a rubeola titer demonstrating immunity. Reactive titer for each disease will also be accepted.
- Mumps: Documentation of 1) 2 doses of mumps or MMR vaccine, or 2) a mumps titer demonstrating immunity. Rubella: Documentation of a single dose of MMR vaccine after their first birthday or 2) a rubella titer demonstrating immunity.
- Hepatitis B – Positive Titer – Required for those with exposure to blood and body fluids – Required for the following CHP programs: Audiology, Cytotechnology, Dental Hygiene, Diagnostic Medical Sonography, Dietetic Internship, Genetic Counseling, Medical Laboratory Sciences (on campus program only), Nuclear Medicine Imaging Sciences, Ophthalmic Medical Technology, Physician Assistant, Physical Therapy, Radiologic Imaging Sciences, Respiratory Care (on campus program only), Speech-Language Pathology,
- Varicella: Documentation of 2 doses of varicella vaccine or a varicella titer showing immunity
- TB Skin Test (within 3 months of registration)

Health Insurance – All students admitted to a degree or certificate program are required to have major medical health insurance coverage at all times that meet minimum standards as designated by UAMS. For health insurance information, please refer to the campus life [website](#).

Background Check and Drug Screening - All students must complete a background check and drug screening. Background checks and drug screenings are meant to ensure safety and compliance of all CHP students with various clinical sites. If you have questions or concerns on these two items, please contact Phyllis Fields, Associate Dean for Student Affairs at pfields@uams.edu or by calling 501-686-5730.

Technical Standards – All applicants should review the technical standards for the program for which application is being made. Technical standards are the essential abilities and characteristics that are required for admission to, participation in, and completion of the specific academic program. Technical standards can be located on the CHP program's webpage. Should you have any questions, please contact the individual program.

5.5 CRIMINAL BACKGROUND CHECKS/DRUG SCREENS

Background Checks

UAMS College of Health Professions Policy # 02.12.02 (revised 11/01/2017)

All newly admitted students must obtain a criminal background check and drug screen from a vendor approved by the College of Health Professions. Results of the background check and drug screen must be deemed satisfactory as a condition of the student's admission or continuation in the program. Admission may be denied based on the results of the background check or drug screen. Only students with satisfactory results will be allowed to register for classes.

At times, a currently enrolled student may be required to obtain an additional background check and/or drug screen for a variety of reasons, e.g., clinical affiliate requirements, contradictory findings from a clinical affiliate's background check, suspicion or reports of violation of laws, etc. In those instances, currently enrolled students will be barred from participating in clinical education experiences at clinical affiliates until a background check clearance is obtained. Failure to obtain an additional background check may be cause for suspension or dismissal from the program.

A. **Scope of Background Checks:** Background checks typically include the following criteria and cover the past seven years:

- Social Security Number verification
- Criminal search, including felonies, Class A, Class B, and Class C misdemeanors (7 years)
- Violent Sexual Offender and Predator Registry search
- Office of the Inspector General (OIG) List of Excluded Individuals/Entities
- General Services Administration (GSA) List of Parties Excluded from Federal Programs
- U.S. Treasury, Office of Foreign Assets Control (OFAC), List of Specially Designated Nationals (SDN)
- Applicable State Exclusion List

(Note: The time period and the types of searches are subject to change without notice. Changes will be approved by the College of Health Professions Executive Committee.)

B. **Approved Vendors:** Background checks and drug screens must be conducted by the vendor approved by the College of Health Professions (active duty military vendors may be exempt from this policy). Background check reports and drug screens from other sources will not be accepted. Please contact the Associate Dean for Student Affairs in the Office of Admissions for information on the approved vendor.

C. **Timing of the Background Checks and Drug Screens:** An applicant offered admission must obtain a background check and drug screen prior to enrollment into a certificate or degree program. Background checks must be completed no more than six months before matriculation.

D. **Cost of Background Checks:** The applicant or student will pay the cost of required background checks and drug screens.

E. **Period of Validity:** A background check and drug is 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 and drug screen. 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. Students are subject to “for cause” drug screens during enrollment.

F. **Significant Findings in Background Checks**

Re-verification: An applicant or student has the right to request that the vendor who performed the background check re-verify that the background check is correct. Any costs associated with the re-verification will be paid by the applicant or student. The college may require the applicant or student to produce additional documentation to verify or re-verify findings.

Evaluation of Significant Findings: If significant findings are reported in a background check, the applicant or student may be referred to the specific program or discipline’s professional licensing board to obtain clearance. The College of Health Professions will concur with the licensing board’s decision. If the professional licensing board does not review significant findings, the dean or dean’s designee will review the findings in consultation with the department chair and make a recommendation to the program’s admission committee as to whether the applicant should be admitted or the student should be allowed to participate in clinical education experiences. False or misleading information supplied by the applicant or student, or omission of required information with regard to a background check, will result in (1) rescindment of an offer for admission or (2) dismissal from the certificate or degree program.

Adverse Actions Based on Background Checks: Consistent with the Fair Credit Reporting Act, if an applicant is denied admission or if an adverse action is taken against an enrolled student, based on findings of a background check (e.g., denial of participation in clinical education experiences, dismissal, or suspension), the applicant or student will be informed: (1) how to obtain a copy of the background check report, (2) how to contact the vendor to challenge the accuracy of the report, and (3) that the vendor was not involved in the decision that resulted in the adverse action.

Appeal Procedures for Enrolled Students: Ordinarily, a student who is unable to complete clinical education experiences will be unable to complete the certificate or degree program, and the student may withdraw or be dismissed from the program. Therefore, a student who is denied participation in clinical education experiences because of significant findings on a background check may request consideration following the College of Health Professions Grievance Procedures.

Deferred Matriculation or Participation: If a background check reveals matters that may be cleared by the applicant or student, matriculation or continuation in the certificate or degree program may be deferred up to one year while the matter is being resolved.

Drug Screenings

Results of the drug screen must be deemed satisfactory as a condition of the student’s admission or continuation in the program. The admitted applicant or student will pay the cost of required drug screen. Non-degree/non-certificate students are not required to complete a pre-admission drug screen. Pre-degree admitted applicants and students are required to complete a drug screen.

A student who has a break in enrollment is required to complete a new drug screen. 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.

- A. **Approved Vendor(s):** Drug screens must be conducted by a vendor approved by the College of Health Professions.
- B. **Confidentiality and Disposition Reports:** Drug screen reports are maintained securely, confidentially, and separately from other academic files in the office of the dean for a period of time established by guidelines or policy.
- C. **Additional Drug Screens:** Students may be asked to complete a drug screen “for cause” at any time during enrollment. Clinical placements may require additional drug screens for which the student is responsible for the cost. Enrolled students may be barred from participating in clinical education experiences at clinical affiliates if drug screen results are not satisfactory. Failure to obtain a requested drug screen may be cause for suspension or dismissal from the program.

Confidentiality and Disposition of Background Check Reports

Background check reports are maintained securely, confidentially, and separately from other academic files in the office of the dean for a period of time established by guidelines or policy.

5.6 SUBMISSION OF TRANSCRIPTS TO THE COLLEGE

Official transcripts from all previously attended institutions are required. Transfer credit is only accepted from regionally accredited institutions. A college transcript is official if mailed directly or sent electronically via an authorized transcript processing service from the issuing institution or if hand-carried (or mailed) to the CHP Office of Admissions in a sealed institution envelope. The transcript must bear the college seal, date, and appropriate signature. If hand-carried (or if mailed by the student), a school seal, stamp, or signature must be on the back flap of the envelope. Transcripts should be mailed to the CHP Office of Admissions before the application deadline (varies by program). CHP Office of Admissions, 4301 West Markham Street, #619, Little Rock, Arkansas 72205. Official electronic transcripts needing an email address can be sent to CHPAdmissions@uams.edu.

5.7 TRANSFER APPLICANTS

Minimum Criteria: The following apply to applicants who have completed academic credits at other colleges or universities:

A 2.0 (on a 4.0 scale) Cumulative Grade Point Average (CGPA) based on all college and university course work (excluding remedial courses) completed at regionally accredited institutions.* Only courses in which a grade of C (2.0 on a 4.0 scale) or higher was earned are accepted in transfer to meet prerequisite and/or graduation requirements.

The CHP college transcript will list prerequisite courses accepted in transfer (consult the Evaluation of Transcripts for Transfer section) and all professional and concurrent courses completed while enrolled in the college.

Transfer credit is granted only for course work completed at a regionally accredited institution of higher education. Departments reserve the right to disallow credit for course work completed more than seven (7) years before the date of anticipated entry into their program(s).

*Some programs may require a CGPA greater than 2.0 for consideration. Consult the Program Information Section in this catalog or the program section of the [website](#) for specific program requirements.

Application Procedures:

Complete the online application found on the College [website](#). There is a non-refundable application fee of \$40.00 per program for which an applicant applies.

Official transcripts from all previously attended institutions are required.

Consult the Program Information section in this catalog for further specific requirements of the department to which applying. Applicants who are not United States citizens or for whom English is not their native language must also consult the Foreign Applicants section for additional information.

5.7.1 UAMS TRANSFER CREDIT POLICY

Please refer to the Table of Contents in this catalog to find this information.

5.8 GRADE FORGIVENESS

Applicants to undergraduate programs in the college may request consideration under the Fresh Start Policy. This policy does not apply to currently enrolled students or to admission to a post-baccalaureate program.

Under the Fresh Start Policy, applicants to undergraduate programs may request that all academic credits, as well as the grades assigned to them, that they earned more than seven (7) years before the anticipated date of registering for classes in the CHP program to which they have applied shall not be considered in determining 1) their acceptance to that program or 2) the prerequisites, electives, or professional courses they have completed. If the request is granted, all courses taken at all colleges and/or universities of attendance that are more than seven (7) years old by this date will be removed from consideration irrespective of the grades earned. That is, the Fresh Start Policy may not be applied to selected courses in a given term or terms or to only those with certain grades. The policy applies to every transcript documenting the applicant's attendance and grades earned. Thus, none of the courses excluded by granting such a request may be counted toward completion of any prerequisites, electives, or professional courses.

If the request is granted, only academic work completed less than seven (7) years prior to the date of registration in the intended program will be used in calculating the applicant's grade point average (GPA) and determining transfer credit for admissions. This will be so noted on the CHP academic transcript if the applicant is admitted. A Fresh Start may be granted only once to any student. It is not to be confused with the prerogative each CHP department has to selectively decline to accept for transfer credit any course or courses taken more than seven (7) years before the intended date of registration on the grounds that the knowledge in the discipline(s) in question, and thus the content of the course(s) as currently taught, has changed so extensively in the interim that it (they) no longer will fulfill the prerequisite or other transfer requirement for the given CHP program.

Applicants seeking consideration under the Fresh Start Policy must complete and submit the Petition for Admission under the Fresh Start Policy form to the CHP Office of Admissions prior to the application deadline or the deadline for receipt of transcripts of the specific CHP program to which the individual is applying. To review the entire Fresh Start Policy, refer to the Forms and Policies page under the Future Students tab on the College [website](#) or request a copy from the CHP Office of Admissions, College of Health Professions, University of Arkansas for Medical Sciences, 4301 West Markham Street, #619, Little Rock, AR 72205, (501) 686-5730, CHPAdmissions@uams.edu.

5.9 PRE-DEGREE OR NONDEGREE/NONCERTIFICATE STUDENTS

Minimum Criteria: Department chairmen (with approval of the Dean or the Dean's designee) may elect to admit pre-degree/nondegree/noncertificate students to selected courses in their department on a space available basis. The Dean or the Dean's designee may elect to admit pre-degree/nondegree/noncertificate students to CHP interdisciplinary courses. Pre-degree/nondegree/noncertificate students are students who register for one or more courses, but who do not want to pursue a formal credential or follow the entire curriculum of a professional program in the College.

Applicants who are accepted as pre-degree/nondegree/noncertificate students may enroll in no more than 24 semester credits in a given program while in this status. Pre-degree/nondegree/noncertificate students may earn some or all of those 24 semester credits by successful performance on

challenge examinations. No more than 25% of a program's total professional credit hours may be taken by examination. Each department reserves the right to determine which, if any, of its professional courses may be challenged by examination. There is no limit to the number of approved courses that may be challenged by examination in a given semester, provided the "24 SC/25% of the total" rule is observed. Pre-degree/nondegree/noncertificate students challenging a course or courses by examination in a given semester may also be enrolled in not more than one course during that semester.

There is no assurance that courses completed by a pre-degree/nondegree/noncertificate student will be transferred toward degree or certificate program requirements should the student later be admitted as a candidate for a degree or certificate, nor does completion of courses by pre-degree/nondegree/noncertificate students in any way obligate the College to admit those students to a particular professional program. While a pre-degree/nondegree/noncertificate student may, at the discretion of the department chairman, be excused from program prerequisite requirements, the student must otherwise complete all course prerequisites prior to enrollment in the given course.

Admission to pre-degree/nondegree/noncertificate status will be based on the applicant's objective, the appropriateness of the course sought to meet the objective, the applicant's academic qualifications, and the space available, if any, in the course in question.

Application Procedures:

Complete the online Application for Admission and submit the non-refundable application fee of \$40.00. The application can be found on the CHP [website](#). Telephone (501) 686-5730 for assistance.

Arrange for all colleges and universities attended to forward an official transcript to the CHP Office of Admissions. A college transcript is official if mailed directly or sent electronically via an authorized transcript processing service from the issuing institution or if hand-carried (or mailed) to the CHP Office of Admissions in a sealed institution envelope. The transcript must bear the college seal, date, and appropriate signature. If hand-carried (or if mailed by the student), a school seal, stamp, or signature must be on the back flap of the envelope. Transcripts should be mailed to the CHP Office of Admissions before the application deadline (varies by program). CHP Office of Admissions, 4301 West Markham Street, #619, Little Rock, Arkansas 72205. Official electronic transcripts needing an email address can be sent to CHPAdmissions@uams.edu.

Complete and submit to the CHP Office of Admissions a signed statement that indicates the applicant has read, understands, and agrees to the requirements governing pre-degree/nondegree/noncertificate applicants. A standard form for this purpose is available on the CHP [website](#) or from the CHP Office of Admissions.

5.11 INTERNATIONAL APPLICANTS

Minimum Criteria: As nearly all undergraduate applicants who complete the application process must be interviewed as part of the selection process, the College of Health Professions encourages prospective international students residing outside the United States to apply first for admission to a general college or university in this country, complete any science and/or core curriculum prerequisite requirements that they lack, then apply for admission to the College of Health Professions. International students who meet the other requirements and who present themselves for an interview, if invited, will be considered for admission.

All applicants who are not United States citizens or permanent resident aliens or for whom English is not their native language must meet the following admission requirements in addition to those stated in the Program Information section of this catalog.

If an applicant is basing his/her eligibility on credits from an international university, the official transcript or copy must first be evaluated by the Education Credential Evaluators, Inc., P.O. Box 514070, Milwaukee, WI, 53203-3470 or World Education Services, P.O. Box 5087, Bowling Green Station, New York, NY, 10274-5087. An official copy of the evaluation from either the Education Credential Service or World Education Services must be forwarded directly to the College of Health Professions, Office of Admissions. A fee list and application forms for this service may be obtained from the agencies. Individual program requirements may vary. Please check the specific program section of this catalog for details. All applicants, regardless of citizenship, whose native language is not English, are required to demonstrate fluency (speaking) and literacy (reading and writing). The primary means to document fluency and literacy is to submit a Test of English as a Foreign Language (TOEFL). At the discretion of the CHP program's admissions committee and approval of the Associate Dean for Student Affairs, the TOEFL requirements may be waived for applicants to programs in CHP who meet specific criteria. Please refer to the English Fluency and Literacy Requirement section of this catalog.

There are currently no student aid funds available at UAMS to support international students. Completion of a financial affidavit and documentation indicating that the applicant has sufficient funding to pay for his/her educational and personal expenses while enrolled are required. The United States Department of Justice's Immigration and Naturalization Service Affidavit of Support form must be used. It currently costs a student with no dependents approximately \$35,000 in United States currency for each full calendar year (12 months) of study.

Because accidents and sickness can require expenses for which many persons are not prepared, all students are required to purchase health insurance through a program approved by the University of Arkansas for Medical Sciences or an equivalent coverage from a private source. Applicants who choose not to purchase appropriate insurance will not be allowed to register.

Those applicants selected for admission must arrange through the Immigration and Naturalization Service of the United States Department of Justice for the transfer of their Certificate of Eligibility (I-20) to the University of Arkansas for Medical Sciences.

In admissions reviews, first consideration is given to Arkansas residents. In recognition of the significant support of CHP programs by private and federal health care facilities, however, highly qualified applicants who are residents of another state or citizens of a foreign country may successfully compete for admission. Under no circumstances will UAMS issue the Certificate of Eligibility for Non-immigrant (F-1) Student Status (Form I-20 A-B) until the applicant has been admitted to the University.

5.11.1 ENGLISH FLUENCY AND LITERACY REQUIREMENT: TOEFL

All applicants, regardless of citizenship, whose native language is not English, are required to demonstrate fluency (speaking) and literacy (reading and writing). The primary means to document fluency and literacy is to submit a Test of English as a Foreign Language (TOEFL). A minimum score of 213 is required on the computer-based version of the examination, 79 on the Internet-based version of the examination (subtest score minimums: 15 reading, 15 listening, 18 speaking, 17 writing), or total score of 550 on the paper version with 55 or greater in each of the four subtest scores. CHP programs have the option of setting higher score requirements. The test must be taken within the two years immediately preceding the requested semester of admission. An official copy of the TOEFL score, issued by the Educational Testing Service must be sent directly to UAMS by the Educational Testing Service. A photocopy of the scores sent to the student is not sufficient. No action will be taken on an application containing a photocopied test score.

Petitioning for a TOEFL Waiver: At the discretion of the program admissions committee within the College of Health Professions (CHP) and approval of the CHP Associate Dean for Student Affairs, the TOEFL requirement may be waived for applicants to programs in CHP who meet any of the following criteria:

- Received a bachelor's degree or master's degree from an accredited U.S. college or university.
- Graduated from a U.S. high school having completed a minimum of 3 full years in residence and having completed two years of regular English courses with B or better grades.
- Scored 21 or greater on the English component of the ACT exam.
- Maintains a current U.S. certification to practice in the related discipline in which further coursework will be completed and has practiced in this discipline in the U.S. for at least 2 years.

Administrative Waiver: The applicant does not meet stated waiver qualifications; however, should the program chairmen, through program evaluation processes, believe there to be no deficiency in the area of English fluency and literacy the opportunity exists for a petition under administrative waiver. If an administrative waiver is approved, the chairman/program director requesting administrative waiver will closely monitor student progress and develop a plan of action should one be deemed necessary.

A waiver is not automatically granted. Each petition is reviewed on an individual basis, and the department chair/program director and/or Associate Dean for Student Affairs may request additional supporting documentation and/or demonstration of the applicant's ability to write, speak, and comprehend the English language.

Procedures: Completion of a "Request to Waive TOEFL Requirement" form and approval of the department chair/program director is required. Return the form to the Associate Dean for Student Affairs, Administration West Building, Room 1.321, mail to CHP Office of Admissions, 4301 West Markham Street, #619, Little Rock, Arkansas 72205, or fax to (501) 686-6855. The request to Waive TOEFL Requirement form is available on the CHP [website](#) under the Future Students tab (Forms and Policies page), or from the CHP Office of Admissions.

5.12 REAPPLYING TO THE COLLEGE

Applicants who have either (1) not completed their applications for the entry semester they designated, or (2) not been admitted to a program, or (3) chosen not to matriculate may reapply for a future admission cycle. To do so they must complete a new application and pay an application fee. Students may be required to provide additional documentation in support of their application.

5.13 READMISSION TO A PROGRAM

Students who withdraw or are dismissed from the College for any reason must reapply for admission by:

Completing an application by the published application deadline,

Providing any required information for admission that is not in the student's previous admissions file, and

Paying the admission fee.

Students who withdraw or are dismissed from the CHP and wish to be considered for readmission to the same program (if readmission is permissible under the circumstances in question) must follow the respective program's application process. The Cumulative Grade Point Average (CGPA) is used to determine eligibility for admission and is based on all courses taken prior to applying for admission to a CHP program. Students seeking readmission will be considered "new" applicants to the program, and the CGPA will be calculated on all courses taken to date, including those taken in the CHP prior to the reapplication.

5.14 EVALUATION OF TRANSCRIPTS FOR TRANSFER

When Applying for a CHP Program: Only officially signed and sealed transcripts issued by another academic institution are accepted for evaluation by the College. A college transcript is official if mailed directly from the issuing institution or if hand-carried (or if mailed by the student) to the CHP Office of Admissions in a sealed institution envelope. The transcript must bear the college seal, date, and appropriate signature. If hand-carried (or if mailed by the student), a school seal, stamp, or signature must be on the back flap of the envelope. Transcripts should be mailed to the CHP

Office of Admissions before the application deadline (varies by program). CHP Office of Admissions, 4301 West Markham Street, #619, Little Rock, Arkansas 72205. Transcripts are evaluated for:

- Course subject and content equivalency to the department requirements.
- Grade point acceptability per credit. Only courses in which a grade of C (2.0 on a 4.0 scale) or higher was earned are accepted in transfer.
- Course content equivalency to degree requirements. Only courses that count toward the total credits for a degree at the institution offering the courses will be accepted in transfer ("remedial" and "developmental" courses are not acceptable). No more than one course in the following group will be accepted in transfer to meet degree requirements: band, studio, physical education, military science, English as a second language (ESL), manual skills.
- Accreditation of institution. Transfer credit is granted only for course work completed at a regionally accredited institution of higher education.

Upon request, an appropriate catalog for the years covered by a transcript must be submitted before evaluation can take place. Applicants who have attended another college on the UAMS campus, but did not graduate, must submit a letter from the College stating the reason(s) for withdrawal from the College. The letter will be reviewed as part of the application.

Once Enrolled in a CHP Program: Students must initiate the review of transfer credit by, 1) utilizing the Transfer Credit Approval Form located on the website of the Office of the University Registrar (OUR at <http://registrar.uams.edu/our-forms/>); 2) obtaining all signatures required on the form; 3) forwarding official transcript(s) from the institution in which you are seeking approval to the OUR; and 4) submitting the completed approval form to the OUR.

Office of the University Registrar at: 4301 W. Markham, #767 Little Rock, AR 72205 or by fax (501-526-3220) or by email (registrar@uams.edu). After your form and Official Transcript(s) have been processed, transfer credit will be placed on your student record in GUS. Please do not assume all the documents have been received and processed. You may email registrar@uams.edu to check the status.

5.14.1 CREDIT FOR ONLINE SCIENCES COURSES

Most programs in the College of Health Professions do not accept online versions of science courses for transfer credit. Refer to each program's prerequisites section in this catalog or contact the program for more detailed information.

5.15 CREDIT FOR MILITARY TRAINING

A student who has been in active military service may submit a copy of his/her separation notice for possible award of credit for satisfactory completion of course work taken as part of military training that is relevant to the program of application. Transfer credit is granted only for course work completed through a regionally accredited institution of higher education.

5.16 ADVANCED STANDING

While atypical, a department's admissions committee may recommend advanced placement upon consideration of an applicant's background and experience. Final approval is required from the Dean.

5.17 CREDIT BY EXAMINATION

A maximum of 15 semester credits (SC) earned by examination may be applied to meet certificate program requirements. A maximum of 30 SC earned by examination may be applied to meet baccalaureate program requirements. The total semester credits established through credit by challenge examinations are limited to 25% of the total credits required for the specific certificate or degree.

5.17.1 CREDIT FOR ELECTIVE AND CORE CURRICULUM REQUIREMENTS

With departmental approval, credits established by examination appearing on an official transcript of a regionally accredited college or university may be transferred to fulfill elective and core curriculum. CHP programs may choose to limit the type of courses eligible for credit by examination. For example, some programs may not accept examination credit for laboratory science courses. Applicants are encouraged to contact the program of desired enrollment for confirmation. The College does not award CLEP credit but will consider credit that has been awarded by another regionally accredited institution; therefore, CLEP credit must appear on the applicant/student's official transcript from the institution awarding the credit.

5.17.2 CREDIT FOR PROFESSIONAL PROGRAM REQUIREMENTS

A student who is enrolled in or admitted to a department in the College may establish professional credit by challenge examination in courses approved by the department and the Associate Dean for Academic Affairs. Such credit will be limited to a maximum of 25% of the total professional credits required for the specific certificate or degree. A fee of one-half of the SC registration fee (tuition) will be charged for courses challenged by examination. When credits are earned by challenge examination, "CR" will be entered into the student record. This credit will not be used in computing GPA or CGPA. Note: Professional credits may not be established by College Level Examination Program (CLEP) or correspondence credit.

6 - Academic Information

6.1 REGISTRATION

Formal admission by the department/college as well as completion of registration in accordance with instructions issued by the Office of the University Registrar is a prerequisite to class attendance. Registration without instructor authorization and approval of the Associate Dean for Academic Affairs is not permitted after the fifth day of classes. A student is not considered registered until the appropriate forms have been filed with the CHP Office of Admissions and payment or special arrangements regarding tuition and fees have been made with the UAMS Bursar's Office.

6.1.1 CHANGE OF NAME/ADDRESS

Students who need to change their names on their student records must complete a CHP Name or Address Change Form and return it to the Office of the University Registrar within ten (10) days of the change. The form can be accessed at <http://registrar.uams.edu/our-forms/>

A name change request must be accompanied by the following documentation:

Marriage License

Social Security Card showing your updated name

The completed forms can be submitted to the Office of the University Registrar by one of the following ways:

By Mail: 4301 West Markham, Slot #767, Little Rock, AR 72205

By Fax: (501) 526-3220

By Email: Registrar@uams.edu

In Person: CHP Building #2 (Behind the Admin West Building)

The name/address change request form is only used to update your student records. Individuals who need to update their email addresses should contact the IT Department at 686-8555. Student ID Badges will be issued by the Creative Services. Visit the [Creative Services website](#) for more information.

6.1.2 CONCURRENT ENROLLMENT

Concurrent enrollment at more than one campus is permitted under certain circumstances. Applicable fees must be paid to each campus, and there is no cap on tuition when combining campus fees.

6.1.3 STATE AUTHORIZATION OF DISTANCE EDUCATION AND CLINICAL PLACEMENT

Students enrolling in a distance education program who are not residing in Arkansas as well as students who are going to a state other than Arkansas for clinical experience must have prior approval from that state's higher education agency. Federal Program Integrity Standards require UAMS to gain this approval. Arkansas, along with many other states, has joined the State Authorization Reciprocity Agreement (SARA). Member of the SARA provide automatic approval to other member states to "operate" in that state. More information on state authorization for distance education to include out-of-state clinical placement of students can be found at <http://academicaffairs.uams.edu/state-authorization-of-distance-education/>.

6.1.4 AUDITING A COURSE

When a student audits a course, s/he must register, pay the appropriate fees, and be admitted to class on a space available basis. Instructors will notify students of the requirements for receiving the mark of "AU" for audited courses. If the student is not satisfying the requirements specified by the instructor, the instructor or Associate Dean for Academic Affairs may drop a student from the course being audited. The student will be notified if this action is taken.

The only successful grade or mark which may be given is "AU" and no course credit will be awarded. Courses completed with grades of "AU" are not counted toward completion of degree requirements.

The cost for auditing is the same as taking classes for semester credit. The last day to change from audit to credit is the fifth (5th) calendar day of classes. Changing from credit to audit must be done during the first one-half of the course and with the approval of the chairman of the department. Changing from credit to audit may affect the student's eligibility to receive financial aid or the amount of the financial aid awarded. Students will be responsible for the return of any financial aid due as a result of the change from credit to audit.

6.2 COURSE ENROLLMENT

6.2.1 Credit Hours

The standard unit of measurement for course work is the semester credit. One semester credit hour is equal to 750–800 minutes of classroom instruction (lecture or seminar), 2250–2400 minutes of laboratory instruction, or 3750–4000 minutes of clinical instruction.

6.2.2 Classification of Courses

A four-character subject code is used to identify the academic program. A four-digit numbering system is used to classify each course. The first digit indicates level or professional program: 1 for freshman; 2 for sophomore; 3 for junior; 4 for senior; 5 for Master's level/Professional Programs: Physician Assistant, Physical Therapy, Genetic Counseling, Communication Sciences & Disorders –M.S. degree, and Audiology; and 6 for Doctoral

level. The second digit may indicate year in the program that the course is traditionally taken if enrolled full time. The third and fourth digits are assigned by the department to identify specific courses.

6.2.3 Course Load

CHP Academic Affairs Policy #01.00.04 (revised 5/31/2019)

The maximum load is 20 semester credits for the fall or spring semester, and a total of sixteen (16) SC for the summer sessions. To take a course load exceeding the maximum, approval by the department chair/program director is required. Students may enroll for classes on other campuses in the University of Arkansas system as a part of their normal course load, but such concurrent enrollment must be approved by the appropriate CHP department chair/program director prior to registration. Students receiving financial aid through student loans, grants, scholarships, or Department of Veterans Affairs benefits are required to maintain specified course loads to continue eligibility for aid.

6.2.4 Adding/Dropping a Course

CHP Academic Affairs Policy #01.00.06 (revised 11/08/2017)

Students have until the close of the announced registration period to add or drop courses for the subsequent semester without penalty. A student may add courses, if approved by the course instructor and the student's faculty advisor/department chairman, within ten working days after the official first day of the semester. A student may drop a class using the appropriate form with the required signatures until the fifth day of class. No notation will appear on the transcript concerning the deletion of a course. Refund of tuition and fees will be based on the schedule established in UAMS Academic Affairs Policy 3.1.5.

Students who withdraw by the established date on the College of Health Professions Academic Calendar will receive a "W" (withdraw); those who withdraw after the established date for a "W" mark will receive either a "WP" (withdraw passing) or "WF" (withdraw failing). The deadlines for course withdrawals are five working days before the end of the semester. A mark of "WF" is averaged into the GPA as a grade of "F." A mark of "WP" is not averaged into the GPA. The appropriate form for the adding and dropping of courses may be obtained from the Office of the University Registrar.

6.2.5 Class Attendance/Engagement

Students are expected to actively engage in their education by attending and/or participating in class activities (face-to-face or at a distance). Faculty is expected to monitor their students' active participation. It is the responsibility of the faculty to report any student who has not attended or actively participated in learning activities for a period of one week to the Associate Dean for Academic Affairs. The Associate Dean for Academic Affairs will attempt to contact the student to learn the reason for his/her lack of participation. If a satisfactory reason is not presented and the student does not actively engage in learning activities in the class(s) in a one-week period, the Registrar will be notified, and the student will be administratively dropped from the class/es. If all classes are dropped, the student is administratively withdrawn from the CHP program.

6.2.6 Repeating a Course

When a course is repeated, the grade earned in the repeated course is used to assess the student's fulfillment of the academic plan. Though all enrollments, original and repeated, will be shown on the student's transcript, only the grade in the repeated course (even if it is lower than the first) will be used to calculate the cumulative grade point average course in the college.

6.2.7 Withdrawal from a CHP Program

To formally withdraw from an academic program, a student must complete an add/drop/withdraw form. If the student does not formally withdraw, a grade of "F" will be assigned in all courses in which the student has not completed all requirements and Office of the University Registrar will withhold the student's transcript.

For students who receive student loans, if you withdraw/separate prior to completing the enrollment period, a Title IV Return of Funds will be processed. Based on federal regulations, funds will be returned to your lender if you terminate prior to the end of the enrollment period. You will be billed for the amount UAMS returns to your lender on your behalf. Students are highly encouraged to consult UAMS Financial Services located on the first floor of the Administration West Building or call (501) 686-6128 for more information.

The appropriate forms for withdrawing from the University may be obtained from the Office of the University Registrar.

<http://registrar.uams.edu/our-forms/>

6.3 GRADES AND MARKS

6.3.1 Grades

Final course grades are recorded and preserved in the Office of the University Registrar. The following grades and grade point (GP) values are used in the College:

Grade	Denotation	GP
A	Outstanding	4

B	Good	3
C	Satisfactory	2
D	Poor	1
F	Failure	0

The grade of "A" is given for superior achievement to excellent scholars. "B" represents above average achievement. "C" represents average achievement. "D" (poor achievement) is considered the minimum passing grade; while academic credit is awarded for a D grade, some CHP departments (see departmental policies) do not accept D grades for progression into subsequent semesters. (Note that a minimum of a 2.0 Cumulative Grade Point Average is required in order to qualify for graduation, and similar standards described in the following pages apply to progression as well. Departments reserve the right to establish higher standards.) The grade of "F" denotes failure and is given for unsatisfactory performance. No credit is earned for courses in which the grade of F is recorded.

GPA: Grade Point Average (GPA) refers to the average Grade Point (GP) value achieved in graded courses in a given semester. Only courses in which regular letter grades (see above) are earned are used in GPA calculations. To calculate the GPA for a semester, the number of grade points for each letter grade earned is multiplied by the number of credit hours for that course, and the products are summed for all graded courses in the given semester. This sum of weighted grade points is then divided by the total number of graded credit hours for which the student was registered, and the subsequent quotient is the GPA.

CGPA: Cumulative Grade Point Average (CGPA) refers to the average Grade Point (GP) value achieved in all graded courses appearing on the CHP transcript. Only courses in which regular letter grades (see above) are earned are used in CGPA calculations. CGPA is calculated similarly to the calculation of GPA (above), except that all graded courses on the transcript are used in the calculation.

PGPA: Program Grade Point Average (PGPA) refers to the average Grade Point (GP) value achieved for the CHP courses taken in a given program. Only courses in which regular letter grades (see above) are earned are used in PGPA calculations. PGPA is calculated similarly to the calculation of GPA (see above) except that only graded courses taken in the program at UAMS/CHP are used in the calculation.

6.3.2 Marks

The following marks are used in the College:

Mark	Denotation
I	Incomplete
IP	In-Progress
AU	Audit
CR	Credit
NC	No Credit
S	Satisfactory

Mark	Denotation
U	Unsatisfactory
P	Pass
NP	No Pass
FL	Failure
W	Withdrew
WF	Withdrew Failing
WP	Withdrew Passing

A Mark of I: A mark of "I" may be assigned to a student who has not completed all course requirements, but has demonstrated work of passing quality. It is the student's responsibility to arrange completion of the course requirements with the instructor. The "I" mark must be removed from the student's transcript by the last day of the semester subsequent to the scheduled completion of the course, or it is automatically replaced by the grade of "F." An extension of time past the last day of the semester subsequent to the scheduled completion of the course is permitted only in unusual circumstances and must be approved in advance by the course instructor and department chairman. Students who are members of military reserve or National Guard units who must arrange an "I" as a result of activation authorized by the President of the United States are governed by a separate policy (see Military Duty Policy in this catalog).

Authorization for Progression with an Incomplete ("I") Grade in a Prerequisite Program Course: If a student receives an incomplete ("I" grade) in a program prerequisite course, is subsequently allowed to enroll in the next semester of a program, fails to replace the "I" with a passing grade, and is administratively dismissed during the semester and not allowed to complete course work for that semester, the student may be responsible for repaying any or all financial aid received by the student for that semester. Consequently, for students who are receiving financial aid at the time of registration who also have a grade of "I" in a professional course from the previous semester that is a prerequisite to progression to subsequent course work, there will be three options:

- The student may not be allowed to register for classes.
- The chairman of the department in which the student's program resides may provide written authorization for the student to register for courses; however, he/she will not be eligible to receive financial aid until the grade of "I" is converted to a grade of "C" or better. In this option, the student may be administratively withdrawn from the program at any time during the semester should he/she not meet the standards of progress for the pre-requisite course for which they received an "I" grade.
- The department chairman may provide written authorization for the student to enroll and continue in the program and complete all required current semester course work. In this option, students will be eligible to receive the financial aid for which they have been approved, assuming they meet all other financial aid requirements. If, at the conclusion of the semester, the student has failed to convert the "I" to a grade of "C" or better, the student will not be allowed to continue in the program. Students will, however, receive grades earned for other course work that is completed during the semester. All other departmental and college policies regarding student progression remain in effect.

For all these options, permission to enroll in classes for the semester following the one in which an "I" grade was awarded must be based on a review by the chairman of the student's past academic performance, progress in the curriculum, amount of material and other requirements yet to be completed, and any special circumstances regarding the student and the reason for the "I" grade (*e.g.*, illness, injury, death in the family). The option selected should reflect the chairman's conclusion that it is the one least likely to result in the repayment of the student's financial aid award, while recognizing the importance of upholding the academic standards and the rules and regulations of the university, college, and program as well as assisting the student in achieving his/her academic objectives to the extent possible consistent with the foregoing considerations.

A Mark of IP: For a course requiring more than one semester to complete and where evaluation of the student's performance is deferred until a subsequent semester, a mark of "IP" may be assigned for the initial semester (the student does not register for the course in question during subsequent semesters while completion of assignments is in progress). The "IP" mark will be replaced by the final course grade when the student completes all course requirements.

May be assigned only in a course officially designated for such a mark.

May persist on a student's transcript for no more than three consecutive semesters in a given course, including summer session.

Must be replaced by a letter grade on the student's transcript by the last day of the fourth consecutive semester or it will be automatically replaced by the grade of "F". [An extension of time to remove the mark of "IP" past the last day of the fourth semester for the course may occur only in unusual circumstances and must be approved in advance by the course instructor and department chairman].

A Mark of AU: The mark of "AU" (audit) denotes participation in a course for which no grades are assigned nor credit given. Students auditing a course pay full semester credit fees. Entry into an audited course and scoring of examinations while enrolled are at the discretion of the instructor. Neither grade points nor credits are assigned upon completion of audited course work.

A Mark of CR: The marks "CR" (credit) and "NC" (no credit) may be used in seminar and CHP elective courses. Performance in courses taken CR/NC is rated as credit (C or higher level work) or no credit (D or F level work). CR is also used in denoting successful challenge of a course by examination. Courses with marks of CR or NC are not computed in a student's CGPA.

A Mark of S and U: The marks "S" (satisfactory) and "U" (unsatisfactory) may be used in practicum and clinical courses. Courses offered only on a S/U basis are so designated in this Catalog. Performance in courses taken S/U is rated as satisfactory (C or higher level work) or unsatisfactory (D or F level work). A mark of U in a required course precludes progression to the next semester. Courses taken under the S/U option are not computed in a student's CGPA.

A Mark of FL: The mark of "FL" denotes failure and is given for unsatisfactory performance in a course graded as pass/fail.

A Mark of W, WP, and WF: The marks of "W," "WP," or "WF" will be assigned upon official withdrawal from a course. W is assigned up to the midpoint of a course. Afterwards, either WP (Withdrew Passing) or WF (Withdrew Failing) is assigned. A WF is averaged into the GPA as a grade of F. Five working days (one week) before the end of the semester, a grade of F is assigned when official withdrawal procedures have not been completed (for students who have not finished course requirements nor completed arrangements for assignment of a temporary mark of "I" for the course). Students who repeat a course will have only the last grade received used in computing GPA and CGPA. Students requiring additional information should contact the Office of the University Registrar.

6.3.3 Progression, Academic Probation, and Dismissal

CHP Academic Affairs Policy #01.00.10 (revised 07/09/2020)

For a student to progress from one semester to the next, including progression from one year to the next, each semester he/she must achieve a grade of "C" or higher in all courses designated by the respective program as prerequisite to progression to subsequent course work. In addition, students are required to maintain a program grade point average (PGPA) of at least 2.0 with the following stipulations (see section 6.11.4 of this catalog for specific GPA requirements for program completion):

1. A first semester student who meets the specific course grade(s) and other program requirements, but has not achieved a PGPA of 2.0 for all courses taken in the first semester of enrollment, will be allowed to progress on academic probation to the second semester. Since a student cannot be on probation for two consecutive semesters, a student on probation because of insufficient PGPA at the end of the first semester must raise his/her PGPA to at least 2.0 by the end of the next (probationary) semester in order to remain in the program. Students failing to do so will be dismissed from the college.

- For a student who is in the second or subsequent semester of a program to continue to progress, he/she must maintain a PGPA of not less than 2.0 for all courses taken since entering the program, including both professional and concurrent courses. These students, therefore, are not eligible for probation if their PGPA falls below 2.0. Students who fail to meet this requirement will be dismissed from the college.

Departments reserve the right to impose more stringent requirements beyond these minimal provisions for the College as a whole. Students who fail to meet departmental regulations pertaining to academic standing will be placed on academic probation or dismissed and are subject to the policies regarding progression within their respective departments to regain or retain student status.

6.3.4 DENIAL OF ENTRY INTO CLINICAL PHASES

A grade of C or higher is required for designated courses which are prerequisites to subsequent clinical course work. Students failing to achieve this requirement may be denied entry into subsequent course work.

6.3.5 CLINICAL PROBATION AND DISMISSAL

Since patient well-being is a major concern of the University, action will be taken when a student's clinical practice poses a potential threat to patient health, welfare, or safety. Students, therefore, are subject to the program's specific regulations governing clinical practice and may be placed on clinical probation by the department and/or dismissed from the College for unsatisfactory clinical behavior as defined by his/her program. The specific regulations are contained in the CHP Conduct and Discipline Policy, the respective CHP program handbook, and/or the clinical course syllabi distributed to students prior to their entering the clinical area.

6.4 DEGREE TIME LIMITS

CHP Academic Affairs Policy # 01.16.01 (9/22/16)

Students admitted to College of Health Professions programs must complete certificate and degree requirements in a timely manner to assure that they are competent according to contemporary standards of scientific knowledge and clinical practice. The purpose of this policy is to establish time limits for degree plans and procedures for extending time limits in extenuating circumstances. This policy applies to students enrolled in any full-time and part-time certificate and degree program offered by the College of Health Professions.

Students admitted to College of Health Professions' certificate and degree programs must complete the program within two (2) years beyond the published time to degree for the programs. Some programs may impose shorter degree time limits (refer to the following table for program-specific time limits). The time limit includes time spent on an approved leave of absence, on suspension imposed by the faculty, or time not actively enrolled in courses.

Students may apply for one one-year extension of the degree time limit in extenuating circumstances by submitting a degree time limit extension request to the director of the student's certificate or degree program. The director will review the request and submit a recommendation to the associate dean for academic affairs who will decide whether to grant the extension and, if an extension is granted, whether conditions may apply. The associate dean for academic affairs will notify the student and the program director of the decision. A time limit extension expires one year from the date of the original time limit. No additional extensions will be granted.

Students approaching the certificate or degree time limit will be notified by the Office of the Dean at least one year in advance of the limit that they must complete certificate or degree by the date of the time limit expiration. A copy of the notification will be sent to the program director.

Students who do not complete program requirements within the time limit or are not granted an extension will be administratively withdrawn from the program. They may re-apply for admission to the program and, if re-admitted, will adhere to the current degree plan and time limit that applies to the plan.

Degree / Certificate	CHP Program	Time to Degree (years)*	Degree Time Limit
B.S.	Cardio-Respiratory Care – full-time	2	4
	Cardio-Respiratory Care – part-time	3	5
	Cardio-Respiratory Care – Degree Completion – full-time	1	2
	Cardio-Respiratory Care – Degree Completion – part-time	1.5	3
B.S.	Cytotechnology	1	3
B.S.	Dental Hygiene	2	4
B.S. Degree Comp	Dental Hygiene	1	2
B.S.	Diagnostic Medical Sonography	2	4
	Diagnostic Medical Sonography – Degree Completion	2	5
B.S.	Medical Laboratory Sciences – full-time	1.5	3.5
	Medical Laboratory Sciences – part-time	2.5	4.5
	MLT-to-MLS degree completion – full-time	1.5	3.5
	MLT-to-MLS degree completion – part-time	2.5	4.5
B.S.	Nuclear Medicine Imaging Sciences	1	3
B.S.	Ophthalmic Medical Technology	2	4
B.S.	Radiologic Imaging Sciences	2	4

B.S. Degree Comp	Radiologic Imaging Sciences	1.5	3
Post-Bac Cert	Dietetics Internship	10 months	13 months
M.P.A.S.	Physician Assistant Studies	2.5	4.5
M.S.	Communication Sciences and Disorders	2	4
M.S.	Genetic Counseling	2	4
AuD	Audiology	4	6
D.P.T.	Physical Therapy	3	5

6.5 DEAN'S LIST

Dean's list is the official medium for the college to recognize outstanding academic achievement by undergraduate students. Letters are sent out every fall, spring, and summer semester once grades are posted in the Office of the University Registrar. To be eligible, a student must have completed a minimum of 12 letter-graded semester credits, achieved a minimum GPA of 3.70 for the semester, and maintained a cumulative program GPA of at least 3.50. For the purpose of determining the dean's list, the GPA is not rounded. A student who receives a mark of incomplete (I) or in progress (IP) will not be eligible for the dean's list for the semester in which the I or IP was received or remains. Dean's list only applies to undergraduate programs.

6.6 PROCESS FOR REQUESTING LEAVE OF ABSENCE

UAMS Academic Affairs Policy # 02.2.10 (revised 05/15/2020)

Policy:

The Leave of Absence (LOA) Policy exists to bring some standardization to the process of requesting a LOA. CHP follows the UAMS, Division of Academic Affairs *Student Leave of Absence Policy (Policy #2.2.10)*

With approval of the student's program director and the associate dean for academic affairs, a student in good academic standing may take a LOA for non-academic reasons such as family care, serious illness or accident, or other extenuating reasons. The LOA offers the student the opportunity to leave school temporarily with the assurance that studies can be resumed with minimal administrative difficulty.

There are three categories of LOA (departmental, institutional, and official). These are defined in the UAMS Academic Affairs Policy #2.2.10. If a LOA is approved by the Associate Dean for Academic Affairs, the Associate Dean will consult with the program director/department chair to determine the most appropriate type of LOA, based on each situation.

Procedure:

To initiate a LOA, the student must (1) discuss his/her plans with the program director/department chair and (2) then make a formal request in writing (see Request for Leave of Absence form) to the Associate Dean for Academic Affairs. The formal request must include a plan by the program director or department chair to integrate the student into the program upon completion of the leave and verification that the student is currently in good academic standing. The associate dean will approve or deny the leave request after reviewing the form and discussing the situation with the program director/department chair. The outcome will be communicated in writing to the student and program director/department chair. If the student is not satisfied with the decision of the associate dean, he/she may appeal to the dean of the college within five working days of being informed of the associate dean's decision. The appeal must be in writing and state the rationale for reconsideration.

A student must inform the program director or department chairman in writing of his/her intention to return by the program application deadline to assure clinical space for the returning student.

A LOA does not automatically override a program requirement to complete the degree within a required period of time. However, the program director or department chair may take the LOA into consideration if extension is requested. Financial obligations to the University for past periods of enrollment are not waived by a leave of absence. Certain regulations exist with regard to the financial impact of a leave of absence. Anyone contemplating a leave is required to look into the regulations and discuss them with personnel in Student Financial Services. The Leave Request Form is available on the CHP [website](#).

6.7 VERIFICATION OF STUDENT IDENTITY IN DISTANCE EDUCATION

To ensure that the College operates in compliance with the provisions of the United States Federal Higher Education Opportunity Act (HEOA), Public Law 110-315 concerning the verification of student identity in distance learning, all credit-bearing courses and programs offered through distance learning methods verify that the student who registers for a distance education course or program is the same student who participates in and completes the course or program and receives academic credit. To achieve this end, one or more of the following methods are used:

- A secure login and pass code;
- Proctored examinations; and/or
- New or emerging technologies and practices that are effective in verifying student identification.

All users of the university's learning management systems are responsible for maintaining the security of usernames, passwords and any other access credentials assigned. Access credentials are not to be shared or given to anyone other than the user to whom they were assigned to for any reason. Users are responsible for any and all uses of their account. Users are responsible for changing passwords periodically to maintain security. Users are held responsible for knowledge of the information contained within the most recent UAMS Confidentiality Agreement. Failure to read

university or college guidelines, requirements and regulations will not exempt users from responsibility.

6.8 TRANSCRIPTS

See Transcript section in the Office of the University Registrar section.

6.9 GRADUATION

Please refer to the Table of Contents for additional graduation information.

Degrees are awarded by the University on designated dates each Fall (December), Spring (May) and Summer (August). Students must complete an application for graduation with the Office of the University Registrar. Students anticipating graduating at the conclusion of the Spring or Summer semester must complete the application prior to the beginning of Spring semester. Students anticipating graduating at the completion of Fall semester must complete the application prior to the beginning of that semester. The graduation fee will be included in the regular student fees charged for that semester.

All transcripts should be forwarded to the Office of the University Registrar prior to the end of the semester in which the student is scheduled to graduate. Official transcripts must be received in envelopes sealed by the issuing institution. All UAMS accounts must be paid in full. At the conclusion of the semester in which degree/ certificate requirements are completed, the student must complete a campus clearance form and return his/her student ID badge to the Office of the University Registrar. Failure to do so will result in withholding of grades, transcripts, and diploma.

The application for graduation and campus clearance forms can be obtained at the Office of the University Registrar's website <http://registrar.uams.edu/our-forms/>.

6.9.1 Graduation Honors

Students whose program grade point averages (PGPA) are 3.50 or higher will graduate with honors from the CHP. Those students whose PGPA's are 3.70 or higher will graduate with high honors. For the purpose of determining graduation honors, the GPA is not rounded. The PGPA is computed after the end of the preceding fall semester for students likely to be eligible to participate in the following May Commencement (for listing honors recipients in the Commencement Program) and again at the end of each student's academic program (completion of all requirements for the degree). If the PGPA falls below the requisite level for honors after computation for May Commencement, or if the PGPA subsequently rises to the honors level, the student's final program PGPA will be used to determine eligibility for honors or high honors. This means it is possible a student will be listed in the Commencement Program as receiving honors (due to the submission time for program listings), but will not actually be eligible by the time Commencement occurs, or, that a student eligible for honors at Commencement will not be listed because the requisite PGPA level was not reached until the end of spring or summer semester. To insure students who earn honors will be so notified and appropriately recognized in their records, students will be notified by mail at the end of their academic program if they have earned honors or high honors, and their final transcripts will list these awards.

6.10 CERTIFICATE AND DEGREE REQUIREMENTS

6.10.1 PREREQUISITE AND PROGRAM COURSE REQUIREMENTS

Students enrolled in certificate or degree programs must complete prerequisite, program, and for degree programs only, university IPE components in order to graduate. Course work required as a prerequisite for admission, varies by program but is a required program component for most certificate and degree programs. Students should consult the individual program section of the CHP catalog for specific program information.

Course work required as part of each student's program area or area of specialization, also varies by program. For bachelor's degree programs, students must complete at least 32 semester credits (SC) of professional course work in residence in the College.

6.10.2 INTERPROFESSIONAL EDUCATION (IPE) CURRICULUM REQUIREMENT

Please refer to the Table of Contents in this catalog to find this information.

6.10.3 STATE CORE CURRICULUM

Students enrolled in Bachelor's degree programs must fulfill state minimum core curriculum requirements for graduation in addition to prerequisite and program requirements. In general, the 35 semester credit core curriculum is listed below. Programs may have specific course requirements for these core requirements. Please check the program curriculum for specific courses or contact the CHP Office of Admissions at (501) 686-5730, if you have questions. Some of the courses required as part of the core curriculum may also fulfill the prerequisite course requirement.

Subject	Semester Credits
English/Communication	

English Composition	6	
Speech Communication	0-3*	An extra 3 SC of Fine Arts/Humanities may be taken in lieu of Speech Communication*
<u>Math</u>	3	- College algebra or higher level course
<u>Science</u>	8**	- Science courses must include laboratories.
<u>Fine Arts/Humanities</u>	6-9***	- Must be broad survey course(s)
<u>Social Sciences:</u>		
US History or Government	3	
Other Social Science	<u>6-9</u>	
TOTAL	35	

Under Arkansas law or regulations, no bachelor's degree may be granted without a three (3) SC course in American history or national government and a three (3) SC course in college algebra or higher level mathematics. It is strongly recommended that prospective students contact the program of their interest to determine the acceptability of all prerequisite and core curriculum courses before enrolling in them.

*An extra 3 SC course in Fine Arts/Humanities may be taken in lieu of Speech Communication. If this is done, 9 SC of Fine Arts/Humanities will be required. For some programs, Speech Communication is required by their accrediting agency. See the prerequisites list in each program section of this catalog for information specific to that program.

**Institutions may require students majoring in math, engineering, science, education, and health professions to take higher or specific science courses as a part of the State Minimum Core.

***The Fine Arts requirement cannot be fulfilled with a studio course. Humanities requirements may be selected from the courses in the subject areas of philosophy, political science, literature and the humanities. The course in National Government, if selected to meet the US History/National Government requirement, cannot also be used to meet the Humanities requirement in Political Science. Acceptable courses in literature must be broad survey courses; world literature is especially recommended.

A grade of "C" or better is required for all Core Curriculum courses.

6.10.4 REQUIREMENTS FOR PROGRAM COMPLETION

Certificate Programs: Students enrolled in certificate programs must successfully complete approved prerequisite and program course work composed of at least 7-18 SC or 24-42 SC if 75% of course work is currently offered in an existing BS program for undergraduate certificate programs and 12-18 SC for graduate certificate programs.

Bachelor's Degree Programs: Students are required to complete successfully at least 120 SC of approved prerequisite, program, and core curriculum in order to be eligible for graduation in a bachelor's degree program in the College. In addition, at least 40 SC of the total must be taken from upper-level (*i.e.*, 3000 and 4000: junior and senior) courses.

Residency Requirement: No less than 30 credits must be completed in residence.

The above semester hour requirements for program completion are the College's minimum requirements and do not represent specific degrees. Individual programs may require additional semester credit hours.

Minimum GPA: A minimum GPA is required to earn each degree. Minimum GPAs vary by program. See the chart below or within each program's section of this catalog to see minimum GPA requirements by program.

Program	Minimum GPA to Earn Degree*
Audiology	3.0
Cardio-Respiratory Care	2.0
Communication Sciences and Disorders	3.0
Cytotechnology	2.0
Dental Hygiene	2.0
Diagnostic Medical Sonography	2.0
Dietetic Internship	3.0
Genetic Counseling	3.0
Medical Laboratory Sciences	2.0
Nuclear Medicine Imaging Sciences	2.0
Occupational Therapy	3.0

Ophthalmic Medical Technology	2.0
Physical Therapy	3.0
Physician Assistant	2.5
Radiologic Imaging Sciences	2.0

*Includes all coursework required for the degree (e.g.: 120 SC for BS programs)

6.10.5 CERTIFICATION/LICENSURE/REGISTRY REQUIREMENTS

Successful completion of a CHP program does not itself insure certification/ licensure/registry eligibility. Students are advised to become familiar with the discipline-specific requirements published by each certification/licensure/ registry agency.

7 – Academic Policies & Standards

7.1 NONCOGNITIVE PERFORMANCE STANDARDS

CHP Student Affairs Policy # 02.00.02 (revised 06/25/20)

Non-cognitive performance standards are a set of principles reflecting the ethical foundation of health professions practice. The student must strive toward unquestionable integrity in all professional relations. In order to pursue this goal, students should demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles. The following non-cognitive performance standards should be utilized as a guide toward these future goals. Programs in the College of Health Professions (CHP) may have additional and/or more extensive non-cognitive and professional behavior expectations; however, CHP Program policies do not override University policies. Failure to comply with the requirements of any of the following standards or other policies in the University of Arkansas for Medical Sciences Academic Catalog may result in a conference with the department chair/program director, dean, or designee, to discuss the difficulty. Should the problems warrant immediate action, the department chair/program director, dean, or designee, may recommend the student be placed on probation or dismissed from the College. Refer to CHP Policy 02.15.01 Student Conduct & Discipline.

The following is a description of the scholastic, non-cognitive performance responsibilities of a student enrolled in the CHP:

- **Attentiveness:** The student regularly attends class. All extended absences are for relevant and serious reasons and approved, where applicable, by the appropriate authority. The student is consistently on time for class, labs, and clinics and stays until the end of time period. The student is alert during classes
- and demonstrates attentiveness by taking notes and asking appropriate questions. Refer to CHP Policy 01.00.01 Student Inactivity in Courses
- **Demeanor:** The student has a positive, open attitude towards peers, faculty, and others during the course of studies. The student maintains a professional bearing in interpersonal relations. The student functions in a supportive and constructive fashion in group situations and makes good use of feedback and evaluations
- **Maturity:** The student functions as a responsible, ethical, law-abiding adult.
- **Cooperation:** The student demonstrates his/her ability to work effectively in large and small groups and with other members of the health care team, giving and accepting freely in the interchange of information.
- **Inquisitiveness:** The student acquires an interest in his/her courses and curricular subjects, demonstrating individual pursuit of further knowledge.
- **Responsibility:** The student has performance in his/her chosen health professions program as his/her primary commitment. Student/student and student/faculty academic interchanges are carried out in a reliable and trustworthy manner.
- **Authority:** The student shows appropriate respect for those placed in authority over him/her both within the University and in society.
- **Personal Appearance:** The student's personal hygiene and dress reflect the standards expected of a professional health care provider.
- **Communication:** The student demonstrates the ability to communicate professionally and effectively verbally, nonverbally, and in writing with peers, faculty, patients, and others.
- **Confidentiality:** The student exhibits respect for privacy of all patients and patients' family members. The student demonstrates restraint when utilizing social media (Twitter, Facebook, Instagram, or other social media sites) and, at no time, communicates information that could lead to exposure of patient identity. The student is aware that specific patient data discussed in a specified time frame may be sufficient information to identify a patient. The student follows all directives of the UAMS Social Media Policy (UAMS Academic Affairs Policy 2.1.1).
- **Professional Role:** The student conducts self as a professional role model at all times and in compliance with rules and regulations regarding professional conduct of the specific health profession in which one is enrolled. The student demonstrates the personal, intellectual, and motivational qualifications of a professional healthcare provider.
- **Professionalism:** There are core values of professionalism that are universal and apply to those in health care professions and in education. These include, but are not limited to, moral values such as honesty, integrity, and trustworthiness; values that are specific to one's profession (e.g., confidentiality), to society (e.g., commitment to excellence), to oneself (e.g., self-reflection), and to humanistic values such as empathy and compassion.

- All students in the College of Health Professions are expected to demonstrate high standards of professional behavior in all educational settings, including classrooms and laboratories, professional and clinical sites, and in non-educational settings. Examples of such behavior include, but are not limited to: honesty and integrity, trustworthiness, effective communication, punctuality, professional behavior, ethical standards, social contracts; negotiation, compromise, and conflict resolution; lifelong improvement and professional competence; time management and decision-making; appearance.
- **Judgment:** The student shows an ability to think critically regarding options, reflecting his/her ability to make intelligent decisions in his/her personal and academic life.
- **Civility:** The student understands that civility is an authentic respect for others that requires time, attention, a willingness to engage in open communication, and the intention to seek agreement. The student demonstrates respect for all. The student will not harass any individual physically, verbally, psychologically, or sexually. The student exhibits respect for the institution they have chosen to attend by demonstrating written, verbal, and electronic communication that is diplomatic, non-threatening, and reflects accountability. The student follows all directives of the UAMS Social Media Policy (UAMS Academic Affairs Policy 2.1.1).
- **Moral Standards:** The student respects the rights and privacy of other individuals and does not violate the laws of our society.
- **Ethics:** The student conducts self in compliance with one's professional code of ethics.

7.2 STUDENT ACADEMIC APPEAL PROCEDURES

CHP Academic Affairs Policy # 01.15.01 (revised 6/16/16)

The purpose of academic appeals is to provide students with an objective hearing of a wide range of issues related to the students' professional education. The appeal procedures below provide opportunities for students to request a review of recommendations and decisions made by the department faculty, submit information not previously available to the faculty, or suggest alternative remedies.

These procedures apply to circumstances and events related to the students' education programs, including academic issues and professional conduct or judgment. Policies and procedures for scholastic dishonesty or other non-academic disciplinary matters differ from these procedures and are addressed in a separate policy. Established college or program policies themselves cannot be appealed.

APPEAL OF GRADES OR EVALUATIONS

The procedures below are followed in the College of Health Professions for appeal of academic matters including grades or other evaluations awarded for a course, assignment, project, examination, clinical procedure, clinical rotations, or other program-related performance including professional conduct and clinical judgment.

Step 1: Meet with the Course Instructor – Before initiating an appeal, the student must contact the course instructor to discuss the academic matter or grade within 2 business days of the occurrence. "Occurrence" is the notification of a student's grade or performance evaluation.

Step 2: Appeal to the Department Chair or Program Director – If the matter is not resolved with the course instructor, the student may appeal in writing to the department chair or director of the program in which the student is enrolled within 2 business days following the meeting with the course instructor. If the instructor is the department chair, the student may appeal directly to the dean (Step 4, below). The written appeal should include:

Student's name

Nature of the occurrence

Date of the occurrence

Name of the course instructor(s) involved

Summary of the student's meeting with the course instructor, including date, time, and outcomes

Student's rationale for the appeal

Simultaneously with the submission of the appeal, the student is responsible for setting an appointment with the department chair or program director to discuss the appeal. This meeting should occur as soon as feasible.

Step 3: Meet with the Department Chair or Program Director – In preparation for meeting with the student, responsibilities of the department chair or program director include:

Investigating the facts and examining the evidence

Meeting with the course instructor(s) and student to clarify areas of dispute

Mediating a mutually-acceptable resolution, if possible

Documenting, in writing, actions taken to seek resolution

The department chair or program director will notify the student and course instructor in writing of her/his decision within 2 business days following the final meeting with concerned parties.

Step 4: Appeal to the Dean¹ – If a mutually acceptable resolution is not achieved, or if the student wishes to appeal the decision of the department chair or program director, the student may submit a written request to the dean to review the merits of the student's appeal. The request must be submitted within 2 business days of the department chair's or program director's notification. The dean will review the student's

¹ "Dean" may refer to the dean or another person designated by the dean, e.g., the associate dean.

appeal and the information and may solicit other information deemed appropriate for resolving the matter. The dean will inform the student and the department chair or program director in writing of the dean's decision within 2 business days following the final meeting with concerned parties. The decision of the dean will be final and may not be appealed.

Note: Timeframes in the appeal procedures are recommended intervals and may be modified as a result of weekends, holidays, vacation periods, and other circumstances.

APPEAL OF PROGRAM-RELATED PENALTIES

At times, the faculty may judge that it is in the best interest of the student, patients, education program, or public to recommend that penalties be assessed against a student. Such penalties may include probation, suspension, dismissal, repetition of course(s), or other penalties deemed appropriate under the circumstances. Reasons for penalties may include a variety of factors, e.g., poor academic performance, violations of professional standards of conduct, poor professional judgment, failure to demonstrate ethical behavior, etc. Established college or program policies themselves cannot be appealed. The following procedures are followed for appeal of program-related penalties:

Step 1: Initial Decision and Notification – The student will have been identified as performing below expectations in the education program, and the course instructor and/or the department's student progress committee (SPC)² may assess one or more penalties. It is recommended that the student be allowed to provide information related to the matter before the decision is made about penalties. If the proposed penalty is dismissal, the faculty must provide the student an opportunity for a personal hearing before the decision is reached. Minutes of the meeting in which the decision was made will summarize the allegations, facts, and rationale for the faculty's decision.

The department chair will notify the student in writing of the faculty and/or the SPC decision and the rationale, and inform the student about appeal procedures. Copies of the faculty/SPC meeting minutes and the notification to the student will be sent to the associate dean for academic affairs. If the student does not appeal the decision, the penalty becomes effective 2 business days after receipt of the department chair's notification. If the decision is dismissal, the student should complete the clearance process for the university unless he or she decides to appeal the decision. Completion of the clearance process is an indication that the student waives his or her right to appeal.

Step 2: Appeal to the Associate Dean for Academic Affairs (ADAA) – The student may appeal the penalty assessed by the faculty/SPC by submitting a written request to the ADAA within 2 business days of receipt of the department chair's notification. The written appeal should include:

Date

Student's name

Specific reasons that the penalty assessed is deemed inappropriate, e.g., extenuating circumstances affecting the student's performance or behavior that the faculty/SPC was unaware of at the time of the decision, misapplication of department policy or procedure, etc.

Any documentation relative to the points of the appeal

Note: Documentation provided by the student or faculty/SPC after submission of the initial appeal is subject to review by the hearing officer (see Step 4, below). The hearing officer may disallow such documentation at the appeal hearing if he or she deems the documentation to be unrelated to the initial points of the appeal letter.

Step 3: Preliminary Review of the Appeal - Within 2 business days of receipt of the student's appeal, the associate dean for academic affairs will submit a written recommendation to the dean on the suitability of the appeal for review by the Appeal and Grievance Committee. The recommendation should provide specific reasons the appeal is either suitable or not suitable for review by the Committee. The dean will make the final determination to convene the Appeal and Grievance Committee.

Step 4: Hearing Before the Appeal and Grievance Committee - Students in the College of Health Professions may be afforded the opportunity to appeal penalties assessed for both academic and disciplinary reasons to the Appeal and Grievance Committee. The Appeal and Grievance Committee is appointed annually by the Dean and consists of at least one faculty representative from each department.

If the Dean determines that the student's appeal is suitable for review by the Appeal and Grievance Committee, the Dean will convene the College of Health Professions Appeal and Grievance Committee and appoint a hearing officer and hearing panel of at least 3 members of the committee to hear the student's appeal. The hearing officer and members of the hearing panel may not be faculty members in the student's department.

Hearing Officer and Hearing Panel - The hearing officer is the spokesperson for the hearing panel and is responsible for:

Informing the student, hearing panel, dean, and other interested parties of the date and location of the appeal hearing at least 5 business days before the hearing. The student may request that the appeal hearing be scheduled with less than 5 business days' notice.

Reviewing, in advance of the appeal hearing, any documentation submitted by the student relevant to the appeal. The hearing officer may request written documentation from other parties as deemed appropriate.

Conducting the hearing in a fair, unbiased manner.

Recording the testimony at the hearing in audio or video format in accord with university policy. The hearing panel's deliberation following testimony is not recorded.

Providing the dean with a written summary of the student's appeal, the hearing, and the hearing panel's recommendations.

² Names of department committees that deal with student progression may vary.

Providing the dean with a file of all evidence accumulated in the appeal process and all materials related to the appeal following the final disposition of the appeal.

The hearing panel is responsible for:

Providing a fair, unbiased hearing of the student's appeal.

Maintaining confidentiality of all documentation and deliberations related to the appeal and hearing.

Making recommendations to the dean about the appeal and the penalty assessed by the faculty. The hearing panel may recommend that the dean support, reject, or modify the penalty.

Appeal Hearing Participants – The appeal hearing provides for an objective hearing of all facts related to the appeal and should include at a minimum the student and a spokesperson for the faculty. The hearing will be “closed” and confidential. Only individuals personally involved in the hearing will be permitted to attend and participate, including hearing panel members, the student, faculty representative, witnesses, and counsel, if desired. A representative of the dean's office or UAMS legal counsel may be available to provide advice on procedural and policy matters.

Witnesses – If called, witnesses will give only their testimony; witnesses may not be present in the hearing before or after their testimony is given. If the student and/or the faculty representative wish to call witnesses, they must inform the Hearing Officer of the names of the witnesses and a brief written summary of their relevant testimony at least 3 business days before the hearing. The hearing officer must inform each party of the witnesses that the other party plans to call at least 2 days before the hearing.

Procedures during the Hearing

The hearing officer will review the purposes of the hearing and procedures to be followed, and clarify the data-gathering and decision-making functions of the hearing panel. The hearing officer will orally read the student's appeal submitted to the dean. Only the concerns of the student presented in the written appeal will be discussed during the hearing.

The student will present the issues and rationale for the appeal. The hearing panel may question the student. The student and faculty representative may question each other, at the discretion of the hearing officer.

The hearing officer will call witnesses as desired by the student and the faculty representative, and the hearing panel may question the witnesses. The student and the faculty representative may question the witnesses at the discretion of the hearing officer. At all times, it is the prerogative of the hearing officer to monitor and control the extent and degree of questioning and terminate it as her/his judgment dictates.

Counsel of choice, if requested by the student, may be present to advise and support the student. The student must inform the hearing officer of the name of the counsel of choice, if one is desired, at least 3 business days before the hearing. The hearing is not intended to be adversarial in the sense of a court trial and, therefore, witnesses will not be “cross examined” as in a legal context. Counsel of choice may only confer with the student and will not be allowed to question witnesses or otherwise engage in discussion with the hearing officer, hearing panel, or other participants in the hearing. If the student's counsel of choice is an attorney, university counsel must also attend. The university's counsel will observe the proceedings and will not be allowed to question witnesses or otherwise engage in discussion with the hearing officer, hearing panel, or other participants in the hearing.

When all testimony has been provided, all individuals except the hearing officer and hearing panel will leave the hearing room. The hearing panel will discuss the matters and may request additional information as deemed appropriate and necessary. Although it is desirable to conclude appeals expeditiously, the hearing panel may use as much time as necessary and reasonable to assess thoroughly and evaluate the appeal and related facts. If the hearing panel's decision is delayed more than 5 days after the hearing, the hearing officer will notify the dean, student, and faculty of the delay. Following careful review of all information, the hearing panel will make a recommendation to the dean about the student's appeal. The hearing officer will notify the dean of the hearing panel's recommendation(s) within 5 business days of its final meeting on the appeal.

The dean may concur with, modify, or reject the hearing panel's recommendations. The dean will notify the student, department chair, hearing officer, and hearing panel in writing of his or her decision within 3 business days. The decision of the dean is final and may not be appealed.

8 - General Policies and Procedures

General and Institutional policy information is found in the Policy section of this catalog.

9 – Student Conduct & Discipline

9.1 SCHOLASTIC DISHONESTY POLICY

CHP Academic Affairs Policy # 01.00.02 (reviewed 07/09/2020)

The College of Health Professions believes that both students and instructors have significant roles within the educational process. Acts of scholastic dishonesty can influence this educational process by causing a distorted picture of the academic achievement of individual students and jeopardizing the success of the student's total educational program. Although monitoring of scholastic conduct is primarily the responsibility of

faculty, students ultimately have the responsibility and are expected to act in an honest and responsible manner during the educational preparation for their professional role.

The Scholastic Dishonesty Policy applies to circumstances and events related to the student's education program, including scholastic issues and professional conduct or judgment. Sanction(s) for scholastic misconduct may include, but are not limited to, a failing grade on the test/assignment, failing grade for the course, or suspension or dismissal from the college. Policies and procedures for scholastic dishonesty or other non-academic disciplinary matters are addressed in procedures and regulations in the Student Conduct and Discipline Policy (CHP Student Affairs Policy #02.15.01).

Definition of Scholastic Dishonesty

Scholastic Dishonesty is considered to be an act contrary to academic and/or professional ethics. Examples of academic misconduct include, but are not limited to:

- Copying from another student's test paper, reports, research, or computer files;
- Using materials and/or devices during an examination which have not been authorized by the person in charge of proctoring the examination;
- Giving or receiving unauthorized assistance on examinations. This not only includes providing specific answers to subsequent examinees, but also involves providing or receiving information which would allow the student to have an unfair advantage in the examination over those students who did not possess such information;
- Exchanging places with another person for the purpose of taking an examination or completing other assignments;
- Using, buying, selling, stealing, transporting or soliciting in its entirety, or in part, the contents of an examination or other assignment not authorized for release;
- Falsifying clinical logs, records, or reports (oral or written);
- Plagiarism is defined as adopting, appropriating for one's own use and/or incorporating in one's own work, *without acknowledgement*, passages, tables, photographs, models, figures, and illustrations from the writings or works of others; presenting parts of passages of other's writing as products of one's own mind. The concept of plagiarism also extends to the copying of quiz, written, or lab practical examination questions, case studies, or clinical case scenarios used in the classroom or small group sessions, in any form or manner, including memorizing the material so it can be written down and passed on to others at a later time. Plagiarism of testing materials is cheating, and constitutes an activity that is unprofessional and against the ethical tenets of the health professions. This notice is to inform students that the College of Health Professions reserves the right to utilize, with or without the students' knowledge, plagiarism detection services or software. Written work may be compared to a database of texts, journals, electronic and web sources including web sites that sell or distribute pre-written essays or term papers. The College reserves the right to use this plagiarism detection system at any time, on any work submitted by a student in any course.
- Misrepresenting facts to cover up mistakes or omissions in clinical or academic settings;
- Deliberately performing at less than maximum ability, or asking another student to do so, to alter the grading scale.

9.2 STUDENT CONDUCT AND DISCIPLINE

A violation of academic integrity or other standards for student conduct is a serious matter, and it is expected to be handled in a professional, efficient, and timely manner. The following policy is designed to afford all involved parties the opportunity to handle suspected scholarly dishonestly or student conduct violations in the most equitable manner possible. If there are any questions about the policy, students, faculty and staff are encouraged to contact the Associate Dean for Academic Affairs.

STUDENT CONDUCT AND DISCIPLINE POLICY

CHP Student Affairs Policy #02.15.01 (revised 02/22/2018)

Students are expected and required to obey federal, state, and local laws; to comply with University of Arkansas policies and regulations, university and college rules and regulations, with directives issued by university administrative officials, and to observe standards of conduct appropriate for an academic institution. Students who do not adhere to these requirements may be subject to disciplinary actions and commensurate penalties.

1. CONDUCT SUBJECT TO DISCIPLINARY ACTIONS

Students who engage in the following conduct may be subject to disciplinary actions, whether the conduct takes place on or off campus or whether civil or criminal penalties are also imposed for the conduct:

- **Violation of laws, regulations, policies, and directives** – Violation of federal, state, and federal laws, including laws and policies on HIPAA (Health Information Portability and Accountability Act); violation of University of Arkansas policies and regulations; non-compliance with university or college rules and regulations; non-compliance with directives issued by administrative officials acting in the course of their authorized duties
- **Scholastic dishonesty** – Cheating, plagiarism, collusion, submission for credit any work or materials that are attributable in whole or part to another person, taking an examination or submitting work or materials for another person, any act designed to give unfair advantage to a student, or the attempt to commit such acts (see Definition of Scholastic Dishonesty in the college catalog)
- **Drugs and Alcohol** – Illegal use, possession and/or sale of a drug or narcotic on campus or at education or clinical facilities affiliated with the university; use of alcohol in violation of university policy

- **Health or safety** – Conduct that endangers the health or safety of any person on campus, in any building or facility owned or controlled by the university, or any education or clinical facility affiliated with the university
- **Disruptions** – Acting singly or in concert with others to obstruct, disrupt, or interfere with any activities related to the university's responsibilities in teaching, education, healthcare, research, administration, service, or other activities authorized to be held or conducted on property owned by the university or affiliated with the university
- **Inciting lawless action** – Engaging in speech, either orally or in writing, which is directed to inciting or producing imminent lawless action and is likely to incite or produce such action
- **Unauthorized use of property** – Engaging in unauthorized use of property, equipment, supplies, buildings, or facilities owned or controlled by the university or affiliated with the university
- **Hazing** – Hazing is prohibited by Arkansas Act 75 of 1983.
- **Altering of official documents** – Altering official records; submitting false information; omitting requested information required for or related to application for admission or the award of a degree; falsifying clinical records
- **Vandalism** – Defacing, mutilating, destroying, or taking unauthorized possession of any property, equipment, supplies, or facilities owned or controlled by the university or clinical facilities affiliated with the university
- **Prohibited conduct** – Engaging in prohibited conduct that occurs while participating in off-campus activities sponsored by the university, including field trips, internships, rotations, or clinical assignments
- **Use of explosives** – Unauthorized use or possession of any type of explosive, firearm, imitation firearms, ammunition, hazardous substance, or weapon as defined by federal or state law while on campus or in facilities owned or controlled by the university or clinical facilities affiliated with the university

2. DISCIPLINARY PROCESS

When student conduct occurs that may be subject to disciplinary action, the faculty member will immediately notify the department chair/program director. After consultation with the chair/program director, the student of the suspected violation should be notified through a face-to-face or telephone conversation. In some instances, the faculty member may take immediate action appropriate to the circumstances. For example, when a student is observed to be cheating on an examination, the faculty member may stop the examination process for the student and retrieve the examination. Or when a student engages in disruptive behavior, the faculty member may instruct the student to leave the instructional space so that order can be restored.

The faculty member will also complete and submit to the Associate Dean for Academic Affairs (ADAA) a Student Conduct and Discipline Report, signed by the department chair or program director within 2 days² after observing or discovering the conduct. A copy of the report will be sent to the student, as well. The report will summarize the conduct deemed to violate conduct and discipline standards (detailed in Section 1 of this policy) along with pertinent details, e.g., time, place, other observers, etc. The ADAA will investigate the disciplinary complaints or charges.

3. INTERIM DISCIPLINARY ACTION

Pending a hearing or other disposition of the complaints or charges against the student, the ADAA may take immediate interim disciplinary action deemed appropriate for the circumstances when such action is in the best interest of the university, patients and their families, other students, etc. Interim actions may include suspension and bar from the campus when it reasonably appears to the ADAA that the continuing presence of the student poses a potential danger to persons or property or a potential threat for disrupting any activity authorized by the institution.

4. INVESTIGATION AND ADMINISTRATIVE DISPOSITION BY THE ASSOCIATE DEAN FOR ACADEMIC AFFAIRS

Within 2 days of receiving the Student Conduct and Discipline Report, the ADAA will schedule a meeting with the student for the purpose of investigating or discussing the complaints or charges. The request to meet will be emailed using the student's UAMS email account. The student's negligence in reading the email will not be good cause for the failure to respond to the meeting request.

If the student fails to appear for the meeting without good cause, as determined by the ADAA, (1) the ADAA may bar or cancel the student's enrollment or otherwise alter the student's status until the student complies with the summons, or (2) determine the facts and assess penalties, or (3) request that the Dean appoint a Conduct and Discipline Panel that will conduct a hearing to determine the facts and assess penalties.

4.1 ADMINISTRATIVE DISPOSITION BY THE ASSOCIATE DEAN FOR ACADEMIC AFFAIRS

In any case where the accused student does not dispute the facts upon which the charges are based and agrees to the penalties the ADAA assesses, the student may execute a written waiver of the hearing procedures. The administrative disposition will be final and there will be no subsequent proceedings regarding the charges.

In any case where the accused student disputes the facts upon which the charges are based or the penalties imposed by the ADAA, the student may appeal either or both to a Conduct and Discipline Panel.

5. INVESTIGATION AND HEARING PROCESS

The charges will be heard and determined by a fair and impartial Conduct and Discipline Panel (CDP) appointed by the Dean. The CDP will consist of at least 3 faculty members outside of the student's department. The CDP may include faculty members outside the College of Health Professions. One member of the panel will be appointed as Chair of the CDP.

5.1 NOTICE OF HEARING

Except in those cases where immediate interim disciplinary action has been taken, the student will be given at least 3 days written notice of the date, time, and place for the hearing and the CDP Chair's name and contact information. The notice will include a statement of the charges and a summary statement of the evidence supporting the charges. The notice will be emailed using the student's university email account. The date for a hearing may be postponed by the CDP Chair for good cause or by agreement of the student and the Dean.

5.2 IMPARTIALITY OF THE CONDUCT AND DISCIPLINE PANEL CHAIR

The student may challenge the impartiality of the CDP Chair. The challenge must be in writing, state the reasons for the challenge, and be submitted to the CDP Chair through the Office of the Dean at least 2 days before the scheduled hearing. The CDP Chair will be the sole judge of whether he or she can serve with fairness and objectivity. In the event that the CDP Chair disqualifies himself or herself, a substitute will be appointed by the Dean.

5.3 DUTIES OF THE CONDUCT AND DISCIPLINE PANEL AND CHAIR

The CDP Chair is responsible for conducting the hearing in an orderly manner and controlling the conduct of the witnesses and participants in the hearing. The CDP Chair will rule on all procedural matters and on objections regarding exhibits and testimony of witnesses, may question witnesses, and is entitled to have the advice and assistance of university legal counsel.

Members of the CDP are responsible for carefully and fairly considering all evidence and testimony in light of the charges, questioning witnesses, and determining whether the student is responsible for the disciplinary violations as charged.

If the CDP determines that the student is responsible for the disciplinary violations, the CDP will recommend a penalty or penalties specified in Section 6 below. While unanimity among members of the hearing panel is desirable, a majority that includes the CDP Chair may determine the student's responsibility and penalties.

5.4 PROCEDURES DURING THE CONDUCT AND DISCIPLINE HEARING

Conduct and Discipline Hearing Participants – The conduct and discipline hearing provides for an objective hearing of all facts related to the charges and should include at a minimum the student and the ADAA in addition to the Conduct and Discipline Panel. The hearing is "closed" and confidential. Only individuals personally involved in the hearing are permitted to attend and participate, including CDP members, the student, ADAA, witnesses, and counsel, if desired. UAMS legal counsel may be available to provide advice on procedural and policy matters.

Witnesses – If called, witnesses will give only their testimony; witnesses may not be present in the hearing before or after their testimony is given. If the student and/or ADAA wish to call witnesses, they must inform the CDP Chair of the names of the witnesses and provide a brief written summary of their relevant testimony at least 3 business days before the hearing. The CDP Chair must inform each party of the witnesses that the other party plans to call at least 2 days before the hearing.

Procedures during the Hearing

The CDP Chair will review the purposes of the hearing and procedures to be followed, and clarify the data-gathering and decision-making functions of the CDP. The CDP Chair will orally read the charges and summary of evidence submitted to the dean. Only the charges submitted to the Dean are discussed during the hearing.

The student and the ADAA will present facts related to the charges. The CDP may question the student and ADAA. The student and ADAA may question each other, at the discretion of the CDP Chair.

The CDP Chair calls witnesses as desired by the student and the ADAA, and the CDP may question the witnesses. The student and ADAA may question the witnesses at the discretion of the CDP Chair. At all times, it is the prerogative of the CDP Chair to monitor and control the extent and degree of questioning and terminate it as her/his judgment dictates.

Counsel of choice, if requested by the student, may be present to advise and support the student. The student must inform the CDP Chair of the name of the counsel of choice, if one is desired, at least 3 business days before the hearing. The hearing is not intended to be adversarial in the sense of a court trial and, therefore, witnesses will not be "cross examined" as in a legal context. Counsel of choice may only confer with the student and will not be allowed to question witnesses or otherwise engage in discussion with the hearing officer, hearing panel, or other participants in the hearing.

If the student's counsel of choice is an attorney, university counsel must also attend. The university's counsel will observe the proceedings and will not be allowed to question witnesses or otherwise engage in discussion with the hearing officer, hearing panel, or other participants in the hearing. When all testimony has been provided, all individuals except the CDP leave the hearing room. The CDP discusses the matters and may request additional information as deemed appropriate and necessary. Although it is desirable to conclude conduct and discipline investigations expeditiously, the CDP may use as much time as necessary and reasonable to assess thoroughly and evaluate the charges and related facts. If the CDP's recommendation is delayed more than 3 days after the hearing, the CDP Chair will notify the dean, student, and ADAA of the delay. Following careful review of all information, the CDP will (1) determine the student's responsibility for the conduct and disciplinary violations and (2) recommend penalties deemed appropriate by the CDP.

The CDP Chair notifies the dean in writing of the hearing panel's recommendations within 3 business days of its final meeting. The notification should include at a minimum: (a) summary of charges brought against the student; (b) summary of the proceedings, e.g., participants, sources of information, number of meetings, etc.; (c) summary of facts related to the charges; (c) penalties recommended; and (d) rationale for the penalties. The Dean may concur with, modify, or reject the hearing panel's recommendations. The Dean will notify the student, ADAA, and the student's department/program of the decision. The Dean's decision is final and may not be appealed.

6. PENALTIES

The following penalties may be assessed by the ADAA, as indicated in Section 4.1, or by the CDP after a hearing in accordance with the procedures specified in Section 5.4.

- Probation
- Withholding of grades, official transcript, and/or degree
- Bar against reinstatement or readmission
- Restitution or reimbursement for damage to or misappropriation of university property
- Suspension of rights and privileges, including participation in student, clinical, or extracurricular activities
- Failing grade for an examination or assignment or for a course and/or cancellation of all or any portion of prior course credit
- Denial of degree
- Suspension from the institution for a specified period of time
- Expulsion, i.e., permanent separation from the university
- Revocation of degree and withdrawal of diploma
- Other penalty as deemed appropriate under the circumstances

7. DISCIPLINARY RECORD

The College of Health Professions maintains a written disciplinary record for every student charged with a violation of conduct and discipline standards. A disciplinary record reflects the nature of the charge, the disposition of the charge, the penalties assessed, and any other pertinent information. The disciplinary record is treated as confidential and is not accessible to or used by anyone other than the Dean or university officials with legitimate educational interests, except under written authorization of the student or in accordance with applicable state or federal laws or court order or subpoena. The record is maintained for at least 5 years unless university or other regulations require a different retention period.

9.3 ARRESTS AND CONVICTIONS

CHP Student Affairs Policy # 02.00.05

Students who are convicted of a felony while enrolled in a CHP program are subject to disciplinary action. The CHP also reserves the right to suspend or dismiss students who are arrested for a violation of the law, in accordance with regard for the due process rights of the student as described in the Persistent Disruption to the Educational Environment Policy.

9.4 PERSISTENT DISRUPTION OF THE EDUCATIONAL ENVIRONMENT

CHP Student Affairs Policy # 02.00.06 (revised: 5/31/2019)

The College of Health Professions at the University of Arkansas for Medical Sciences is dedicated to the pursuit of academia and to providing the opportunity for students to be successful in their educational endeavors. As such, students who display persistent behavior which disrupts the educational process of a classroom are subject to disciplinary action. For information on the disciplinary process, please refer to Policy 12.15.01: Student Conduct and Discipline.

9.5 POLICY ON ADMINISTRATIVE ACTIONS

CHP Student Affairs Policy # 02.00.04 (revised: 5/31/2019)

In the College of Health Professions, individuals in the dean's office have the authority to take administrative actions in order to protect the safety and welfare of members of the university community. Individuals who may use these administrative actions are the: Dean, Associate Dean for Academic Affairs, Associate Dean for Administrative Affairs, Associate Dean for Student Affairs, or any designee as approved by the Dean. In special situations where the presence of physical, emotional, or psychological harm to one's self or others is present, the CHP Dean's Office may take administrative action to protect the safety and welfare of members of the university community. Such action could include, but is not limited to, a student's restriction from certain activities or locations on campus, changes in class schedule, or suspension. Any emergency action taken will be clearly outlined and explained, in writing, and presented to the student.

9.6 PSYCHOLOGICAL EVALUATION AND/OR COUNSELING FOR STUDENTS OF CONCERN

CHP Student Affairs Policy # 02.00.07 (revised: 6/12/2019)

Department Chairs/Program Directors or the Dean's Office of the College of Health Professions may determine that a student should undergo psychological evaluation and/or counseling based on a student's behavior which indicates reasonable concern for the health and well-being of the student or other members of the university community that come in contact with the student. In the event that a student presents behaviors of concern to department chairs/program directors or members of the CHP Dean's Office, the student will be referred to the Student Wellness

Program and expected to undergo the requested psychological evaluation and/or counseling. In the event that a student refuses to seek the evaluation or services required in a timely manner, emergency administrative action may be taken.

9.7 CHP SUBSTANCE ABUSE POLICY, CHP STUDENT AFFAIRS POLICY # 02.00.03 (REVISED: 5/31/2019)

If a faculty member or the director of Student Wellness Program (SWP) suspects a student of impairment due to substance abuse, the student will be required to submit to an immediate drug screen and will be referred to SWP services for evaluation. SWP will forward a report with treatment recommendations and the results of the drug screen to the Associate Dean for Academic Affairs to be placed in the student's permanent record. The student must comply with the treatment plan recommended by SWP to continue in his/her respective program. A student who is identified under the CHP Substance Abuse Policy is subject to periodic random drug screening as long as he/she is a student at the University of Arkansas for Medical Sciences. Subsequent screenings are at the student's cost. Any subsequent drug screening that is reported as "positive" will result in the immediate dismissal of the student. The refusal of the student to submit to the drug screen or SWP evaluation and/or recommended treatment plan will result in immediate dismissal of the student.

10 – Financial Information

10.1 ENROLLMENT DEPOSIT

Although not a fee, an enrollment deposit is due upon acceptance into post-baccalaureate programs within the College and is not refundable, but it is applied to the first term tuition if the applicant is accepted and enrolls. (Contact the CHP Office of Admissions for further information.) If more than one year has passed, the deposit is forfeited. There is no enrollment deposit for undergraduate programs.

10.2 TUITION AND FEES

The cost of CHP programs can be found on the individual program's website under the "financial information" section. Tuition for the physician assistant and physical therapy programs are a set rate. Undergraduate and all other graduate students enrolled in CHP programs pay an hourly rate for tuition. Students enrolled in the UAMS Graduate School, who are enrolled in 9 SC or fewer pay an hourly rate, with 10 SC or more considered a full-time load. Some undergraduate CHP programs admit only full-time students (at least 12 SC). Fees are subject to change without notice by action of the Board of Trustees. Visit <http://studentfinancialservices.uams.edu> for complete information about fees, due dates and payment plan options.

10.5 ARKANSAS RESIDENCY STATUS

For current UAMS Residency policy, please visit the Office of the University Registrar [website](#).

10.5.1 UAMS Tuition Waivers

For a list of currently available UAMS Tuition Waivers, please visit our [website](#).

10.6 RESIDENCE HALL

Room descriptions, rates, and application procedures for the UAMS residence hall can be found on the UAMS student activities and housing [website](#). For further information contact: Director of Student Activities and Housing, University of Arkansas for Medical Sciences, 4301 West Markham, #536, Little Rock, Arkansas 72205. Telephone: (501) 686-5850.

10.6.1 Service and Emotional Support Animal in Campus Housing

UAMS Academic Affairs Policy # 2.2.7 (08/21/2019)

Purpose:

UAMS is committed to compliance with state and federal laws requiring the provision of reasonable accommodations to individuals with disabilities. Consistent with the requirements of the Americans with Disabilities Act (ADA), as amended, and the Fair Housing Act, UAMS will consider on a case-by-case basis requests for emotional support animals, and outline student responsibilities for service animals in university owned housing.

The purpose of this document is to describe the policy and procedures for students requesting emotional support animals and responsibilities of service animals in campus housing as a reasonable accommodation.

Definitions:

Emotional support animal (ESA): also referred to as comfort animals and therapy dogs. Any animal that provides emotional support, also comfort for the benefit of a person with a disability, or that alleviates one or more identified symptoms or effects of a person's disability. Support animals provide companionship, relieve loneliness, and sometimes help with depression, anxiety, and certain phobias, but do not have special training to perform tasks that assist people with disabilities. Therapy animals provide people with therapeutic contact, usually in a clinical setting, to improve their physical, social, emotional, and/or cognitive functioning.

An emotional support animal cannot be classified as a service animal, unless it is also individually trained to perform work or tasks.

Handler: the individual who utilizes the service or emotional support animal, or is responsible for the handling of the animal.

Reasonable accommodation: a modification of rules, policies, or practices; adjustments to environments or facilities, or the provision of auxiliary aids and services which do not result in undue financial hardship or administrative burden. Accommodations that pose a threat to the health, safety and/or comfort of others, or result in a fundamental alteration of a program are not considered reasonable.

Service animal (SA): a dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability. Service animals in training are included in the definition of service animal for the purpose of this policy.

Other species of animals, whether wild or domestic, trained or untrained, are not service animals under this definition; however, a miniature horse may qualify in some situations. Animals, including dogs, that serve solely to provide a crime deterrent effect, or to provide emotional support, companionship, or comfort are not service animals under this definition.

Work or tasks: the work or tasks performed by a SA that are directly related to the individual's disability (e.g., guiding an individual who is blind, alerting an individual who is deaf, pulling a wheelchair, or reminding a person with a mental illness to take prescribed medications.)

Policy:

Service animals are permitted in all university areas, including campus housing, with the exception of those areas where specifically prohibited due to safety or health restrictions, where the service animal may be in danger, or where use of the service animal may compromise the integrity of research.

If it is not obvious what service an animal provides, university employees may only ask two questions of the handler:

Is the animal required because of a disability; and

What task or work is the animal trained to perform?

The handler may not be asked to describe the nature and extent of their disability, be required to provide medical documentation of their disability, be asked or required to produce a special identification card or training record/documentation for the animal, or have the service animal demonstrate its ability to perform the designated work or task.

An ESA may be permitted in campus housing if:

The handler has a disability

There is a direct correlation between the handler's disability and the need for the animal

Students planning to bring their SA or ESA to live with them on campus should complete and submit a request to the ADA/Title Coordinator by completing (form TBD) and submitting all required documentation at least 30 days in advance of the animal's anticipated presence in campus housing.

Documentation:

The rationale for seeking documentation about a student's condition is to support the Coordinator in establishing that a disability exists, understanding how the disability impacts the student, and making informed decisions about accommodations. Documentation supporting the need for an ESA should be dated within the last six months and contain the following:

Nature of the impairment and how it substantially limits the individual

Provider's history with the individual

Symptoms that are reduced by the presence of the ESA, and

The importance of the ESA to the student's overall well-being

Supporting documentation is not required from a student seeking to have their SA live with them in campus housing; however, the ADA Coordinator may require the student to answer the relevant questions as outlined in this policy.

Current immunization records must be provided to the Coordinator prior to moving an approved SA or ESA into campus housing.

Responsibilities:

The handler must:

- Attend to and be in control of the SA or ESA at all times, including care and supervision of the animal. Care and supervision of the animal includes, but is not limited to, costs of care necessary for the animal's well-being, regular feeding and watering, regular bathing and grooming, and regular exercise.
- Keep the animal under their control at all times. A harness, leash, or tether is required unless the handler is unable to use any of these restraints. In such cases, the animal must be under the handler's control by another effective means such as voice control, signals, or other effective means.
- Assure that the animal does not display any behaviors or noises that are unduly disruptive to others, as determined by the university.
- Abide by Little Rock ordinances related to the licensing and control of animals.
- Assume financial responsibility for the animal's actions, including any bodily or property damage, or cleaning and extermination costs.
- Immediately notify the ADA Coordinator and Director, Campus Housing if the animal is no longer needed or is no longer in residence.
- Additionally, the handler is encouraged, but is not required, to have the animal wear some type of commonly recognized SA identification symbol.
- The animal's approved status is specific to that animal. An additional request must be submitted and approved in accordance with this policy prior to bringing a different animal into university housing.
- University students, employees, and visitors must:
 - Allow service and support animals to accompany the handler, as permitted under this policy.
 - Not touch, feed, harass, or deliberately startle service or support animals.
 - Not attempt to separate the animal from the handler.

- Avoid discussing the handler's disability.

Handlers' Responsibilities in Campus Housing:

- The handler is responsible for the behavior of the approved animal in accordance with all university rules, regulations, and applicable community laws.
- The handler is responsible for the care and supervision of the approved animal at all times. If the handler will be away for an extended period of time, arrangements must be made to board the animal off campus; the animal may not be left in university housing to be cared for by another person.
- The handler is responsible for cleaning up all animal waste and disposing of that waste in outdoor dumpsters. Animal waste is not to be disposed of in indoor trash receptacles. The director of Campus Housing will designate specific animal relief areas.
- The handler's residence may be inspected regularly for fleas, ticks, or other pests. The director of Campus Housing/designee will schedule the inspection. If fleas, ticks, or other pests are detected through inspection, the residence will be treated using approved methods by a university approved pest control service. The handler will be billed for the expense of any pest treatment above and beyond standard pest management in the residence halls.
- Animals must be fed and watered inside of the handler's room. Food and water for the animal are not to be left outside of the handler's room.
- The handler is responsible for assuring that the approved animal does not unduly interfere with the routine activities of the residence hall or cause difficulties for students who reside there.
- All approved animals must continue to be in overall good health. Immunization records must be updated annually and provided to the ADA Coordinator.
- The university has the authority to temporarily or permanently exclude an assistance animal from the grounds or facilities if the animal's behavior is unruly or disruptive, in ill health, or habitually unclean.
- The handler is responsible for the cost to repair any damage to any person or property caused by the approved animal at the time of the damage. Property includes, but is not limited to, furniture, carpet, window, walls, or other items. The university shall have the right to bill the student's account for unmet obligations.
- An approved animal must be removed from university housing after a single occurrence of biting or other aggressive behavior.
- All other housing contract terms remain in full force and effect. Should the animal be removed from the premises for any reason, the handler is expected to fulfill their housing obligations for the remainder of the contract.

Conflicting Health Conditions

Individuals living on campus with medical conditions(s) who are affected by an approved animal (for example, respiratory diseases, asthma, severe allergies) and that would rise to the level of a disability as defined by the ADA, are asked to contact the ADA Coordinator/designee if they have a health or safety related concern about exposure to a SA or ESA.

The ADA Coordinator/designee will consider the conflicting needs and/or accommodations of all persons involved so as to provide reasonable accommodations to all individuals with disabilities.

10.7 INSURANCE

10.7.1 Student Liability Insurance

The CHP requires all students to purchase liability insurance effective during their enrollment in any course requiring active participation in a patient care setting. The fee for liability insurance is included in the tuition and fee statement. Students should contact the CHP Office of Admissions for current information regarding this requirement.

10.7.2 Health Insurance

Full-time and part-time students admitted to a CHP degree or certificate program must continuously maintain major medical health insurance coverage that meets established minimum standards outlined in Academic Affairs Policy #2.2.3. Students admitted as pre-degree or non-degree/non-certificate students are strongly encouraged, though not required, to purchase health insurance through a private source. The University assumes no responsibility for expenses incurred for health care services rendered to these students or their dependents.

11 – Awards & Scholarships

11.1 COLLEGE-WIDE SCHOLARSHIPS

Arkansas Hospital Auxiliary Association Endowed Scholarship

The Arkansas Hospital Auxiliary Association scholarship is awarded each year by the Arkansas Hospital Auxiliary Association to one outstanding student in the last year of his or her degree program in the College of Health Professions. The scholarship recipient is selected based on high academic achievement, professionalism, and financial need.

College of Health Professions Scholarships

The College of Health Professions (CHP) Scholarships are provided by generous donations from the annual CHP Phone-a-Thon campaign. The CHP scholarship awards in two categories – academic excellence or financial need. The number of annual awards is based on the money raised during the phone-a-thon.

James O. Wear, Ph.D. Endowed Scholarship

The James O. Wear, Ph.D. Endowed Scholarship was established in 2011 to honor of Dr. James Wear chairman of the former Biomedical Instrumentation Technology program. The purpose of the scholarship is to award a student who demonstrates high academic achievement and financial need.

Jerry Michael Tuley Endowed Scholarship

The Jerry Michael Tuley Endowed Scholarship was established in 2016 by Janice M. Heflin, in loving memory of her brother Jerry Michael Tuley. Ms. Heflin's positive experience with health professions during her brother's illness and her interest in education inspired this gift. It will be awarded annually to a College of Health Professions' student who is entering their final year of matriculation.

Neal and Clara Spain Endowed Scholarship

The Neil and Clara Spain Endowed Scholarship was established in 2007 through a generous bequest from Neal and Clara Spain. Donor wishes state this scholarship is to be used to support students in need who are enrolled in any of the colleges on the UAMS campus.

Ronald H. Winters, Ph.D. Endowed Scholarship

The Ronald H. Winters, Ph.D. Endowed Scholarship was established in honor of Dean Emeritus Ronald H. Winters, at his retirement in 2011. Dr. Winters was the second longest serving dean of an allied health school in the United States. He served as dean of the College of Health Professions for almost 29 years. The purpose of this scholarship is to reward an Arkansas resident who is enrolled in a baccalaureate or higher-level program in the college and who demonstrates high academic achievement, strong leadership skills, and financial need.

Walter S. Nunnelly Scholarship

The Walter S. Nunnelly Scholarship was established in 2014 through a generous donation from Walter S. Nunnelly to benefit students in the College of Health Professions at the University of Arkansas for Medical Sciences.

11.2 DEPARTMENT SCHOLARSHIPS

11.2.1 Dental Hygiene

Ann Bowers Hurst Endowed Scholarship

The Ann Bowers Hurst Endowed Scholarship was established in 2012 through the Hot Springs Village Community Foundation by the estate of Mrs. Edith Bowers, in memory of Mrs. Bowers' daughter, Mrs. Ann Bowers Hurst. A 1973 graduate of the dental hygiene program, Mrs. Hurst served as a dental hygienist in Little Rock for 34 years. She remained dedicated to the dental hygiene profession until her death in 2008.

Alice Marie Kelly Kuntz Endowed Scholarship

The Alice Marie Kelly Kuntz Endowed scholarship was established in 2007 by the estate of Mrs. Alice Marie Kelly Kuntz, a former dental hygienist who passed away in 2007. Mrs. Kuntz's sister, Mrs. Irene Mason, was also a dental hygienist. The scholarship is awarded annually to an outstanding dental hygiene student who demonstrates high academic achievement, financial need, and strong leadership abilities.

Arkansas State Dental Hygienists Association Scholarship

The Arkansas State Dental Hygienists' Association scholarship was established in 2000. The purpose of this scholarship is to award an exemplary upper-level student in the dental hygiene program.

Delta Dental Plan of Arkansas Endowed Scholarship

The Delta Dental Plan of Arkansas Endowed Scholarship was established in 2004 by the Delta Dental Plan of Arkansas, Incorporated. The purpose of the scholarship is to award an exceptional upper-level dental hygiene student. The scholarship recipient must demonstrate high academic achievement, financial need, and the qualities indicative of a dedicated healthcare provider.

Virginia Goral Endowed Scholarship

The Virginia Goral Endowed Scholarship was established in 2008 to honor Dr. Virginia Goral, former chair of the Department of Dental Hygiene, at her retirement. The scholarship was established with support from Dr. Goral's colleagues and former students in recognition of Dr. Goral's many contributions to the department during her 15 years of service to UAMS and 34 years in dental hygiene education.

11.2.2 Imaging and Radiation Sciences

11.2.2.1 Division of Diagnostic Medical Sonography

Terry J. DuBose Endowed Scholarship

The Terry J. DuBose Endowed Scholarship was established in 2010 in honor of Mr. Terry J. DuBose, a retired faculty member and Associate Professor Emeritus, and his long-time service to the College of Health Professions. Mr. DuBose developed the first educational program in Arkansas for Diagnostic Medical Sonography in 1996. He was the founding director of the Division of Diagnostic Medical Sonography in the Department of Imaging and Radiation Sciences until his retirement in 2010. Mr. DuBose is recognized nationally and internationally for his contributions to the field of sonography, especially on obstetrical sonography. The scholarship is awarded annually to one outstanding student in the Division of Diagnostic Medical Sonography.

11.2.2.2 Division of Radiologic Imaging Sciences

Joseph R. Bittengle Memorial Endowed Scholarship

The Joseph R. Bittengle Memorial Endowed Scholarship was established in 2011 to honor the memory of a man who believed strongly that caring for others was paramount, who valued education and life-long learning, and who serves as a professional mentor to many faculty members and students during his fifteen years at the University of Arkansas for Medical Sciences. Joseph Bittengle embodied professionalism, promotion of academic excellence, and service to others.

Dr. and Mrs. W.R. Brooksher, Jr. Endowed Scholarship

The Dr. and Mrs. W.R. Brooksher, Jr. Endowed Scholarship was established in 1958 by the Arkansas Medical Society Alliance in honor of Dr. and Mrs. W.R. Brooksher, Jr. for the purpose of aiding students training as medical technologist, x-ray technicians, physical therapists, occupational therapists, and medical social workers. Dr. Brooksher was a pioneer in the use of x-ray technology in Fort Smith, Arkansas. Endowed by the Arkansas Medical Society Alliance in 2009, the scholarship is awarded annually to an outstanding student in Radiologic Imaging Sciences.

Dr. and Mrs. Cyrus P. Klein Scholarship

The Dr. and Mrs. Cyrus P. Klein Scholarship was established by Dr. and Mrs. Cordell L. Klein to provide financial assistance and recognize high academic achievement by students in the Radiologic Imaging Science program through the University of Arkansas for Medical Sciences.

Kenneth C. Pederson Memorial Scholarship

Kenneth C. Pederson was a faculty member in the radiologic technology program when an unfortunate accident took his life in 1971. This scholarship was established shortly after Mr. Pederson's untimely death in memory of his dedication, compassion, and excellence to his profession and his students. The scholarship is awarded annually to a student who demonstrates high personal and academic achievement, as well as financial need.

11.2.3 Laboratory Sciences

11.2.3.1 Division of Cytotechnology

Wanda L. Culbreth Scholarship

The Wanda L. Culbreth Scholarship was established in 2006 by Mrs. Culbreth's husband, Reverend Cecil Culbreth, as well as Mrs. Culbreth's colleagues in the Department of Laboratory Sciences in the College of Health Professions and in the Department of Pathology of the UAMS College of Medicine. She was a dedicated cytotechnologist and cytotechnology program director at UAMS. It will be awarded annually to an outstanding cytotechnology student who demonstrates academic achievement, professionalism, and strong leadership abilities.

Eulalia S. Araoz Endowed Scholarship for Cytotechnology

The Eulalia S. Araoz Endowed Scholarship for Cytotechnology was established in 2013 by Mrs. Araoz's husband, Dr. Carlos Araoz, MD. She was a dedicated cytotechnologist who modeled professionalism, embodied a diligent work ethic to make patients and families the focus of healthcare, and demonstrated attention to detail. It will be awarded annually to a cytotechnology student who demonstrates a commitment to the field of cytotechnology, exemplifies professionalism, and personifies a strong work ethic.

Meena Singh Tomer Endowed International Scholarship

The Meena Singh Tomer Endowed International Scholarship was established in 2019 by her husband Dr. Damber Singh Tomer in honor of Mrs. Meena Singh Tomer, a former medical clinical microbiologist in the UAMS Microbiology Lab and the Arkansas Department of Health Laboratory for her 30+ years of service in the field of microbiology. She was a first-generation international student in the medical technology program. Besides her M.Sc. degree in Zoology from India, she also earned her Medical Technology degree from UAMS.

11.2.3.2 Division of Medical Laboratory Sciences

Bobby Morgan Endowed Scholarship

The Bobby Morgan Endowed Scholarship, established in 1994, honors Mrs. Bobby K. Morgan, former UAMS Blood Bank Technical Director and Associate Professor in the medical laboratory sciences program. Mrs. Morgan was a valued faculty member in the college for 30 years. The scholarship was established by Mrs. Morgan's husband, Dr. Paul Morgan, and Mrs. Morgan's colleagues. The scholarship is awarded annually to an upper level student for his or her outstanding academic record, professionalism, and community involvement.

Carolyn and Howard Quittner, M.D. and Kelly R. Stewart, M.S. Endowed Scholarship

The Carolyn and Howard Quittner, M.D. and Kelly R. Stewart, M.S. Endowed Scholarship was established in 2015 by Dr. Howard K. Quittner in loving memory of his son, Kelly R. Stewart, M.S., and in honor of his wife, Carolyn Quittner, a graduate of the college's Medical Laboratory Sciences program. The purpose of this gift is to support students of Laboratory Sciences in the College of Health Professions.

Craig Gilliam Medical Laboratory Sciences Scholarship

The Craig Gilliam Medical Laboratory Sciences Scholarship was established by Mr. Craig H. Gilliam to help support Medical Laboratory Science students based on financial need as well as academic merit. Mr. Gilliam is an alumnus of the medical laboratory sciences program and serves as a member of the college's advisory board.

Jerry Brummett Endowed Scholarship

The Jerry Brummett Endowed Scholarship was established in 2005 in honor of Mr. Jerry Brummett, former Chief Technologist and educator in the UAMS Blood Bank. Established by his wife, Mrs. Jan Brummett, and Mr. Brummett's friends and colleagues, the scholarship honors his 40 years of service to UAMS, patients at the UAMS Medical Center, and students in the medical laboratory sciences program. The scholarship is awarded annually to an upper-level student who demonstrates academic excellence and financial need.

M. Gene Hall Endowed Scholarship

The M. Gene Hall Endowed Scholarship was established in 1989 in honor of Ms. M. Gene Hall, Emeritus Associate Professor in the Department of Laboratory Sciences. Ms. Hall was a beloved faculty member in the medical laboratory sciences program for 32 years. The scholarship was established by Ms. Hall's family, friends, colleagues, and former students. The scholarship is awarded to three students each year on the basis of academic excellence, citizenship, and professionalism.

Kathleen M. Mugan Endowed Scholarship

The Kathleen M. Mugan Endowed Scholarship was established in 2007 in honor of Mrs. Kathleen M. Mugan, former director of the medical laboratory sciences program, at her retirement. Mrs. Mugan was greatly respected and admired by her students and colleagues alike. The scholarship was established at her retirement by her students and colleagues, with generous support from Mrs. Mugan's husband, Mr. Douglas Murray.

Paula Peacock Endowed Scholarship

The Paula Peacock Endowed Scholarship was established in 1998 by Mrs. Paula Peacock's family and friends to recognize her 40 years of service to the college, her students, the medical laboratory sciences profession, and the UAMS community. The former manager of the UAMS Clinical Laboratory, Mrs. Peacock was a role model and friend to many until she passed away in 2012. The scholarship is awarded annually to an upper-level student who displays academic excellence and laboratory skills.

11.2.4 Ophthalmic Medical Technology

John Shock, M.D. Endowed Scholarship

This scholarship was endowed in 2011 in honor of Dr. John Shock, founding director of the UAMS Jones Eye Institute and the inaugural recipient was selected in 2012. The scholarship recipient is an exemplary upper-level student in the ophthalmic medical technologies program who demonstrates high academic achievement, financial need, and demonstrated professionalism/leadership qualities to support this career field.

11.2.5 Physician Assistant Studies

Dr. Hermann Hammans Endowed Scholarship for Physician Assistants

The Dr. Hermann Hammans Endowed Scholarship was established in 2015 in memory of Dr. Bart Barlogie's late step-father, Dr. Hermann Hammans and as a salute to Dr. Barlogie's daughter, an alumnus of the Physician Assistant program's inaugural class. This scholarship will be used to benefit Physician Assistant students in the UAMS College of Health Professions.

Ruth M. Allen, Ph.D. Endowed Scholarship

The Ruth M. Allen, Ph.D. Endowed Scholarship honors Dr. Ruth Allen, former associate dean for academic affairs in the College of Health Professions. Dr. Allen retired from UAMS in 2002 after serving in various academic leadership roles. Once endowed, the inaugural scholarship recipient will be selected.

12 - Academic Program information

AUDIOLOGY – DOCTOR OF AUDIOLOGY DEGREE

Department of Audiology and Speech Pathology

Audiology [Website](#)

CHP Office of Admissions

College of Health Professions

University of Arkansas for Medical Sciences

4301 West Markham Street, #619

Telephone: (501) 686-5730

Email: CHPadmissions@uams.edu

THE PROGRAM

The Doctor of Audiology (Au.D.) degree program is a unique educational model that combines the academic and clinical resources of a major health sciences campus located in the Little Rock metro area of Central Arkansas. It is a full-time four-year program with one cohort of students beginning each fall semester, and consists of a total of 11 semesters including three summers. The Au.D. program's mission, goals, and objectives can be found in the Au.D. Academic Handbook located on the program's [website](#).

Post-Bachelor's Track: Students must have earned at least a bachelor's degree from a regionally-accredited college or university. This track is designed to be completed in 4 years (including three summers with a common entry point in the fall). Exceptions to these timelines may occur on an individual basis. All work must be completed within 6 calendar years of initial admission. A minimum of 118 semester credit hours is required for completion of the program.

Post-Master's Track: Students must have earned a master's degree in audiology, communication sciences and disorders, or the equivalent approved by the Council on Academic Accreditation of the American Speech-Language-Hearing Association (ASHA) (at least 36 semester credits of graduate level courses specified by the department). Admission to the post-master's program can occur in any semester. The time to complete the program will vary depending on individual requirements. All work must be completed within eight (8) calendar years of initial admission. A minimum of 118 semester credits are required for graduation (28 credits of clinical practicum will be waived for those who can provide proof of ASHA or ABA certification, and up to 30 credits may be transferred from ASHA accredited programs). Proof of current state licensure in audiology and/or national certification in audiology (CCC-A or ABA) must be provided at the time of application.

Successful completion of all program requirements for either track qualifies the student as eligible for audiology licensure in all 50 states and to sit for the Praxis Examination in Audiology, a key component of the ASHA certification standards. Successful completion of the program does not itself ensure licensure and/or certification. It is the student's responsibility to be familiar with state licensure and national certification requirements.

ACCREDITATION

The doctoral (Au.D.) education program in audiology at the University of Arkansas for Medical Sciences is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard #310, Rockville, Maryland 20850, 800-498-2071 or (301) 296-5700. Website: www.asha.org

APPLICATION PROCEDURES

The deadline for applications is **January 15**. Applications not completed by this date will not be considered. The application process for the Doctor of Audiology (Au.D.) program has two steps: 1) an online application to the college and 2) an application must be completed through the Communication Sciences and Disorders Centralized Application System (CSDCAS) also must be completed. Applicants should begin the process the previous fall. Applicants who wait until January to begin the process often do not meet the **January 15** deadline.

UAMS Online Admissions Application (OAA): An online application to the college is required and is available on the [website](#). A non-refundable application fee of \$40.00 is required and must accompany the OAA application.

Communication Sciences and Disorders Centralized Application System (CSDCAS) Application: Applicants must apply through CSDCAS at <https://csdcas.liaisoncas.com/applicant-ux/#/login>. Create your application in this portal, pay your application fee, and monitor your application status. You will need to upload and submit a number of documents via CSDCAS. Before starting the Central Program Application process please carefully read all Frequently Asked Questions (FAQs) and Instructions to better understand how the process works and what to expect. If you are reapplying, please review these again as this information may be updated. CSDCAS Customer Service is available Monday through Friday, 9:00 AM to 5:00 PM EST. Phone: 617-612-2030; Email: csdcasinfo@csdcas.org.

CAPCSD Application

CAPCSD Application Fee

Official Transcripts: Official transcripts from each college from which you received course credit even if past course work appears on a later transcript. Download the CSDCAS transcript request form and send that to each school's registrar. Send all transcripts for the program application to the following address:

CSDCAS

P.O. Box 9113

Watertown, MA 02471

Note: If you are admitted to the Doctor of Audiology (Au.D.) program you will also need to provide official transcripts from all colleges where courses were still in-progress at the time of the CSDCAS verification deadline.

Graduate Record Examination (GRE) Scores: The Graduate Record Examination (verbal, quantitative, and analytical writing) is required. The GRE must be completed within the last five years at the time of application and include verbal, quantitative, and analytical writing scores. To submit

your GRE score, provide ETS with the **Institution Code: 7504**. **NOTE: Graduate Record Examination (GRE) Scores:** In response to restrictions caused by the COVID-19 outbreak, some academic institutions are waiving requirements for the GRE for applicants. Our program has elected to waive the requirement for the GRE for Fall 2021 admission.

Three Letters of Recommendation: Request letters of recommendation from faculty members familiar with your academic performance. Two of the three should be from faculty members in your major. Letters of recommendation should be completed within the CSDCAS system.

Application Letter. Submit a letter (business format, 12 pt font, and <2 pages) to the Audiology Admissions Committee via CSDCAS that includes:

- An explanation of your interest in audiology.
- Tell us your motivations/inspirations and challenges you have overcome.
- Your long-term and short-term goals.

TOEFL scores as applicable. See International Applicants in the Admissions/Academic Information section of this catalog.

Optional: A limited number of student worker positions are available in the department and with our clinical partners. Decisions about awards are not made until after an admissions offer is accepted. The student worker application is posted on the program [website](#). To apply, complete the online application.

ADMISSION FACTORS

Admission to the program is competitive and based on the following factors:

Academic achievement and aptitude
Leadership and professionalism
Written and oral communication

PREREQUISITES

One undergraduate class in each of the following areas is required: mathematics (college algebra or higher), biological science, physical science (physics or chemistry), behavioral sciences, and statistics. Although there are no prerequisite courses in audiology or speech pathology, the program requires that all students have one course in phonetics and one in language acquisition. If these courses are not completed prior to admission, they must be completed during the first year of study in the program.

ESSENTIAL FUNCTIONS

Please visit the program [website](#) to see the essential functions.

CURRICULUM

A minimum of 118 semester credits (SC) are required in the program. The following sample degree plan demonstrates a program that meets the credit minimum.

Course #	Title	Semester Credit
<u>Year 1</u>		
<i>Fall</i>		
AUDI 5023	Basic Diagnostic Audiology	3
AUDI 5043	Anatomy and Physiology of the Auditory and Vestibular Systems I	3
AUDI 5053	Acoustics and Psychoacoustics	3
AUDI 5113	Instrumentation in Audiology and Speech Pathology	3
AUDI 5401	Audiology Practicum	1
AUDI 5041	Clinical Laboratory	<u>1</u>
		14
<i>Spring</i>		
AUDI 5073	Advanced Diagnostic Audiology	3
AUDI 5193	Anatomy and Physiology of the Auditory and Vestibular Systems II	3
AUDI 5103	Medical Audiology	3
AUDI 5223	Amplification	3
AUDI 5401	Audiology Practicum	1
AUDI 5041	Clinical Laboratory	<u>1</u>
		14
<i>Summer</i>		
AUDI 5013	Research Methods in Communication Disorders	3

AUDI 5063	Auditory Processing	2
AUDI 5401	Audiology Practicum	1
AUDI 5041	Clinical Laboratory	<u>1</u>
		7

Year 2

Fall

AUDI 5153	Pediatric Audiology	3
AUDI 5083	Clinical Electrophysiology	3
AUDI 5162	Genetics of Hearing Loss	2
AUDI 5253	Amplification II	3
AUDI 5401	Audiology Practicum	2
AUDI 5041	Clinical Laboratory	<u>1</u>
		14

Spring

AUDI 5233	Pediatric Amplification and Intervention	3
AUDI 5212	Hearing Conservation	2
AUDI 5243	Audiologic Rehabilitation: Adult	3
AUDI 5263	Evaluation and Treatment of the Balance System	3
AUDI 5401	Audiology Practicum	2
AUDI 5041	Clinical Laboratory	<u>1</u>
		14

Summer

AUDI 5232	Audiology: Practice Management	2
AUDI 5361	Directed Research	2
AUDI 5401	Audiology Practicum	2
AUDI 5041	Clinical Laboratory	<u>1</u>
		7

Year 3

Fall

AUDI 5283	Gerontology in Audiology	3
AUDI 5033	Educational Audiology	3
AUDI 5273	Implant Device Technology	3
AUDI 5361	Directed Research	2
AUDI 5401	Audiology Practicum	2
AUDI 5041	Clinical Laboratory	<u>1</u>
		14

Spring

AUDI 5192	Cultural Competence in Audiology	2
AUDI 5183	Outcomes Research and Evidence Based Practice	3
AUDI 5173	Counseling in Communication Disorders	3
AUDI 5361	Directed Research	2
AUDI 5401	Audiology Practicum	2
AUDI 5041	Clinical Laboratory	<u>1</u>
AUDI 5222	Professional Issues in Audiology and Speech Pathology	<u>2</u>
		15

Summer

AUDI 5361	Directed Research (if not complete)*	(1)
AUDI 5461	Clinical Externship (Practicum)	4
AUDI 5041	Clinical Laboratory	<u>1</u>
		5

Year 4

Fall

AUDI 5361	Directed Research (if not complete)*	(1)
AUDI 5461	Clinical Externship (Practicum)	6
AUDI 5041	Clinical Laboratory	<u>1</u>
		7
Spring		
AUDI 5361	Directed Research (if not complete)*	(1)
AUDI 5461	Clinical Externship (Practicum)	6
AUDI 5041	Clinical Laboratory	<u>1</u>
		<u>7</u>
TOTAL		118

*These directed research credits are not included in total.

Students will earn grades of “C” or better and maintain a minimum overall grade point average of 3.0 to remain in good academic standing. Consequences for not meeting these requirements are on a case-by-case basis as reviewed by the academic and clinical faculty, which may include repeating courses, academic probation and remediation, or dismissal from the program. The Au.D. academic handbook should be consulted for more specific information.

This course work represents a minimum of 72 credits of classroom courses, 6 credits in directed research with successful completion of a research project, 11 credits of clinical laboratory, 13 credits of practicum, and 16 credits of clinical externship during the final academic year.

Au.D./Ph.D. Dual Degree Option

The Au.D./Ph.D. dual degree prepares individuals to conduct research, teach, and/or to participate in leadership roles in prevention, assessment, and non-medical management of auditory and balance system disorders. Audiology clinical researchers and researchers with clinical expertise provide value in translating the advances in basic research to clinical practice and vice versa. Because of their in-depth clinical training, combined with extensive academic research/scholar training, Au.D./Ph.D. students offer unique perspectives with which to view hearing and balance problems. Strengths include facilitation of inter-professional training opportunities, participation on translational research teams, and introduction of new and innovative diagnostic and intervention techniques and strategies. Specialized training in hearing and balance issues coupled with the rigor of an interdisciplinary academic research/scholar program prepares students for the highly rewarding field of clinical research in a wide variety of settings.

Students applying for admission to the Au.D./Ph.D. dual option are required to have completed at least five semesters of study in the Doctor of Audiology program prior to application. Au.D. students interested in pursuing a dual degree should consult with their advisor and/or the Ph.D. and Au.D. program directors prior to application. The student, Au.D. advisor, and Ph.D. advisory committee will develop a program of study designed to meet the individual needs of the student.

INTERPROFESSIONAL EDUCATION (IPE)

In order to graduate from a degree program, every student must complete all Interprofessional Education (IPE) Milestones in each of the following IPE phases: Exposure, Immersion, and Competence.

PROGRAM POLICIES

The following program specific policies and procedures can be found in the student handbooks on the program [website](#).

Attendance

Class and Clinic Hours

Computer Availability

Expected Student Performance and Progression

Official Correspondence

Outside Employment

Professionalism

Social Media

Supervision in Clinics

Student Clinical Responsibilities

Student Driving for Externships

PROGRAM COSTS

The total cost of the eleven semester program can be found on the college [website](#).

Health insurance is required. Unless otherwise insured, cost of student health insurance varies with plan selected. Information on the student health insurance plans is available at the Campus Life and Student Support Center [website](#).

CLINICAL NUTRITION – MASTER OF SCIENCE DEGREE

Department of Dietetics and Nutrition

Clinical Nutrition [Website](#):

UAMS Graduate School

University of Arkansas for Medical Sciences

4301 West Markham Street, #601

Little Rock, AR 72205

Telephone: (501) 686-5454

Email: graduateschool@uams.edu

Website: <http://gradschool.uams.edu/>

THE PROGRAM

The Department of Dietetics and Nutrition offers a Master of Science in Clinical Nutrition through the UAMS Graduate School. The program includes both full-time and part-time enrollment options. The program has a thesis and a non-thesis option, both of which require completion of 36 semester credits. The program is administered through the UAMS Graduate School. Accordingly, the Graduate School Catalog is considered the primary catalog for all students in this program. All provisions (including grievance procedures) in the Graduate School Catalog and the Graduate School Handbook are the authority applicable to students pursuing the Master of Science in Clinical Nutrition. Please visit the Graduate School [website](#) for more information.

APPLICATION PROCEDURES

Please refer to the Graduate School Catalog on the Graduate School [website](#) for application procedures.

Master of Science students seeking admission to the dietetic internship program must use the dietetic internship application process. Acceptance to the Master of Science program does not ensure admission to the dietetic internship program.

PROGRAM POLICIES

Program specific policies and procedures can be found in the student handbook, which is available from the department upon request.

PROGRAM COSTS

The total cost of the four semester program can be found on the college [website](#).

Health insurance is required. Unless otherwise insured, cost of student health insurance varies with plan selected. Information on the student health insurance plans is available at the Campus Life and Student Support Center [website](#).

COMMUNICATION SCIENCES AND DISORDERS – MASTER OF SCIENCE DEGREE

Department of Audiology and Speech Pathology

Speech-Language Pathology [Website](#)

CHP Office of Admissions

College of Health Professions

University of Arkansas for Medical Sciences

4301 West Markham Street, #619

Little Rock, AR 72205

Telephone: (501) 686-5730

Email: CHPAdmissions@uams.edu

THE PROGRAM

The Master of Science (M.S.) degree program in Communication Sciences and Disorders is a unique educational model that combines the academic and clinical resources of a major medical sciences campus located in the Little Rock metro of central Arkansas. It is a full-time two-year program with one cohort of 24 students beginning each fall semester, and it consists of a total of five (5) semesters including one (1) summer. The program's mission, goals, and objectives can be found on the [program website](#).

Students must have earned at least a bachelor's degree from a regionally-accredited college or university. If the bachelor's degree is not in Communication Sciences and Disorders, the applicant will be required to take additional prerequisite coursework. The program is designed to be completed in 2 years (including one summer with a common entry point in the fall). Exceptions to these timelines may occur on an individual basis. All work must be completed within 8 calendar years of initial admission. A minimum of 54 semester credit hours are required for completion of the program.

Successful completion of all program requirements qualifies the student to be eligible for licensure and/or certification. Graduates of this program are eligible to apply to the Arkansas Board of Examiners in Speech Pathology and Audiology for a license to practice speech-language pathology in the state. Graduates will also be eligible to apply for national certification. It is the student's responsibility to be familiar with state licensure and national certification requirements.

ACCREDITATION

The program is accredited by the Council of Academic Accreditation of the American Speech-Language-Hearing Association, 2200 Research Boulevard #310, Rockville, Maryland 20850. Telephone: (800) 498-2071 or (301) 296-5700. Website: www.asha.org.

APPLICATION PROCEDURES

Before starting the CSDCAS process, carefully read all Frequently Asked Questions (FAQs) and Instructions to better understand how the process works and what to expect. If you are reapplying, please review these again as this information may have changed. The deadline for application is **February 15**. Late applications may not be reviewed after this date. Early application is strongly recommended. Official transcripts must be received by CSDCAS before **January 15** to ensure verification. The application process for the Master of Science in Communication Sciences and Disorders at the University of Arkansas for Medical Sciences is a two-step process. Applicants should begin the process the previous October. Applicants who wait until January to begin the process often do not meet the **February 15** deadline.

1. By **February 15**, complete the online application located on the UAMS CHP [website](#).
2. By **January 15**, applications in CSDCAS must be completed (e-submitted, payment received, and transcripts received).

To access this system log on at: <http://portal.csdcas.org>; create your application, and monitor your application status. You will need to submit the following documents via the Communication Sciences and Disorders Centralized Application System (CSDCAS) to complete your application:

1. Transcripts (By January 15)

Download the CSDCAS transcript request form and send that to each school's registrar. Send all transcripts for the program application to the following address:

CSDCAS Transcript Processing Center
P.O. Box 9113
Watertown, MA 02471

Submit an official transcript via CSDCAS from each college from which you received course credit even if past course work appears on a later transcript.

Transcripts and CSDCAS fees must be received by January 15 in order to be verified by the February 15 deadline. All other application materials (letters of recommendation, personal essay, resume, GRE scores, and TOEFL scores must be submitted by February 15.)

Note: If you are admitted to the M.S. Communication Sciences & Disorders program you will also need to provide official transcripts from all colleges where courses were still in-progress at the time of the CSDCAS verification deadline.

Additional Requirements (By February 15)

Submit via CSDCAS:

2. **Three Letters of Recommendation.** At least two of these recommendations should be from academic faculty members who are familiar with your course work in the major.
3. **GRE Scores:** You must give ETS both of the following codes when taking the GRE: **CHP is 6146** and **CSDCAS is 7504**. If you do not do this, you will be charged additional fees from ETS to have your scores sent to either CHP or CSDCAS. **NOTE: Graduate Record Examination (GRE) Scores:** In response to restrictions caused by the COVID-19 outbreak, some academic institutions are waiving requirements for the GRE for applicants. Our program has elected to waive the requirement for the GRE for Fall 2021 admission.
4. **Personal Essay:** Submit a one-page essay (12 pt. font) to the Speech-Language Pathology Admissions Committee addressing the following items:
 - Why do you want to be a speech-language pathologist?
 - Tell us your motivations, inspirations, and challenges you have overcome.
 - What are your long-term and short-term goals?
5. **Resume:** Submit a one-page resume (12 pt. font). Tell us what you have done outside your classes, such as:
 - Community Service
 - Relevant Work Experience
 - Research and Clinical Interests
 - Awards and Scholarships

6. **TOEFL scores** as applicable. See International Applicants in the Admissions/Academic Information section of this catalog

Submit via UAMS Online Admissions Application (OAA):

By February 15, complete a UAMS Online Admissions Application located on the UAMS [website](#). Be sure to choose the "Communication Sciences and Disorders (Master of Science)" program. You must "submit" this application and pay the \$40.00 fee by February 15 to be considered for admission. Note: This is a separate application and fee in addition to CSDCAS. You will be asked to provide your UAMS Online Admissions Application number in order to complete the CSDCAS application.

Application Process Summary

By January 15, submit all transcripts to CSDCAS and pay the fee.

By February 15, submit to CSDCAS: (a) letters of recommendation, (b) GRE and TOEFL Scores, (c) Personal Essay, and (d) Resume.

By February 15, submit the OAA application and pay the fee.

The OAA application must be submitted and the CSDCAS application must be verified by February 15 in order to be considered for admissions.

Applications not completed/verified by this date will not be considered in the application process.

Student Worker Application: If you are interested in being considered for a student worker position, complete an application and the required written essay. Mail to: Speech-Language Pathology Admissions Committee, Department of Audiology and Speech Pathology, 4301 West Markham St., Slot #702, Little Rock, AR 72205. The student worker application is posted on the [program website](#).

CSDCAS Customer Service is available Monday through Friday, 9:00 AM to 5:00 PM EST. Phone: 617-612-2030; Email: csdcasinfo@csdcas.org. Students whose undergraduate degrees are not in Communication Sciences and Disorders or Speech-Language Pathology must complete a sequence of ten pre-professional courses in communication disorders, prior to admission into the program. Contact the Department of Audiology and Speech Pathology for more information.

ADMISSION FACTORS

Admission to the Master of Science degree program is competitive and based on the following factors:

Academic achievement
Academic aptitude
Leadership and professionalism
Written and oral communication

PREREQUISITES

Undergraduate course work in mathematics (college algebra or higher) and in biological, physical, and behavioral sciences is required. A course in statistics is required. If you do not have a bachelor's degree in Communication Sciences and Disorders, ten pre-professional courses must be taken prior to admission into the program.

TECHNICAL STANDARDS

Please visit the program [website](#) to see the technical standards.

CURRICULUM

A minimum of 54 semester credits (SC) are required in the program. The following sample degree plan demonstrates a program that meets the credit minimum:

Course	Title	Credits
<u>Year 1</u>		
<i>Fall</i>		
CSDM 5051	Practicum	2
CSDM 5093	Neurogenic Language Disorders	3
CSDM 5113	Child Language Disorders	3
CSDM 5183	Spoken Sound Disorders	3
CSDM 5202	Topics in SLP (Clinic Lab 1)	1
CSDM 5353	Voice Disorders	<u>2</u>
		13
<i>Spring</i>		
CSDM 5051	Practicum	1
CSDM 5192	Neurogenic Speech Disorders	2
CSDM 5193	Social Communication Disorders	3
CSDM 5202	Topics in SLP (Clinic Lab 2)	1
CSDM 5213	Dysphagia	3
CSDM 5282	Literacy Disorders	<u>2</u>
		12
<i>Summer</i>		
CSDM 5013	Research Methods in Communication Disorders	3
CSDM 5051	Practicum	1
CSDM 5202	Topics in SLP (Clinic Lab 3)	1
CSDM 5201 OR 5363	Thesis - - OR - - Independent Research	<u>1</u>
		6
<u>Year 2</u>		
<i>Fall</i>		
CSDM 5051	Practicum	1
CSDM 5114	Cognitive Communication Disorders	3
CSDM 5122	Fluency Disorders	2
CSDM 5163	Auditory Based Intervention	2
CSDM 5201 OR 5363	Thesis - - OR - - Independent Research	1
CSDM 5293	Multicultural Issues	<u>3</u>
		13

Spring

CSDM 5042	Augmentative and Alternative Communication	2
CSDM 5051	Practicum	3
CSDM 5152	Ethics & Professional Issues	2
Select One:		
CSDM 5201	Thesis (<i>no elective needed</i>)	4
CSDM 5363	Independent Research (<i>select one elective</i>)	1
Electives:		
CSDM 5173	Counseling in Communication Disorders	3
CSDM 5202	Topics in Speech-Language Pathology	2
CSDM 5262	Craniofacial Speech Disorders	2
CSDM 5273	Advanced Differential Diagnosis	2
CSDM 5304	Independent Study (LEND student only) Sec 01	2
CSDM 5304	Independent Study Sec 02	<u>2</u>
		10-11
TOTAL		54-55

Students will excel academically earning grades of “C” or better and at a minimum maintain an overall grade point average of 3.0 to remain in good academic standing. Consequences for not meeting these requirements are on a case-by-case basis as reviewed by the academic and clinical faculty, which may include repeating courses, academic probation and remediation, or dismissal from the program. The M.S. program academic handbook should be consulted for more specific information. A minimum GPA of 3.0 is required to earn the degree. The course work represents a minimum of 46-47 credits of classroom courses (including 3 credits of Independent Research or 6 credits of Thesis) and 8 credits of Practicum.

INTERPROFESSIONAL EDUCATION (IPE)

In order to graduate from a degree program, every student must complete all Interprofessional Education (IPE) Milestones in each of the following IPE phases: Exposure, Immersion, and Competence.

PROGRAM POLICIES

The following program specific policies and procedures can be found in the student handbook on the program [website](#):

Attendance
Class and Clinic Hours
Computer Usage and Access
Expected Student Performance and Progression
Official Correspondence
Outside Employment
Professionalism
Social Networking
Supervision in Clinics and Laboratories
Student Responsibilities
Student Transportation

PROGRAM COSTS

The total cost of the five semester program can be found on the college [website](#).

Health insurance is required. Unless otherwise insured, cost of student health insurance varies with plan selected. Information on the student health insurance plans is available at the Campus Life and Student Support Center [website](#).

COMMUNICATION SCIENCES AND DISORDERS – DOCTOR OF PHILOSOPHY DEGREE

Department of Audiology and Speech Pathology

Communication Sciences and Disorders [Website](#)

UAMS Graduate School

University of Arkansas for Medical Sciences
4301 West Markham Street, #601
Little Rock, AR 72205

Telephone: (501) 686-5454
Email: graduateschool@uams.edu
Website: <http://gradschool.uams.edu/>

THE PROGRAM

The Department of Audiology and Speech Pathology offers the Doctor of Philosophy degree through the UAMS Graduate School. The curriculum is designed to emphasize the science of speech, language, and hearing, the acquisition of knowledge through research about human communicative

disorders, and the advanced study and practice of methods for evaluation and treatment of those disorders. The curriculum follows a teacher/scholar model which recognizes the importance of teaching and supervision pedagogy consistent with best practices. The program accepts applications for admission for both full- and part-time students. Students may apply and be admitted to the Ph.D. program each semester but fall application is encouraged. Students enrolled in the Ph.D. program full-time must enroll in at least 9 semester credit hours during the fall or spring semesters. Full time requirements for summer vary depending upon financial aid status. Part-time students must enroll in a minimum of 5 semester credit hours each semester.

The Graduate School Catalog is considered the primary catalog for all students in this program. All provisions (including grievance procedures) in the Graduate School Catalog and the Graduate School Handbook are the authority applicable to students pursuing the Doctor of Philosophy degree in Communication Sciences and Disorders. Please visit the Graduate School [website](#) for more information.

APPLICATION PROCEDURES

Please refer to the Graduate School section of this catalog for application procedures.

TECHNICAL STANDARDS

Please visit the program [website](#) to see the technical standards.

PROGRAM POLICIES

The following program specific policies and procedures can be found in the Ph.D. Program Handbook on the program [website](#):

Full-Time/Part-Time Status

Leave of Absence Policy

Retention/Probation Policy

Transfer Credit Policy

PH.D./AU.D. DUAL DEGREE OPTION

The Ph.D./Au.D. dual degree prepares individuals to conduct research, teach, and/or to participate in leadership roles in prevention, assessment, and non-medical management of auditory and balance system disorders.

It is anticipated that potential students seeking a joint Ph.D./Au.D. degree will be practicing audiologists with an earned Master's degree. Audiology clinical researchers and researchers with clinical expertise provide value in translating the advances in basic research to clinical practice and vice versa. Because of their indepth clinical training, combined with extensive academic research/scholar training, Ph.D./Au.D. students offer unique perspectives with which to view hearing and balance problems. Strengths include facilitation of inter-professional training opportunities, participation on translational research teams, and introduction of new and innovative diagnostic and intervention techniques and strategies. Specialized training in hearing and balance issues coupled with the rigor of an interdisciplinary academic research/scholar program prepares students for the highly rewarding field of clinical research in a wide variety of settings.

Students applying for admission to the Ph.D./Au.D. dual option are required to have completed one semester of study in the Communication Sciences and Disorders Consortium Ph.D. program prior to application. Ph.D. students interested in pursuing a dual degree should consult with their research mentor, program committee and/or the Ph.D. and Au.D. program directors prior to application. The student, Ph.D. mentor, and advisory committee will develop a program of study designed to meet the individual needs of the student.

PROGRAM COSTS

Tuition and fees for the Ph.D. program are paid through the UAMS graduate school. The process for paying tuition and fees for the Ph.D. program depends upon whether students have external or internal funding, have applied for federal loans, or have no funding. Please contact Dr. Betholyn Gentry at gentrybetholyn@uams.edu for instructions on how your tuition and fees should be paid each semester.

For information about current tuition and fees per institution please see:

UAMS Tuition and Fees:

<http://gradschool.uams.edu/students/tuition-and-fees/>

CYTOTECHNOLOGY – BACHELOR OF SCIENCE DEGREE

Department of Laboratory Sciences

Cytotechnology [Website](#)

CHP Office of Admissions

College of Health Professions

University of Arkansas for Medical Sciences

4301 West Markham Street, #619

Little Rock, AR 72205

Telephone: (501) 686-5730

Email: CHPadmissions@uams.edu

THE PROGRAM

Cytotechnology is a full-time, day program with one cohort of up to 10 students beginning each fall semester. It is a 12-month program that requires completion of three semesters (fall, spring, summer) upon which a Bachelor of Science in Cytotechnology is awarded. Graduates of the cytotechnology program are eligible to apply for the certification examination in cytotechnology given by the American Society of Clinical Pathology Board of Certification. The program's mission, goals, and competencies can be found on the department website.

The Bachelor of Science in Cytotechnology consists of 80 semester credits of prerequisite course work and 40 semester credits in the cytotechnology program for a total of 120 credits.

ACCREDITATION

The cytotechnology program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), 25400 U.S. Highway 19 North, Suite 158, Clearwater, Florida 33756. Telephone: (727) 210-2350. Website: www.caahep.org.

APPLICATION PROCEDURES

All application materials should be received by **April 15** to be considered for admission. Send all requested materials to the CHP Office of Admissions. Applicants must provide:

UAMS Online Admissions Application (OAA): An online application to the college is required and is available on the [website](#). A non-refundable application fee of \$40.00 is required and must accompany the OAA application.

Official Transcripts: Arrange for each college or university you have attended to forward an official transcript of your course work. A minimum cumulative GPA and biological science GPA of 2.50 is required to be considered for admission.

Interview: Qualified applicants are contacted to arrange an interview to be conducted in small groups.

TOEFL scores as applicable. See International Applicants in the Admissions/Academic Information section of this catalog.

ADMISSION FACTORS

Admission is competitive and based on the following factors:

Academic achievement

Leadership and professionalism

Written and oral communication

PREREQUISITES

The following 80 credits are required for admission. These credits may be completed at any regionally accredited college or university, and must fulfill all College requirements regarding acceptance of transfer credit.

<u>Area/Typical Course Title</u>	<u>Minimum Credits</u>
ENGLISH/COMMUNICATION	
English Composition	
Two-semester sequence of English Composition	6
Speech Communication	
Fundamentals of Speech or Speech Communication	3
MATHEMATICS	
College Algebra (or higher level Mathematics)	3
SCIENCE	
Biology	
Biological Science (Recommended: General Biology, Cell Biology, Genetics, Microbiology, Anatomy & Physiology, and Histology) with laboratories	20
Chemistry	
Two-semester sequence of Chemistry with laboratories*	8
*Fundamental Chemistry I & II, College/General Chemistry I & II, or Organic Chemistry I & II are preferred. Contact the CHP Office of Admissions if you have any questions about the preferred Chemistry courses.	
FINE ARTS/HUMANITIES	
Fine Arts	
Music, Art, Theater	3
Humanities	

Philosophy, Political Science, Literature, or Humanities 3

SOCIAL SCIENCES

History

History of the United States or National Government 3

Social Sciences

Other Social Sciences (Recommended: Psychology, Sociology, Anthropology, Economics or Geography) 6

ELECTIVES 25

TOTAL **80**

TECHNICAL STANDARDS

Technical Standards can be found on the program [website](#).

CURRICULUM

The following 40 SC are required in the program:

Course #	Title	Credits
Fall		
CYTO 4411	Introduction to Cytotechnology	4
CYTO 4412	Gynecological Cytopathology I	4
CYTO 4313	Gynecological Cytopathology II	3
CYTO 4614	Non-Gynecological Cytopathology I	<u>6</u>
		17
Spring		
CYTO 4126	Molecular Diagnostics Laboratory	1
CYTO 4221	Laboratory Operations	2
CYTO 4225	Molecular Diagnostics	2
CYTO 4424	Cytology Internship I	4
CYTO 4623	Non-Gynecological Cytopathology II	<u>6</u>
		15
Summer		
CYTO 4331	Comprehensive Cytotechnology	3
CYTO 4531	Cytology Internship II	<u>5</u>
		8
TOTAL		40

A letter grade of "C" or better is required for the student to progress in the program. A minimum GPA of 2.0 is required to earn the degree.

INTERPROFESSIONAL EDUCATION (IPE)

In order to graduate from a degree program, every student must complete all Interprofessional Education (IPE) Milestones in each of the following IPE phases: Exposure, Immersion, and Competence.

PROGRAM COSTS

The total cost of the three semester program can be found on the college [website](#).

Health insurance is required. Unless otherwise insured, cost of student health insurance varies with plan selected. Information on the student health insurance plans is available at the Campus Life and Student Support Center [website](#).

DENTAL– GENERAL PRACTICE RESIDENCY

Center for Dental Education

General Practice Residency [Website](#)

Center for Dental Education

College of Health Professions

University of Arkansas for Medical Sciences

4301 West Markham Street, #624

Little Rock, AR 72205

Telephone: (501) 686-8089

Email: DentalEducation@uams.edu

Website: <http://dentaleducation.uams.edu/>

THE PROGRAM

The General Practice Residency (GPR) program is an intensive, full-time, post-graduate training program with one cohort of up to five residents beginning each July. It consists of 12 months of advanced dental education in clinical dentistry and is conducted primarily within a hospital environment.

The GPR is a postdoctoral educational program designed to provide essential skills, attitudes and abilities related to the contemporary practice of advanced general dentistry, with emphasis on total patient-centered care. The program provides the resident the opportunity to augment his/her knowledge of oral disease and his/her diagnostic and therapeutic skills in dentistry. Treatment of oral disease in the medically complex patient and/or hospitalized patient is emphasized. A private practice environment is maintained throughout the program to assist the recent dental school graduate in the transition from academics to "real world dentistry."

The didactic portion of the program includes a lecture series occurring every Friday afternoon covering various disciplines in both dental and medical subjects. The clinical curriculum includes two-week clinical rotations through emergency medicine and otolaryngology. Each resident also participates in a four-week rotation at Arkansas Children's Hospital (ACH) with focus on anesthesia and pediatric and special needs dentistry. A two-week oral surgery rotation consists of the resident assisting and providing treatment with the faculty oral surgeon at ACH. An endodontic course, taught by an endodontist, focuses on molar and premolar teeth and includes didactic as well as hands-on clinical content. An implant course involves didactic as well as clinical instruction. This is taught by faculty and is associated with a Nobel Biocare implant grant we receive. Each resident spends time at the UAMS 12th Street Health and Wellness Center and Harmony Health Clinic. Please refer to the curriculum section for a comprehensive list of program topics.

Successful completion of all program requirements qualifies the resident to receive a Certificate of Completion. The program's mission, goals, and competencies/learning outcomes can be found on the program [website](#).

ACCREDITATION

This program is accredited by the Commission on Dental Accreditation of the American Dental Association, 211 East Chicago Avenue, Suite 1900, Chicago, Illinois 60611. Telephone: (312) 440-2500.

Website: www.ada.org/en/coda

APPLICATION PROCEDURES

Applicants must be a graduate of a four year fully-accredited North American dental school program. Successful completion of the National Boards Part I is required. The Advanced Dental Admissions Test is not required.

All applicants must apply through the American Dental Education Association's Postdoctoral Application Support Service (PASS) program. The deadline to have all documents submitted is **October 15, 2020**. Late applications may not be reviewed. Application materials can be obtained from your dental school or by writing:

ADEA PASS
1625 Massachusetts Avenue N.W., Suite 600
Washington, D.C. 20036-2212
Telephone: (202) 332-8795
<http://www.adea.org/PASSapp>

CURRICULUM

The didactic portion of the curriculum includes lectures, patient care conferences, advanced treatment planning sessions, and journal club sessions. Topics include, but are not limited to:

- ACLS
- Advanced Treatment Planning
- AHA/EKG: Review and Competency Test
- Anesthesia
- Behavior Management for the Pediatric Patient
- Dental Clearance Topics: Stem-cell, liver and kidney transplant, head and neck radiation, chemotherapy and bisphosphonate therapy, joint replacement, and cardiovascular surgery
- Dental Emergencies
- Dental Implants
- Dental Management of Special Needs Patients
- Dental Management of the Medically Compromised Patient
- Dental Restorations: Techniques, Pearls, Decisions
- Dental Sleep Medicine
- Emergency Medicine
- Endodontics
- Ethics and Patient-Focused Care

- Facial Pain Introduction
- Full Mouth Reconstruction
- Geriatric Patient Care
- Interpretations of Lab Studies
- Laboratory & Materials
- Management of Traumatic Dental Injuries
- Oral Pathology
- Oral Surgery
- Orofacial Pain
- Orthodontics
- Pain and Anxiety Control
- Pediatric Dentistry
- Periodontics
- Pharmacology
- Photography
- Principles of Practice Management/Jurisprudence
- Psychology
- Radiation Oncology: The Cancer Patient
- Removable Prosthodontics
- Social Media Risks
- Sleep Dentistry Introduction
- Treatment of TMD

PROGRAM POLICIES

Program specific policies and procedures can be found in the resident handbook on the program [website](#). The Prospectus includes information such as program goals, rotations, facilities, application processes, and financial information. The Prospectus information can be found on the program [website](#).

PROGRAM COSTS

Trajecsys, which is procedure log computer software, is \$100.00 per year.
Residents must be ACLS certified before program starts. Cost averages \$185.00

DENTAL HYGIENE – BACHELOR OF SCIENCE DEGREE

Department of Dental Hygiene

Dental Hygiene [Website](#)

CHP Office of Admissions

College of Health Professions
University of Arkansas for Medical Sciences
4301 West Markham Street, #619
Little Rock, AR 72205

Telephone: (501) 686-5730
Email: CHPadmissions@uams.edu

THE PROGRAM

The Dental Hygiene program is a full-time, day program with one cohort of 36 students beginning each fall semester. It consists of four fall/spring semesters with one intervening summer session. The program's mission, goals, and clinical competencies/learning outcomes can be found on the department website.

Successful completion of all program requirements qualifies the student to apply for state, regional, and national examinations required for licensure. Successful completion of the program does not ensure licensure.

The Bachelor of Science in Dental Hygiene consists of 51 semester credits of prerequisite course work and 69 credits in the dental hygiene curriculum, for a total of 120 credits.

ACCREDITATION

The program is accredited by the Commission on Dental Accreditation of the American Dental Association, 211 East Chicago Avenue, Suite 1900, Chicago, Illinois 60611.

Telephone: (312) 440-2500.

Website: www.ada.org/100.aspx.

APPLICATION PROCEDURES

All requirements must be completed and all application materials should be received by **March 1**. Late applications may not be reviewed after this date. Send all requested material to the CHP Office of Admissions. Applicants must provide:

UAMS Online Admissions Application (OAA): An online application to the college is required and is available on the [website](#). A non-refundable application fee of \$40.00 is required and must accompany the application.

Official Transcripts: Arrange for each college or university you have attended to forward an official transcript of your course work. For admission consideration, a minimum cumulative and prerequisite GPA of 2.75 is required. Applicants must have completed College Algebra and three out of the five science prerequisite courses with a grade of “C” or better prior to the application deadline.

Official ACT Scores: Official ACT scores documented on official high school transcripts are acceptable. A minimum composite score of 20 is preferred.

Professional Observation Form: A professional observation form signed by a dentist or a dental hygienist that documents at least 20 observation hours in a dental office. The form must be mailed, faxed, or scanned and emailed to chpadmissions@uams.edu by the dental office before the application deadline. The professional observation form is available on the program [website](#).

Personal Statement: All applicants must submit a personal statement no longer than 500 words that addresses the following questions: Why do you want to enter the dental hygiene profession?; What are some experiences that have helped to prepare you for your career?; What are your short-term goals?; What are your long-term goals?; What are your strengths?; What are your weaknesses or areas needing improvement?

Interview: The most qualified applicants will be contacted after the admissions deadline to arrange an interview. During the interview process, candidates will perform a writing prompt and a clinic activity the same day as the interview.

TOEFL scores as applicable. See International Applicants in the Admissions/Academic Information section of this catalog.

PREREQUISITES AND DEGREE REQUIREMENTS

The following 51 credits are required for admission. All listed courses are required from a regionally accredited post-secondary academic institution and must fulfill all College requirements regarding acceptance of transfer credit. If in doubt of the suitability of the following prerequisite courses, please contact the CHP Office of Admissions.

Area/Typical Course Title	Minimum Credits
ENGLISH/COMMUNICATION	
English Composition	
Two-semester sequence of English Composition	6
Speech Communication	
Fundamentals of Speech or Speech Communication*	3
MATHEMATICS	
College Algebra (or higher level Mathematics)	3
SCIENCE	
Chemistry	
Principles of chemistry course with laboratory	4
Anatomy & Physiology	
Anatomy & Physiology I & II (no labs required)	6
Biology	
Principles of biology course with laboratory (A zoology course is also acceptable.)	4
Microbiology	
Microbiology with laboratory	4
FINE ARTS/HUMANITIES	
Fine Arts	
Music, Art, Theater	3
Humanities	
Philosophy, Political Science, Literature, or Humanities	3
SOCIAL SCIENCES	
History	
History of the United States or National Government	3
Psychology	
General Psychology	3

Sociology

Introduction to Sociology	3
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Lower Level Electives	<u>6</u>
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TOTAL	51
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*Due to rules set forth by the Commission on Dental Accreditation of the American Dental Association, Speech Communication is a required prerequisite and cannot be substituted by an additional Fine Arts/Humanities course.

Chemistry, biology, and microbiology courses must include laboratory sections. Anatomy & Physiology courses do not require labs Credit by examination will not be given for science courses. A course grade of "C" or higher must be achieved to satisfy program prerequisite and core curriculum requirements.

Proof of successful completion of course work taken in a semester immediately preceding entry into the professional curriculum must be presented before registration.

TECHNICAL STANDARDS

Technical Standards can be found on the program [website](#).

CURRICULUM

The following 69 credits are required:

Course #	Title	Credits
<u>Year 1</u>		
<i>Fall</i>		
DHYG 2211	Introduction to Dental Hygiene Theory	3
DHYG 2215	Oral Anatomy	2
DHYG 2217	Dental Radiography I	2
DHYG 2513	Dental Hygiene Pre-clinic	4
DHYG 2517	Periodontal Instrumentation	<u>1</u>
DHYG 3315	Head and Neck Anatomy	<u>4</u>
		16
<i>Spring</i>		
DHYG 2119	Dental Hygiene Seminar I	1
DHYG 2223	Dental Radiography II	2
DHYG 2231	Dental Hygiene Theory I	3
DHYG 2331	Dental Hygiene Clinic I	2
DHYG 3242	Management of Patients with Special Needs	4
DHYG 3434	Pathology	<u>4</u>
		16
<i>Summer</i>		
DHYG 3245	Dental Hygiene Clinic—Summer	2
DHYG 3246	Local Anesthesia	<u>2</u>
		4
<u>Year 2</u>		
<i>Fall</i>		
DHYG 2327	Dental Materials	3
DHYG 3231	Dental Hygiene Theory II	2
DHYG 3331	Dental Hygiene Clinic II	3
DHYG 3332	Pharmacology	3
DHYG 3335	Periodontology	3
DHYG 3344	Community Dentistry I	<u>3</u>
		17

Spring

DHYG 3119	Dental Hygiene Seminar II	1
DHYG 3241	Dental Hygiene Theory III	2
DHYG 3243	Ethics, Jurisprudence and Practice Management	2
DHYG 3244	Community Dentistry II	2
DHYG 3333	Nutrition	3
DHYG 3341	Dental Hygiene Clinic III	<u>3</u>
DHYG 4411	National Board Dental Hygiene Examination Review	<u>3</u>
		16
TOTAL		69

A grade of "F" or a mark of "U" or "NC" is not acceptable for progression to the next semester, nor is it acceptable for graduation if it occurs in the last semester of the program. A grade of "D" in the following professional courses is not acceptable for progression to the next semester, nor is it acceptable for graduation if it occurs in the last semester of the program: Introduction to Dental Hygiene Theory (DHYG 2211), Periodontal Instrumentation (DHYG 2517), Dental Radiography I (DHYG 2217), Dental Hygiene Theory I (DHYG 2231), Dental Radiography II (DHYG 2223), Local Anesthesia (DHYG 3246), Dental Hygiene Theory II (DHYG 3231), and Dental Hygiene Theory III (DHYG 3341). A minimum GPA of 2.0 is required to earn the degree.

INTERPROFESSIONAL EDUCATION (IPE)

In order to graduate from a degree program, every student must complete all Interprofessional Education (IPE) Milestones in each of the following IPE phases: Exposure, Immersion, and Competence.

PROGRAM POLICIES

The following program specific policies and procedures can be found in the student handbook on the department [website](#).

Acceptable Grades for Progression

Attendance Policy

Computer Usage

CPR Certification

E-mail

Examination Protocol

Grading Scales

Requesting Extra Clinic Time

Responsibilities as a UAMS Dental Hygiene Student

Social Networking

Student Behavior and Dress

Student Supervision in the Clinic and Laboratory

Student Transportation, Parking, and Clinic Rotation Hours

PROGRAM COSTS

The total cost of the five semester program can be found on the college [website](#). Health insurance is required. Unless otherwise insured, cost of student health insurance varies with plan selected. Information on the student health insurance plans is available at the Campus Life and Student Support Center [website](#).

DIAGNOSTIC MEDICAL SONOGRAPHY – BACHELOR OF SCIENCE DEGREE

Department of Imaging and Radiation Sciences

Diagnostic Medical Sonography [Website](#)

CHP Office of Admissions

College of Health Professions

University of Arkansas for Medical Sciences

4301 West Markham Street, #619

Little Rock, AR 72205

Telephone: (501) 686-5730

Email: CHPadmissions@uams.edu

THE PROGRAM

The Diagnostic Medical Sonography program is a full-time program with a cohort of 13 students beginning each fall semester. It consists of four fall/spring semesters with one intervening summer session. The program's mission, goals, and competencies/learning outcomes can be found on the department website.

Applicants may be accepted if they have completed all 47 credits of prerequisite course work. Senior students will select one of two areas of concentrations in either vascular sonography or adult echocardiography. The 47 credits of prerequisite courses plus the 73 credits of professional courses equals the 120 credits requirement for a Bachelor of Science degree in Diagnostic Medical Sonography.

Diagnostic Medical Sonography UAMS NW Campus, Fayetteville, Arkansas: The Bachelor of Science degree program in Diagnostic Medical Sonography will be offered in Northwest Arkansas at the UAMS NW Campus in Fayetteville. The prerequisite and professional components of this program will be the same as those of the Little Rock program, as described above and on the following pages. The DMS program plans on admitting its first cohort of three students on the UAMS NW Campus in spring 2021 with classes beginning in the fall 2021 term. Successful completion of all program requirements qualifies the student to apply for state, regional, and national examinations for licensure. To earn these credentials, candidates must pass the following American Registry for Diagnostic Medical Sonography (ARDMS) examinations: **Registered Diagnostic Medical Sonographer (RDMS):** Sonography Principles and Instrumentation AND Abdomen, OR Obstetrics & Gynecology. **Registered Vascular Technologist (RVT):** Sonography Principles and Instrumentation AND Vascular Technology. **Registered Diagnostic Cardiac Sonographer (RDCS):** Sonography Principles and Instrumentation AND Adult Echocardiography. Successful completion of the program does not ensure registration. Each student is responsible for familiarizing himself/herself with the applicable registration requirements. See: www.ARDMS.org.

ACCREDITATION

The program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) in general, cardiac, and vascular imaging. The contact information is 25400 U.S. Highway 19 North, Suite 158, Clearwater, Florida 33763. Telephone: (727) 210-2350. Website: www.caahep.org.

APPLICATION PROCEDURES

Application materials should be received by **March 1** to be considered for admission. Late applications may not be reviewed after this date. Send all materials to the CHP Office of Admissions unless otherwise instructed. Applicants must provide:

UAMS Online Admissions Application (OAA): An online application to the college is required and is available on the [website](#). A non-refundable application fee of \$40.00 is required and must accompany the OAA application.

Official Transcripts: Arrange for each college or university you have attended to forward an official transcript of your course work. A minimum cumulative GPA of 2.5 or higher for all undergraduate courses is required.

Professional Observation: Applicants are required to gain an understanding of the responsibilities and duties of the diagnostic medical sonographer through direct observation of an ARDMS Registered Sonographer in a hospital department where sonography is practiced and through discussion with current sonographers in the field. Details of the observation and a verification form are available at the program's [website](#). The form must be received before the **March 1** deadline.

Counseling: Qualified applicants must present themselves in person for academic counseling in the division. This counseling session will be scheduled by the program.

TOEFL scores as applicable. See International Applicants in the Admissions/Academic Information section of this catalog.

ADMISSION FACTORS

Admission to the diagnostic medical sonography program is competitive and based on the following factors:

Academic achievement
Leadership and professionalism
Written and oral communication

PREREQUISITES

Applicants must have completed, or be currently enrolled in, Introductory College Physics, College Algebra, and Anatomy and Physiology II before the **March 1** application deadline. Applicants may not have more than nine credits of remaining prerequisite courses that will be completed during the summer semester prior to enrollment in the fall.

The following 47 credits are required from an accredited college or university and must fulfill all College requirements regarding acceptance of transfer credit:

Area/Typical Course Title	Minimum Credits
ENGLISH/COMMUNICATION	
English Composition	
Two-semester sequence of English Composition	6
Speech Communication	
Fundamentals of Speech or Speech Communication*	3
MATHEMATICS	
College Algebra (or higher level Mathematics)	3
SCIENCE	

Biology

Two-semester sequence of Anatomy and Physiology with laboratory** 8

Physics

Introductory College Physics*** 3

FINE ARTS/HUMANITIES**Fine Arts**

Music, Art, Theater 3

Humanities

Philosophy, Political Science, Literature, or Humanities 3

SOCIAL SCIENCES**Psychology**

General Psychology 3

Sociology

Introduction to Sociology 3

History

American History or National Government 3

Two-semester sequence of History of Civilization or World History 6

COMPUTER SCIENCE

Computer Fundamentals/Applications 3

TOTAL**47**

*Due to rules set forth by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), Speech Communication is a required prerequisite and cannot be substituted by an additional Fine Arts/Humanities course.

**Both Anatomy & Physiology I and Anatomy & Physiology II must be a full semester (15 weeks) in length; condensed courses, such as those taught during a summer semester, are not acceptable.

***Introductory College Physics must cover acoustics, wave motion, heat, electricity, force, and energy. Two courses may be required to cover all topics. Refer to the website to determine acceptable Physics courses. If your school is not listed, please contact the CHP Office of Admissions for assistance.

To be considered for acceptance into the program, the applicant must have earned a cumulative GPA of 2.5 or higher at the time of application. In addition, only grades of "C" or higher are accepted in all course work.

Actual course titles may vary among institutions. Consult the Division Director for preprofessional counseling.

Fulfillment of the Diagnostic Medical Sonography preprofessional curriculum does not assure admittance into the professional program (please see Application Procedures and Deadlines).

TECHNICAL STANDARDS

Technical Standards can be found on the program [website](#).

CURRICULUM

The following 73 credits are required in the program.

Course #	Title	Credits
Year 1		
Fall		
DMSO 2310	Basic Patient Care	3
DMSO 3211	Sectional Anatomy	2
DMSO 3221	Gynecologic Sonography	2
DMSO 3312	Introductory Physics	3
DMSO 3313	Abdominal Sonography	3
DMSO 3514	Clinical Practicum I	<u>5</u>
		18

Spring

DMSO 3222	Advanced Physics	2
DMSO 3321	Sonographic Applications: Obstetrics	3
DMSO 3824	Clinical Practicum II	8
DMSO 4242	Sonographic Conference	<u>2</u>
		15

Summer

DMSO 3541	Clinical Practicum III	5
DMSO 4342	Introductory Cardiac & Vascular Sonography	<u>3</u>
		8

Year 2**Fall**

CHPI 4301	Health Care Systems in America	3
DMSO 4352	Doppler Sonography & Advanced Hemodynamics	3
DMSO 4353	Intermediate Vascular Sonography, –OR–	
DMSO 4354	Intermediate Cardiac Sonography	3
DMSO 4843	Clinical Practicum IV	<u>8</u>
		17

Spring

DMSO 4251	Cardiovascular Pathophysiology	2
DMSO 4261	Current Issues in Health Care	2
DMSO 4363	Advanced Vascular Sonography –OR–	
DMSO 4364	Advanced Cardiac Sonography	3
DMSO 4854	Clinical Practicum V	<u>8</u>
		15

TOTAL**73**

All professional courses must be completed with a grade of “C” or higher for progression to the next semester and for graduation. A minimum GPA of 2.0 is required to earn the degree.

INTERPROFESSIONAL EDUCATION (IPE)

In order to graduate from a degree program, every student must complete all Interprofessional Education (IPE) Milestones in each of the following IPE phases: Exposure, Immersion, and Competence.

PROGRAM POLICIES

The following program specific policies and procedures can be found in the student handbook on the program [website](#):

Attendance, Absenteeism

Infractions of Departmental Policy and Procedure

Policy on Pregnancy

Professional Responsibilities

Student Awards and Honors

Student Responsibilities in the Classroom and Laboratory

Student Responsibilities in the Clinical Area

PROGRAM COSTS

The total cost of the five semester program can be found on the college [website](#).

Health insurance is required. Unless otherwise insured, cost of student health insurance varies with plan selected. Information on the student health insurance plans is available at the Campus Life and Student Support Center [website](#).

DIETETIC INTERNSHIP – POST-BACHELOR’S CERTIFICATE

Department of Dietetics and Nutrition

Dietetics and Nutrition [Website](#)

CHP Office of Admissions

College of Health Professions

University of Arkansas for Medical Sciences

4301 West Markham Street, #619

Little Rock, AR 72205

Telephone: (501) 686-5730

Email: CHPAdmissions@uams.edu

THE PROGRAM

The Dietetic Internship program consists of a 40-week, full-time, experience with a minimum of 40 hours scheduled per week. Interns are required to enroll in 12 hours of graduate course work that includes clinical and administrative supervised practice experiences. Fourteen students are accepted into the internship program each year.

The program is jointly sponsored by the University of Arkansas for Medical Sciences and the Central Arkansas Veterans Healthcare System. Affiliations with a number of hospitals, school food services, and clinics in the central Arkansas area provide experiences that supplement and complement those received at the primary training sites.

Successful completion of the program requirements qualifies the graduate to apply for the national registration examination through The Commission on Dietetic Registration. Upon successful completion of the examination, the graduates become Registered Dietitians (RD) and eligible for state licensure. Successful completion of the program does not itself ensure registration or licensure. Each student is responsible for familiarizing himself/herself with the applicable registration and licensure requirements.

The following are required for an applicant to be considered for the program: 1) bachelor's degree from an accredited university, 2) successful completion of an ACEND-accredited Didactic Program in Dietetics academic program, 3) cumulative GPA ≥ 2.7 , 4) math/science GPA ≥ 2.0 , and 5) nutrition/dietetics GPA ≥ 3.0 . Preference will be given to students with an overall GPA ≥ 3.0 and math/science GPA ≥ 2.5 and those who have work or volunteer experience in a healthcare setting.

ACCREDITATION

The dietetic internship program is accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of The Academy of Nutrition and Dietetics, 120 South Riverside Plaza, Suite 2190, Chicago, IL 60606. Telephone: (800) 877-1600, ext. 5400 or (312) 899-0040. Website: www.eatright.org.

APPLICATION PROCEDURES

All application materials should be postmarked by **February 15** to be considered for admission. Late applications will not be reviewed after this date. Applicants must provide:

DICAS Application for Admission: The program participates in the online Dietetic Internship Centralized Application System (DICAS) process. More information including submission deadlines and fees can be found at <http://portal.dicas.org>.

UAMS Online Admissions Application (OAA): An online application to the college is required and is available on the [website](#). The deadline for this application is the same as the DICAS deadline. A \$40.00 non-refundable application fee is required and must accompany the OAA application.

Official Transcripts: Official transcript(s) of all college work must be submitted to DICAS.

Note: If you are admitted to the Dietetic Internship program, you will also need to provide official transcripts to UAMS reflecting completion of your degree and any courses that were in-progress at the time of the DICAS verification deadline.

Official GRE Score Report: Use institutional code number 6146 to have scores sent directly to the College of Health Professions.

Official Verification or Intent to Complete Statement: An official verification or intent to complete statement from the program director of the applicant's Didactic Program in Dietetics must be submitted to DICAS.

TOEFL scores, if applicable. See International Applicants in the Admission/Academic Information section of the catalog.

References: Three letters of reference must be submitted to the DICAS System. An e-mail message will be sent to the references requesting them to complete an online form. At least one reference letter should come from a college professor or major advisor. Other references may include employers and/or other professional references.

One-Page Resume: Resumes must be uploaded to the DICAS System. Include paid and volunteer work experience. Experience in hospital dietetics is desirable but not required. Include extracurricular activities, honors, and awards indicative of a well-rounded lifestyle.

Personal Statement: Applicants must enter a personal statement of 1,000 words or less into the DICAS System. The following items should be addressed:

Why you want to enter the dietetic profession

The areas in your previous experiences that have helped prepare you for a career in dietetics

Your short and long-term career goals

Your strengths and/or areas for improvement

Other information you consider relevant to the selection committee's decision making.

National Computer Matching Program: The Internship program participates in the national computer matching of dietetic interns. Applicants must complete the online registration through D & D Digital to participate in the computer matching process. Information may be obtained from the applicant's undergraduate dietetic advisor or directly from **D & D Digital Company, 304 Main Street, Suite 301, Ames, IA 50010-6140. Telephone: (515) 292-0490, Fax: (515) 663-9427, <http://www.dnddigital.com/>.**

Master of Science students seeking admission to the Dietetic Internship program must use the Dietetic Internship application process. That is, acceptance to the Master of Science program does not ensure admission to the Dietetic Internship program.

ADMISSION FACTORS

Admission to the program is competitive and based on the following factors:

Academic achievement

Academic aptitude
Dietetics achievement
Math and science achievement
Personal and professional endorsement
Work and volunteer experience
Written communication

CURRICULUM

During the internship, development of competencies in general dietetics is emphasized including clinical dietetics, food service administration, and community nutrition. The program's concentration is medical nutrition therapy and management in dietetics practice. Supervised practice through establishment of a working relationship with registered dietitians is emphasized. Seminars, lectures, and classes complement the student's practical experiences.

The following credits are required in the program:

Course #	Title	Credits
DIET 5073	Practicum in Clinical Dietetics	3
DIET 5083	Practicum in Administrative Dietetics	3
DIET 5112	Nutrition Counseling	2
DIET 5161	Advanced Nutrition Seminar	1
DIET 5333	Advanced Clinical Dietetics	<u>3</u>
TOTAL		12

A minimum grade of "B" must be achieved in all courses. A minimum GPA of 3.0 is required to earn the degree. Please see the program's Policy and Procedures handbook for more information.

PROGRAM POLICIES

Program specific policies and procedures can be found in the dietetic internship policy and procedure manual or are available upon request.

PROGRAM COSTS

The total cost of the two semester program can be found on the college [website](#). The VA stipend is offered to U.S. citizens only. Health Insurance is required. Unless otherwise insured, cost of student health insurance varies with plan selected. Information on the student health insurance plans is available at the Campus Life and Student Support Center [website](#).

GENETIC COUNSELING – MASTER OF SCIENCE DEGREE

Department of Genetic Counseling

Genetic Counseling [Website](#)

CHP Office of Admissions

University of Arkansas for Medical Sciences
4301 West Markham Street, #619
Little Rock, AR 72205

Telephone: (501) 686-5730
Email: CHPAdmissions@uams.edu
Website: <http://healthprofessions.uams.edu/>

THE PROGRAM

The Genetic Counseling program offers a Master of Science degree in Genetic Counseling. The program is a full-time, day program with one cohort of 8 students beginning each fall semester. It consists of four, fall/spring semesters with one intervening summer semester session. The program curriculum consists of 59 semester credits. Students who successfully complete the program will be eligible for the American Board of Genetic Counseling (ABGC) certification examination. Graduates are responsible for preparing for the examination, as completion of the program alone does not ensure certification. Graduates are responsible for familiarizing themselves with the applicable certification and licensing requirements for the state in which they wish to work.

ACCREDITATION

The program is accredited by the Accreditation Council for Genetic Counseling, 7918 Jones Branch Drive, Ste. 300, McLean, VA 22102. Telephone: (703) 506-7667.

APPLICATION PROCEDURES

Applications must be submitted online by **December 17** at 4:30pm central time. All supporting documents must be received by December 31 at midnight central time to be considered for admission. Applicants must provide:

UAMS Online Admissions Application: An online application to the college is required and is available on the [website](#). A non-refundable application fee of \$40.00 is required and must accompany the OAA application.

National Matching Services: The University of Arkansas for Medical Science (UAMS) Genetic Counseling Graduate Program is participating in the

Genetic Counseling Admissions Match through National Matching Services (NMS) for the fall 2021 admissions cycle. The GC Admissions Match has been established to enhance the process of placing applicants into positions in masters-level genetic counseling programs that are accredited by the Accreditation Council for Genetic Counseling (ACGC). The Match uses a process that takes into account both applicants' and programs' preferences. All applicants must first register for the Match with NMS before applying to participating genetic counseling graduate programs. Scholarships to cover the cost of the match registration are available through the Association of Genetic Counseling Program Directors (AGCPD). For information on how to apply, please see the program website or contact the program. At the conclusion of all program interviews, both applicants and programs will submit ranked lists of preferred placements to NMS according to deadlines posted on the NMS website. The binding results of the Match will be released to both applicants and programs simultaneously in late April. Please visit the NMS website (<https://natmatch.com/gcadmissions>) to register for the match, review detailed information about the matching process, and to view a demonstration of how the matching algorithm works.

Official Transcripts: Arrange for each college or university you have attended to forward an official transcript of your course work. Must have a minimum undergraduate cumulative GPA of at least 2.85 on a 4.0 scale. In special circumstances, the GPA in the major for the last two years, or the GPA for a graduate degree (in a related field) may be considered in lieu of the cumulative undergraduate GPA. However, each required prerequisite course (see Prerequisites) must be completed with letter grade of "C" or above.

GRE Scores: Submission of official GRE scores to the CHP Office of Admissions, 4301 West Markham, #619, Little Rock, AR 72205. The GRE must be taken within 5 years of application for admission. No advanced subject score required. **Institution code: 6146.** If the scores are sent to another code, we will not receive them.

Evidence of an Understanding of the Genetic Counseling Profession: Applicants are encouraged to job shadow with a genetic counselor on at least one occasion before applying.* Applicants may provide evidence of this shadowing experience by submitting one or more of the following: the Genetic Counseling Observation Form (available on the program [website](#)); or a letter or email from the genetic counselor to the UAMS genetic counseling program that includes the following information: clinic name, date observed, hours observed, and comments on the applicant's professionalism, communication skills, and interpersonal skills; or a letter of recommendation from a genetic counselor (often only possible for applicants who have spent a significant amount of time with a genetic counselor).

*Applicants who were unable to shadow a genetic counselor prior to submitting an application must submit a written explanation as to why this was not possible and steps taken by the applicant to learn about the genetic counseling profession.

Essay: An 800-word statement that addresses your preparedness for graduate school, why you are suited to career in genetic counseling, and your professional career vision. Upload your essay to the "Upload Documents" section of the online application.

Letters of Recommendation: Three letters of recommendation are required. Applicants will be required to enter the reference name and email address on the online application. After submission of the online application, the system will automatically generate an email to the reference with instructions for completing and submitting the letter by the December 31 deadline.

Resume: A current curriculum vitae or resume is to be submitted by uploading it to the "Upload Documents" section of the online application.

Summary Form: Applicants must complete and submit this form. NOTE: The Admissions Office makes final determination on prerequisites met. Submit this form by:

- clicking on this link to open and complete the form <https://is.gd/uamsgcpapplicantssummaryform> (you can start the form and save it to complete at a later time if needed);
 - opening the email confirmation that you receive after you submit the form – it will contain a pdf of your completed form; and
 - uploading a pdf of your completed form to the "Upload Documents" section of the online application no later than **December 31, 2020**.
- This item will then be marked as complete.

TOEFL Scores, as applicable. See International Applicants in the Admissions/Academic Information section of this catalog.

Interview

After the December 31 deadline to receive all supporting documents, the admissions committee will review all applications. The most qualified applicants will be invited to interview. Interviews will be offered in person in Little Rock or via interactive video upon request and if the schedule permits. Applicants who do not receive an interview will not be considered for admission.

ADMISSION FACTORS

Admission to the program is competitive and based on the following factors:

Academic achievement
Academic aptitude
Leadership and professionalism
Written and oral communication
Knowledge of the profession
Interpersonal skills

PREREQUISITES

Applicants must have earned a bachelor's degree from a regionally accredited college or university or equivalent. Preferred degrees are in biology, genetics, chemistry, psychology, nursing, or related fields. The program has no required – or preferred – undergraduate major. UAMS recognizes that the study and practice of genetic counseling is enriched by the presence of students from a variety of academic backgrounds. However, a demonstrated amount of academic rigor is required to ensure that applicants can succeed with the scholastic demands of the genetic counseling

curriculum. All listed courses must have been completed at a regionally accredited post-secondary academic institution or be recognized on the granting University official transcript. Courses must also fulfill all college requirements regarding acceptance of transfer credit. Applicant must earn a grade of “C” or better in all required prerequisite coursework. Admission to the program for applicants who have not completed all prerequisite courses will be conditional pending the completion of all prerequisite courses with a grade of “C” or better before matriculation.

- No more than 2 prerequisite courses can be from CLEP, AP, or IB credit and must be recognized on the granting University official transcript.
- Although accepted, CLEP, AP and IB credits will not be considered in GPA calculations.

NOTE: Admissions is aware that due to COVID-19 and the impact on colleges and universities, some students are being issued pass/fail, credit/no credit prerequisite grades. We are acceptable of that grading system during the semesters/quarters impacted by COVID-19 as long as the college or university documents “pass/P or credit/CR” and the credit hours on the transcript. Students who believe they would have earned an A or B in a required prerequisite, particularly Genetics and/or Molecular Biology, are encouraged to request a brief letter from the professor who taught the course attesting to the student’s high performance in the course. These letters can be submitted with the student’s application and do not replace the three letters of recommendation.

REQUIRED PREREQUISITE COURSEWORK

A minimum of two quarters or one semester (or equivalent) in each of the following:

Biology
Chemistry
Psychology
Genetics (should include coverage of Mendelian and molecular genetics)
Cell or Molecular Biology
Biochemistry
Statistics
Laboratory Course (Biology, Genetics, Chemistry or Biochemistry)

RECOMMENDED COURSEWORK

Abnormal Psychology
Research Methods
Human Anatomy
Human or Vertebrate Physiology
Human Genetics
Child Development
Medical Terminology; Greek and Latin usage in English language
Technical Writing

A competitive applicant will possess:

1. An understanding of the profession obtained through, but not limited to: internship, job shadowing, reading, and interviewing genetics counselors.
2. Training and experience (paid or volunteer) in direct client counseling. If you have questions about a setting, population, or your role, contact the program. These are a few examples:
 - Crisis Counseling: crisis/suicide hotline, domestic violence center, advocate for victims of sexual violence, crisis pregnancy center, resource and referral service;
 - Peer counseling: resident assistant, camp counselor, etc...;
3. Training and experience (paid or volunteer) in one of more of the following three areas. Contact the program if you have questions. These are a few examples:
 - Direct client/patient care: center or program for people with genetic disorders, disabilities, mental illness or behavioral problems and medically fragile in outreach, community, treatment, rehabilitation, or chronic care facilities;
 - Educating: children to adult students, special needs populations, community groups; and
 - Advocating: patient advocate in a hospital or community program, non-profit agencies or state programs serving individuals and/or families with genetic disorders, disabilities, or chronic medical conditions.

Special considerations: Qualified applicants who are also Arkansas residents will be given priority.

CURRICULUM

The following 58 credits are required in the program:

Course #	Title	Credit
Year 1		
Fall		

GENC 5004	Intro Molecular Genetics and Genomics	3
GENC 5013	Counseling Theory and Skills for Genetic Counselors	3
GENC 5022	Professional Issues in Genetic Counseling I	2
GENC 5043	Medical Genetics I	3
GENC 5052	Writing and Critical Analysis	2
GENC 5011	Clinical Observation I	1
GENC 5140	Research I	1
GENC 5251	Genetic Counseling Ethics I	<u>2</u>
		17

Spring

GENC 5108	Human Embryology and Dysmorphology	2
GENC 5141	Research II	1
GENC 5153	Counseling and Interviewing	3
GENC 5172	Prenatal Diagnosis	2
GENC 5242	Cancer Genetics	2
GENC 5021	Clinical Observation II	1
GENC 5142	Human Cytogenetics	<u>2</u>
		13

Summer

GENC 5513	Novice Clinical Clerkship	<u>3</u>
		3

Year 2

Fall

GENC 5162	Population Genetics	2
GENC 5351	Genetic Counseling Ethics II	1
GENC 5183	System Disorders for the Genetic Counselor	3
GENC 5312	Public Health Genomics	2
GENC 5181	Teratology	1
GENC 5613	Intermediate Clinical Clerkship	3
GENC 5700	Thesis in Genetic Counseling	<u>3</u>
		15

Spring

GENC 5262	Metabolic Genetics	2
GENC 5232	Professional Issues in Genetic Counseling II	1
GENC 5322	Medical Genetics II	2
GENC 5713	Advanced Clinical Clerkship	3
GENC 5700	Thesis in Genetic Counseling	<u>3</u>
		11

TOTAL **59**

A letter grade of "B" or better is required for the student to progress in the program. A minimum GPA of 3.0 is required to earn the degree.

PROGRAM COMPLETION REQUIREMENTS

Deadline for Submission of Thesis

The original should be submitted to the UAMS Library Administrative Office for checking no later than ten business days before the degree is to be granted (see Academic Calendar for due dates). One additional copy must be submitted to the UAMS Library Administrative Office before the date the degree is to be granted. Please follow the submission guidelines outlined by the UAMS Library.

INTERPROFESSIONAL EDUCATION (IPE)

In order to graduate from a degree program, every student must complete all Interprofessional Education (IPE) Milestones in each of the following IPE phases: Exposure, Immersion, and Competence.

PROGRAM POLICIES

The following program specific policies and procedures can be found in the program handbook on the department [website](#).

Academic Progression
Clinical Training
Program Completion Requirements
Research

PROGRAM COSTS

The total cost of the program is provided on the college [website](#).

Health insurance is required. Unless otherwise insured, cost of student health insurance varies with plan selected. Information on the student health insurance plans is available at the Campus Life and Student Support Center [website](#).

Students are responsible for fees associated with clinical training, including background check, drug screen, housing, transportation, and if required, hospital fees for clinical supervision.

MEDICAL LABORATORY SCIENCES – BACHELOR OF SCIENCE DEGREE

Department of Laboratory Sciences

Medical Laboratory Sciences [Website](#)

CHP Office of Admissions

College of Health Professions

University of Arkansas for Medical Sciences

4301 West Markham Street, #619

Little Rock, AR 72205

Telephone: (501) 686-5730

Email: CHPAdmissions@uams.edu

THE PROGRAM

The Medical Laboratory Sciences program offers a full or part-time track beginning each fall semester. Online students may be admitted in the spring. The full-time track requires 17 months to complete. The program also offers an MLT-to-MLS distance track that is designed for medical laboratory technicians (MLTs) certified by the American Society for Clinical Pathology (ASCP) or equivalent agency. The MLT-to-MLS track can be completed in 3 semesters (full time) or 5 semesters (part time). Upon completion of the full-time, part-time, or MLT-to-MLS track, a Bachelor of Science in Medical Laboratory Sciences is awarded. The program also offers a non-degree option for those students not desiring a Bachelor of Science degree. Certification as an MLT or equivalent is preferred for non-degree students. The maximum number of credits that may be taken in this option is 24 hours.

Graduates are eligible to apply for certification examinations given by national agencies and for licensure in some states. The granting of the B.S. degree is not contingent upon the student's performance on any type of external certification or licensure examination.

The traditional program consists of 69 credits of prerequisite course work and 51 credits in the medical laboratory sciences curriculum for a total of 120 credits. The MLT-to-MLS track consists of 75 credits of prerequisite and MLT coursework and 45 credits of MLS coursework for a total of 120 credits.

ACCREDITATION

The program is accredited by the National Accrediting Agency for Clinical Laboratory Sciences, 5600 North River Road, Suite 720, Rosemont, IL 60018. Telephone: (773) 714-8880. Website: www.naacls.org.

APPLICATION PROCEDURES

Application materials should be received by **May 15** to be considered for admission in the fall term. The online MLT-to-MLS Degree Completion program also admits in the spring term with an application deadline of November 1. Send all requested materials to the CHP Office of Admissions. Please contact the department for deadlines for non-degree students.

Applicants must provide:

UAMS Online Admissions Application (OAA): An online application to the college is required and is available on the [website](#). A non-refundable application fee of \$40.00 is required and must accompany the OAA application.

Official Transcripts: Arrange for each college or university you have attended to forward an official transcript of your course work. A minimum GPA of 2.50 is required in science/mathematics prerequisite courses, and a minimum cumulative GPA of 2.0 is also required. MLT-to-MLS applicants may be admitted with a GPA lower than a 2.50 GPA in science/mathematics prerequisite courses with appropriate ASCP MLT score or approval from the department chair.

Advising Session: Qualified applicants are contacted to arrange an advising session after receipt of application and all official transcripts.

TOEFL scores as applicable. See International Applicants in the Admissions/Academic Information section of this catalog.

ADMISSION FACTORS

Admission is competitive and based on the following factors:

Academic achievement
Academic aptitude
Leadership and professionalism
Written and oral communication

MLS PREREQUISITES

A minimum of 69 credits are required from a regionally accredited college or university and must fulfill all College requirements regarding the acceptance of transfer credit. Only courses with a grade of "C" or better are accepted to meet prerequisite course requirements. Students are eligible for the MLS program after completing 63 prerequisite credits, including Biology w/ Lab, Anatomy & Physiology w/ Lab, Microbiology w/ Lab, and both Chemistry w/ Lab courses. However, upon acceptance into the program, an additional 6 credits of core curriculum must be listed on the student's degree plan.

Area/Typical Course Title	Minimum Credits
ENGLISH/COMMUNICATION	
English Composition	
Two-semester sequence of English Composition	6
Speech Communication¹	
Fundamentals of Speech or Speech Communication	3
MATHEMATICS	
College Algebra (or higher level mathematics)	3
Trigonometry/Statistics/Calculus (or higher level mathematics)	3
SCIENCE	
Biological/Health Science²	
Biology with laboratory	4
Anatomy & Physiology with laboratory	4
Microbiology with laboratory	4
Chemistry	
Two-semester sequence of General Chemistry with laboratories	8
SCIENCE ELECTIVES³	8
FINE ARTS/HUMANITIES	
Fine Arts⁴	
Music, Art, Theater	3
Humanities⁵	
Philosophy, Political Science, Literature, or Humanities	3
SOCIAL SCIENCES	
History	
History of the United States or National Government	3
Social Sciences	
Social Sciences [Psychology, Sociology, Anthropology, Geography, or Economics]	6
ELECTIVES³	<u>11</u>
TOTAL	69

¹ An additional Humanities course may be substituted for Speech Communication.

² Chemistry and Biology/Health Science courses must be suitable for majors in those disciplines and must include laboratory credit in required courses. The following courses (including labs) are considered equivalent to Biology w/ Lab, Anatomy & Physiology w/ Lab, or Microbiology w/ Lab: Animal or Human Anatomy, Animal or Human Physiology, Biochemistry, Bioinformatics, Cell Physiology or Biology, Genetics/Genomics, Immunology, Molecular Biology, Mycology, Neuroscience, Organic Chemistry, Parasitology, Pathology/Pathophysiology/Pathogenesis,

Quantitative Analysis, Toxicology, Virology, or Zoology..Other courses may fulfill the program's requirements. Contact the department for course approval.

³ Recommended electives include introductory courses in Computer Science, Management, Genetics, Organic Chemistry, Biochemistry, and Quantitative Analysis. Science courses can be substituted with Program or Assistant Program Director approval.

⁴ The Fine Arts requirement cannot be fulfilled with a studio course. An additional Humanities course may be substituted for Fine Arts.

⁵ Humanities requirements may be selected from the courses in the subject areas of philosophy, political science, literature and the humanities. The course in National Government, if selected to meet the US History/National Government requirement, cannot also be used to meet the Humanities requirement in Political Science. Acceptable courses in literature must be broad survey courses.

TECHNICAL STANDARDS

Technical Standards can be found on the program [website](#).

MLS PROFESSIONAL CURRICULUM: Full-Time

The following 51 credits are required in the program curriculum:

Course #	Title	Credits
Fall		
MLSC 3110	Body Fluids Laboratory	1
MLSC 3214	Current Topics in Medical Laboratory Sciences	3
MLSC 4212	Hematology Laboratory	2
MLSC 4214	Parasitology	2
MLSC 4223	Body Fluids	2
MLSC 4311	Immunology	3
MLSC 4312	Hematology	<u>3</u>
		16
Spring		
MLSC 4116	Immunohematology Laboratory	1
MLSC 4117	Molecular Diagnostics Laboratory	1
MLSC 4215	Clinical Microbiology Laboratory	2
MLSC 4217	Molecular Diagnostics	2
MLSC 4315	Clinical Microbiology	3
MLSC 4316	Immunohematology	3
MLSC 4514	Clinical Biochemistry	5
MLSC 4314	Chemistry Internship	<u>3</u>
		20
Fall		
MLSC 4120	Phlebotomy Internship	1
MLSC 4130	Urinalysis Internship	1
MLSC 4138	Laboratory Management	1
MLSC 4332	Hematology Internship	3
MLSC 4335	Microbiology Internship	3
MLSC 4341	Blood Bank Internship	3
MLSC 4345	Laboratory Case Studies	<u>3</u>
		15
TOTAL		51

A letter grade of "C" or better in each course is required for the student to graduate from the program.. A minimum GPA of 2.0 is required to earn the degree.

MLS PROFESSIONAL CURRICULUM: Part-Time

The following 51 credits are required in the program curriculum:

Course #	Title	Credits
Fall		
MLSC 3214	Current Topics in Medical Laboratory Sciences	3
MLSC 4212	Hematology Lab	2
MLSC 4312	Hematology	<u>3</u>
		8

Spring

MLSC 4215	Microbiology Lab	2
MLSC 4315	Clinical Microbiology	3
MLSC 4514	Clinical Chemistry	<u>5</u>
		10

Fall

MLSC 3110	Body Fluids Lab	1
MLSC 4214	Parasitology	2
MLSC 4223	Body Fluids	2
MLSC 4311	Immunology	<u>3</u>
		8

Spring

MLSC 4116	Immunohematology Lab	1
MLSC 4117	Molecular Diagnostics Laboratory	1
MLSC 4217	Molecular Diagnostics	2
MLSC 4314	Chemistry Internship	3
MLSC 4316	Immunohematology	<u>3</u>
		10

Fall

MLSC 4120	Phlebotomy Internship	1
MLSC 4130	Urinalysis Internship	1
MLSC 4138	Laboratory Management	1
MLSC 4332	Hematology Internship	3
MLSC 4335	Microbiology Internship	3
MLSC 4341	Blood Bank Internship	3
MLSC 4345	Laboratory Case Studies	<u>3</u>
		15

TOTAL**51**

A letter grade of "C" or better in each course is required for the student to graduate from the program. A minimum GPA of 2.0 is required to earn the degree.

Any student who requires more clinical hours due to specific State regulatory requirements may request it from the program or assistant program director.

MLT-TO-MLS PROGRAM

The MLT-to-MLS Distance Learning program allows medical laboratory technicians certified as a Medical Laboratory Technician by the American Society for Clinical Pathology or equivalent agency to complete the B.S. degree in Medical Laboratory Sciences in three to five semesters through distance education. Applicants must be working as an MLT at the time of admission. Applicants are required to provide proof of their current certification to include their score on the MLT(ASCP) exam. If the exam score is not available from ASCP, the Program Director can waive this requirement. New graduates have one year after graduation to obtain their MLT certification.

In order to graduate, the applicant must have 75 non-UAMS credits to include:

Area/Typical Course Title	Minimum Credits
ENGLISH/COMMUNICATION	
English Composition	
Two-semester sequence of English Composition	6
Speech Communication¹	
Fundamentals of Speech or Speech Communication	3
MATHEMATICS	
College Algebra, Statistics, or higher-level mathematics	3
SCIENCE²	
Biological/Health Science/Chemistry/MLT Courses	28

FINE ARTS/HUMANITIES**Fine Arts³**

Music, Art, Theater	3
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Humanities⁴

Philosophy, Political Science, Literature, or Humanities	3
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SOCIAL SCIENCES**History**

History of the United States or National Government	3
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Social Sciences

Social Sciences [Psychology, Sociology, Anthropology, Geography, or Economics]	6
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ELECTIVES⁵20**TOTAL****75**

*9 hours of program prerequisites may be completed after enrolling in the program for MLT-to-MLS students.

¹ An additional Humanities course may be substituted for Speech Communication.

² Science requirements must meet current MLT(ASCP) eligibility criteria.

³ The Fine Arts requirement cannot be fulfilled with a studio course. An additional Humanities course may be substituted for Fine Arts.

⁴ Humanities requirements may be selected from the courses in the subject areas of philosophy, political science, literature and the humanities. The course in National Government, if selected to meet the US History/National Government requirement, cannot also be used to meet the Humanities requirement in Political Science. Acceptable courses in literature must be broad survey courses.

⁵ Students who have graduated from a NAACLS MLT program and have ASCP MLT certification, but do not have the required hours of science, may request to substitute science credits with additional general electives.

Students with exemplary ASCP MLT Exam* scores can be admitted to the program with a science/mathematics GPA lower than 2.50. The chart below details the science/mathematics GPA requirements based on the exam scores:

MLT Exam Score	GPA Required in Science/Math Courses
<500	2.50
500-549	2.40
550-599	2.30
600-649	2.20
650-699	2.10

*Or equivalent examination. Contact the department if you have questions.

The MLT-to-MLS curriculum requires 45 credits of upper level MLS courses for a total of 120 credits for a Bachelor of Science in Medical Laboratory Sciences degree.

A key component of the MLT-to-MLS Curriculum is the use of Case Study and Development in lieu of traditional clinical internships. Students will develop higher level clinical analysis during these courses to prepare for MLS level technical roles.

MLT-MLS Professional Curriculum – Full-Time

The following 45 credits are required in the program curriculum:

Course #	Title	Credits
<u>Year 1</u>		
<i>Fall</i>		
MLSC 3214	Current Topics in Medical Laboratory Sciences	3
MLSC 4312	Hematology	3
MLSC 4223	Body Fluids	2
MLSC 4311	Immunology	3
MLSC 3120	Body Fluids Lab for Distance Learners	1
MLSC 4214	Parasitology	2
MLSC 4222	Hematology Lab for Distance Learners	<u>2</u>
		16
<i>Spring</i>		

MLSC 4316	Immunohematology	3
MLSC 4514	Clinical Biochemistry	5
MLSC 4315	Clinical Microbiology	3
MLSC 4126	Immunohematology Lab for Distance Learners	1
MLSC 4127	Molecular Diagnostics Lab for Distance Learners	1
MLSC 4217	Molecular Diagnostics	2
MLSC 4236	Clinical Microbiology Lab for Distance Learners	<u>2</u>
		17

Year 2

Fall

MLSC 4138	Lab Management	1
MLSC 4235	Microbiology Case Study and Development	2
MLSC 4241	Blood Bank Case Study and Development	2
MLSC 4216	Chemistry Case Study and Development	2
MLSC 4232	Hematology Case Study and Development	2
MLSC 4345	Laboratory Case Studies	<u>3</u>
		12

TOTAL

45

A letter grade of "C" or better in each course is required for the student to graduate from the program. A minimum GPA of 2.0 is required to earn the degree.

MLT-MLS Professional Curriculum – Part-Time

The following 45 credits are required in the program curriculum:

Course #	Title	Credits
<u>Year 1</u>		
<i>Fall</i>		
MLSC 3214	Current Topics in Medical Laboratory Sciences	3
MLSC 4138	Lab Management	1
MLSC 4222	Hematology Lab for Distance Learners	2
MLSC 4312	Hematology	<u>3</u>
		9
<i>Spring</i>		
MLSC 4232	Hematology Case Study and Development	2
MLSC 4236	Clinical Microbiology Lab for Distance Learners	2
MLSC 4315	Clinical Microbiology	3
MLSC 4514	Clinical Biochemistry	<u>5</u>
		12
<u>Year 2</u>		
<i>Fall</i>		
MLSC 4214	Parasitology	2
MLSC 4223	Body Fluids	2
MLSC 4235	Microbiology Case Study and Development	2
MLSC 4311	Immunology	3
MLSC 3120	Body Fluids Lab for Distance Learners	<u>1</u>
		10
<i>Spring</i>		
MLSC 4126	Immunohematology Lab for Distance Learners	1
MLSC 4127	Molecular Diagnostics Lab for Distance Learners	1
MLSC 4217	Molecular Diagnostics	2
MLSC 4316	Immunohematology	<u>3</u>
		7
<u>Year 3</u>		
<i>Fall</i>		
MLSC 4241	Blood Bank Case Study and Development	2

MLSC 4216	Chemistry Case Study and Development	2
MLSC 4345	Laboratory Case Studies	<u>3</u>
		7

TOTAL

45

A letter grade of "C" or better is required for the student to progress in the program. A minimum GPA of 2.0 is required to earn the degree.

INTERPROFESSIONAL EDUCATION (IPE)

In order to graduate from a degree program, every student must complete all applicable Interprofessional Education (IPE) Milestones.

PROGRAM POLICIES

The following program specific policies and procedures can be found on the program [website](#).

Acceptable Grades for Progression

Application Procedures

Essential Functions

Outcomes

Program Goals

Program Tracks

Program Costs

The total cost of the three semester program can be found on the college [website](#).

Health insurance is required for on-campus students. Unless otherwise insured, cost of student health insurance varies with plan selected.

Information on the student health insurance plans is available at the Campus Life and Student Support Center [website](#).

NUCLEAR MEDICINE IMAGING SCIENCES – BACHELOR OF SCIENCE DEGREE

Department of Imaging and Radiation Sciences

Nuclear Medicine Imaging Sciences [Website](#)

CHP Office of Admissions

College of Health Professions

University of Arkansas for Medical Sciences

4301 West Markham Street, #619

Little Rock, AR 72205

Telephone: (501) 686-5730

Email: CHPadmissions@uams.edu

THE PROGRAM

The Nuclear Medicine Imaging Sciences program is a full-time online program with a capacity of 35 students beginning each fall semester and continuing through the following spring and summer semesters. The program consists of 80 semester credits of prerequisite course work and 40 semester credits in the program for a total of semester 120 credits. Graduates receive a Bachelor of Science in Nuclear Medicine Imaging Sciences.

ACCREDITATION

The program is accredited by the Joint Review Committee on Educational Programs in Nuclear Medicine Technology (JRCNMT), 820 W. Danforth Rd., #B1, Edmond, OK 73003. Telephone: (405) 285-0546. E-mail: mail@jrcnmt.org.

CERTIFICATION AND LICENSURE

Successful completion of all program requirements qualifies the graduate to apply for the nuclear medicine certification examination given by the Nuclear Medicine Technologists Certification Board (NMTCB) and with additional clinical competencies, the American Registry of Radiologic Technologists (ARRT). Successful completion of the program does not itself ensure certification or registration. Each student is responsible for familiarizing himself/herself with the applicable certification and registration requirements.

APPLICATION PROCEDURES

For first consideration, all requirements must be completed and all application materials must be received by **March 1**. Application materials received after this date and through **May 1** will be considered only if the class has not been filled. Applicants must provide:

UAMS Online Admissions Application (OAA): An online application to the college is required and is available on the [website](#). A non-refundable application fee of \$40.00 is required and must accompany the OAA application.

Official Transcripts: Arrange for each college or university you have attended to forward an official transcript of your course work. A minimum GPA of 2.50 is required for all math and science requirements and a minimum overall GPA of 2.50 is required for acceptance. Have all official transcripts sent to the CHP Office of Admissions.

References: References from three persons qualified to judge your promise of success in the program are required. Applicants will be required to enter the reference name and email address on the online application. The information will automatically generate an email to the references with

instructions for completing and submitting the reference form. The references must be capable of judging how well they think the applicant would perform as a student in the program. The individuals selected must be former or present instructors or employers (no family members or coworkers). At least one of the references must be from an instructor.

Professional Observation Form: Applicants are required to gain an understanding of the responsibilities and duties of the nuclear medicine technologist through direct observation of a registered nuclear medicine technologist in a hospital department where nuclear medicine imaging is practiced and through discussion with current nuclear medicine technologist in the field. Details of the observation and a verification form are available on the program [website](#). The form must be received before the March 1 deadline.

Interview: Qualified applicants will be contacted after the admission deadline to arrange a required interview.

Essay: The submission of a confidential biographical statement is required. More information will be sent via e-mail upon receipt of the application form.

TOEFL scores as applicable. See International Applicants in the Admissions/Academic Information section of this catalog.

ADMISSION FACTORS

Admission to the nuclear medicine imaging sciences program is competitive and based on the following factors:

Academic achievement
Math and science achievement
Written and oral communication
Admission Interview and References

PREREQUISITES

The following 80* semester credits are required for admission to the program. All required courses must be completed from a regionally accredited post-secondary academic institution and must fulfill all College requirements regarding acceptance of transfer credit. If in doubt of the suitability of the following prerequisite courses, please contact the CHP Office of Admissions.

Area/Typical Course Title	Minimum Credits
ENGLISH/COMMUNICATIONS	
English Composition	
Two-semester sequence of English Composition	6
Speech Communication	
Fundamentals of Speech or Speech Communication ¹	3
MATHEMATICS	
College Algebra or higher level Mathematics	3
SCIENCE	
Biology	
Two-semester sequence of Anatomy and Physiology with laboratory ²	8
Biological Sciences or Microbiology ⁵	4
Chemistry	
General Chemistry I ³	4
Physics	
General Physics I ⁴	4
FINE ARTS/HUMANITIES	
Fine Arts	
Art, Music or Theater ¹	3
Humanities	
Philosophy, Political Science, Literature, or Humanities ¹	3
SOCIAL SCIENCES	
History	
History of the United States or National Government ¹	3
Social Sciences	
Psychology, Sociology, Anthropology, Geography, or Economics ¹	6
LOWER LEVEL ELECTIVES¹	33

TOTAL**80**

*Up to 3 SC of course work indicated may be taken as co-requisites during the fall semester only, and will be at the program's discretion. No math or science courses may be taken as co-requisites. Those applicants who have completed 80 SC or more of the prerequisite curriculum prior to enrollment will have priority in admission decisions.

¹Due to rules set forth by the Joint Review Committee on Educational Programs in Nuclear Medicine Technology (JRCNMT), Speech Communication is a required prerequisite and cannot be substituted by an additional Fine Arts/Humanities course.

²Course work must cover all body systems and include laboratory credit.

³Course work must include laboratory credit. Chemistry courses designed specifically for nursing and other allied health technology students may meet this requirement; however, overview or preparatory chemistry courses will not.

⁴Course work must be algebra-based, at a minimum, and include a laboratory section for credit. Physics courses completed in an accredited radiography programs may be considered on a case by case basis as a substitute. Must have at least 4 semester credit hour equivalent of radiography physics to be considered.

⁵Biology courses taken as prerequisites to the human anatomy and physiology courses will satisfy this requirement.

TECHNICAL STANDARDS

Technical Standards can be found on the program [website](#).

CURRICULUM

The courses are conducted via distance education, primarily through the Internet, by faculty at UAMS. Clinical education is conducted at a variety of clinical affiliates in Fayetteville, Fort Smith, Jonesboro, Little Rock, Pine Bluff, and Rogers, Arkansas; Dallas, Longview, and Tyler, Texas; and Tulsa, Oklahoma. The number and location of clinical affiliates may change.

The following 40 credits are required in the program.

Course #	Title	Credits
Fall		
CHPI 3101	Legal and Ethical Issues for Allied Health Professionals	1
NMIS 4115	Radiopharmacy I	1
NMIS 4116	Journal Review and Research Methods	1
NMIS 4211	Introduction to Nuclear Medicine	2
NMIS 4213	Nuclear Physics	2
NMIS 4214	Instrumentation I	2
NMIS 4312	Clinical Procedures and Diagnosis I	3
NMIS 4517	Clinical Internship I	<u>5</u>
		17
Spring		
CHPI 3102	Health Care Management Issues for Allied Health Professionals	1
NMIS 4221	Health Physics	2
NMIS 4223	Instrumentation II	2
NMIS 4224	Radiation Biology	2
NMIS 4225	Radiopharmacy II	2
NMIS 4322	Clinical Procedures and Diagnosis II	3
NMIS 4524	Clinical Internship II	<u>5</u>
		17
Summer		
NMIS 4242	CT Physics and Instrumentation	2
NMIS 4431	Clinical Internship III	<u>4</u>
		6
TOTAL		40

A grade of "D" or "F" or a mark of "U" or "NC" in a professional course is not acceptable for progression to the next semester, nor is it acceptable for graduation if it occurs in the last semester of the program. A minimum GPA of 2.0 is required to earn the degree.

INTERPROFESSIONAL EDUCATION (IPE)

In order to graduate from a degree program, every student must complete all required Interprofessional Education (IPE) Milestones in each of the following IPE phases: Exposure, Immersion, and Competence.

PROGRAM POLICIES

The following program specific policies and procedures can be found in the student handbook on the program [website](#).

Acceptable Grades for Progression

Attendance Policy

Computer Usage

CPR Certification

E-mail

Examination Protocol

Grading Scale

Requesting Extra Clinic Time

Responsibilities as a UAMS Nuclear Medicine Imaging Sciences Student

Student Behavior and Dress

Student Supervision in the Clinic and Laboratory

Student Transportation, Parking, and Clinic Rotation Hours

PROGRAM COSTS

The total cost of the three semester program can be found on the college [website](#).

Health insurance is required. Unless otherwise insured, cost of student health insurance varies with plan selected. Information on the student health insurance plans is available at the Campus Life and Student Support Center [website](#).

OCCUPATIONAL THERAPY – DOCTOR OF OCCUPATIONAL THERAPY DEGREE

Department of Occupational Therapy

Occupational Therapy [Website](#)

CHP Office of Admissions

College of Health Professions

University of Arkansas for Medical Sciences

4301 West Markham Street, #619

Little Rock, AR 72205

University of Arkansas Graduate School

1 University of Arkansas

Fayetteville, AR 72701

Telephone: (479) 731-8800

Email: otd@uark.edu

Telephone: (479) 575-4401

Email: gradinfo@uark.edu

THE PROGRAM

The Doctor of Occupational Therapy (O.T.D.) program is a 115-credit hour post- baccalaureate, 3-year (9 semesters), full-time, on-campus program with an off-campus fieldwork and capstone component. Upon completion, an entry-level professional degree is awarded. ACOTE® accredited occupational therapy programs satisfy the states' educational requirements in all states, the District of Columbia, and Puerto Rico. Students graduating from an ACOTE® accredited occupational therapy educational program are eligible to take the National Board for Certification in Occupational Therapy (NBCOT) certification exam and apply for licensure in all states, the District of Columbia, and Puerto Rico. For more information regarding state qualifications and licensure requirements, please refer to the AOTA State Licensure webpage.

This degree is a joint offering between the College of Education and Health Professions of the University of Arkansas, Fayetteville, and the College of Health Professions of the University of Arkansas for Medical Sciences (UAMS) and its Northwest campus in Fayetteville. The program blends the strengths of the University of Arkansas main campus, a comprehensive research university, and UAMS, the state's premier medical and allied health education university, to create a distinctive entry-level doctoral program in occupational therapy consistent with the accreditation standards of the American Occupational Therapy Association.

More information can be found on the University of Arkansas, Fayetteville [website](#).

This program was recently approved by the University of Arkansas and the Arkansas Department of Higher Education. The first cohort of students began in January 2020.

ACCREDITATION

The Accreditation Council for Occupational Therapy Education of the American Occupational Therapy Association has granted Candidacy Status to the Department of Occupational Therapy of the University of Arkansas/University of Arkansas for Medical Sciences. The association is located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. The accreditation council's telephone number is 301-652-6611 ext. 2042, with email accred@aota.org.

The program of the University of Arkansas and the University of Arkansas for Medical Sciences has applied for accreditation and has been granted Candidacy Status. The program must have a pre-accreditation review, complete an on-site evaluation and be granted Accreditation Status before its graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy. After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR).

In addition, all states require licensure in order to practice. State licenses are based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure. Students must complete Level II fieldwork and experiential requirements within 24 months following completion of necessary didactic coursework in the curriculum sequence.

APPLICATION PROCEDURES

Application for admission to the doctoral program of the Department of Occupational Therapy is made through the [Occupational Therapy Central Application System portal](#). Further information is available from the [University of Arkansas Graduate School](#).

PREREQUISITES

Undergraduate preparation for the doctorate in occupational therapy can come from a number of majors that result in a baccalaureate degree from a regionally accredited college or university. Applicants who wish to study for the entry-level doctoral degree in occupational therapy must complete the following prerequisites or equivalents with a grade of C or better:

All prerequisites are at least 3 credits:

Human Anatomy with Lab*

Human Physiology with Lab*

Statistics

Terminology for Health Professions

Abnormal Psychology

Neuroscience of Behavior (Brain and Behavior, Behavioral or Cognitive Neuroscience, or Neurophysiology or

Neuropsychology or Neurobiology, etc.)

*If Anatomy and Physiology are offered together, as one course, then two semesters must be taken.

Statement on P/F pre-requisite courses:

The COVID-19 pandemic and move to online course delivery has resulted in the option to request a Pass/Fail (P/F) grade on many campuses. Because we require a 3.0 total average with a C or better for each pre-requisite course, we will not accept P/F grades in lieu of a letter grade.

Other admission requirements include:

- A minimum overall GPA of 3.0 on a 4.0 scale.
- 25 hours of documented volunteering/shadowing/service learning with an occupational therapy professional in at least three different settings, with at least two different populations, e.g., children and adults. The required form for the student and the professional, [a PDF, can be found here](#).
- Three letters of recommendation from individuals who can address potential for graduate education.
- Written personal statement
- International applicants must submit Test of English as a Foreign Language (TOEFL).
- Eligible applicants under consideration will be required to participate in an on-campus interview and an in-person scholarly writing activity.

This program is exempt from the standardized test score requirement of the Graduate School.

Prerequisite coursework must be completed within seven years prior to the application to the program. The only potential exceptions are for those who work in fields focused on a specific area and who have taken the coursework in the past (for example, mental health professionals may not have to retake abnormal psychology). Please request a Prerequisite Waiver Form. The department does not accept Advanced Placement or transfers of credit.

TECHNICAL STANDARDS

At the time of this publication, the Occupational Therapy program was still in development. Please refer to the University of Arkansas website for more information.

CURRICULUM

Students will always start in January and proceed through this course sequence. Because courses and semesters are sequential, there is no variation.

Course Code

OCTH 5001 — Introduction to an Occupational Perspective of Health

OCTH 5121 — The Quest for Wellness (lecture)

OCTH 5112L — The Quest for Wellness lab

OCTH 5173 — The Science of Wellness

OCTH 5103 — Theory and Foundations of Occupational Therapy

OCTH 5203 — Professional Issues in Occupational Therapy

OCTH 5141 — Research Fundamentals and Scholarly Practice

OCTH 5132 — Complexity Science & Applications to Occupational Therapy

OCTH 5212 — Occupational Frameworks, Models, and Structures

OCTH 5221 — Community Wellness
 OCTH 5243 — Evidence Based Clinical Reasoning
 OCTH 5293 — Foundations of Communication and Advocacy
 OCTH 5361 — Level I Fieldwork: Physical Conditions
 OCTH 5351 — Level I Fieldwork Seminar: Physical Conditions
 OCTH 5372 — Anatomy and Occupational Performance
 OCTH 5371L — Anatomy and Occupational Performance lab
 OCTH 5311 — Physical Conditions
 OCTH 5322 — Occupational Impacts of Pharmacology I: General Medical
 OCTH 5384 — Occupations, Adaptations, & Innovations: Physical Conditions
 OCTH 5393 — Introduction to Health Systems and Policy
 OCTH 5332 — Introduction to Occupational Science
 MGMT 5213 — Business Foundations for Entrepreneurs
 OCTH 5461 — Level I Fieldwork: Neurology
 OCTH 5451 — Level I Fieldwork Seminar: Neurology
 OCTH 5443 — Research Methods in Occupational Therapy
 OCTH 5472 — Functional Neurology
 OCTH 5472L — Functional Neurology lab
 OCTH 5411 — Neurological Conditions
 OCTH 5422 — Occupational Impacts of Pharmacology II: Neurology & Mental Health
 OCTH 5483 — Occupations, Adaptations, & Innovations: Neurological Conditions
 OCTH 5111 — Behavioral and Mental Health Conditions
 OCTH 5581 — Upper Extremity Rehabilitation
 OCTH 5591 — Occupations, Adaptations, & Innovations Upper Extremity Rehabilitation
 OCTH 5561 — Level I Fieldwork: Behavior and Mental Health
 OCTH 5551 — Level I Fieldwork Seminar: Behavior and Mental Health
 OCTH 5643 — Integrative Approaches to Teaching & Learning
 OCTH 5613 — Mind, Body, & Environment
 OCTH 5623 — Leadership and Management
 OCTH 5541 — Integrating Creative Arts as a Modality in Practice
 OCTH 5666 — Level II Fieldwork I
 OCTH 5651 — Level II Fieldwork Seminar I
 OCTH 5683 — Advanced Occupations, Adaptations, & Innovations
 OCTH 5693 — Occupational Perspectives of Public Health
 OCTH 5632 — Conceptualization of Occupational In/Justice
 OCTH 5781 — Occupational Therapy Capstone Seminar
 OCTH 5723 — Transitions and Life Design
 OCTH 5793 — Innovations in Community Based Practice
 OCTH 5766 — Level II Fieldwork II
 OCTH 5751 — Level II Fieldwork II Seminar
 OCTH 6782 — Occupational Therapy Capstone Independent Study
 OCTH 6631 — Applications of Occupational In/Justice
 OCTH 6882 — Intentional Practitioner
 OCTH 6966 — Occupational Therapy Capstone

Degree Total — 115 credit hours

INTERPROFESSIONAL EDUCATION (IPE)

In order to graduate from a degree program, every student must complete all Interprofessional Education (IPE) Milestones in each of the following IPE phases: Exposure, Immersion, and Competence.

PROGRAM POLICIES

At the time of this publication, the Occupational Therapy program was still in development. Please refer to the [University of Arkansas](#) website for more information.

PROGRAM COSTS

At the time of this publication, the Occupational Therapy program was still in development. Please refer to the [University of Arkansas](#) website for more information

OPHTHALMIC MEDICAL TECHNOLOGY – BACHELOR OF SCIENCE DEGREE

Department of Ophthalmic Technologies

Ophthalmic Medical Technology [Website](#)

CHP Office of Admissions

College of Health Professions
University of Arkansas for Medical Sciences
4301 West Markham Street, #619
Little Rock, AR 72205

Telephone: (501) 686-5730
Email: CHPAdmissions@uams.edu

THE PROGRAM

The Ophthalmic Medical Technology program is a full-time, day program with one cohort of eight students beginning each fall semester. The 22-month program consists of four fall/spring semesters and one summer semesters. The curriculum consists of 56 semester credits of prerequisite course work and 64 credits in the ophthalmic medical technology curriculum for a total of 120 credits. The program awards a Bachelor of Science in Ophthalmic Medical Technology.

Upon successful completion of all program requirements the student qualifies to apply to take the national certification examination. The Joint Commission on Allied Health Personnel in Ophthalmology (JCAHPO) grants permission for ophthalmic medical technology students to apply for and begin the certification process prior to graduation. Students are required to take the Certified Ophthalmic Medical Technologist (COMT) certification examination in their final semester. The program's mission, goals, and competencies/ learning outcomes can be found on the department website.

ACCREDITATION

The program is accredited by the Commission on Accreditation of Ophthalmic Medical Programs, 2025 Woodlane Drive, St. Paul, Minnesota 55125. Telephone: (651) 731-7245. Website: www.coa-omp.org/.

APPLICATION PROCEDURES

The deadline for submitting completed applications is **May 1**. Applications should be received by **May 1** to be assured of consideration for admission. In the event the class is not filled from those applicants, the application deadline may be extended to as late as June 1. Send all requested materials to the CHP Office of Admissions. Applicants must provide:

UAMS Online Admissions Application (OAA): An online application to the college is required and is available on the [website](#). A non-refundable application fee of \$40.00 is required and must accompany the OAA application.

Official Transcripts: Arrange for each college or university you have attended to forward an official transcript of your course work. For admission consideration, a minimum prerequisite GPA of 2.25 is required in the prerequisite courses.

Professional Observation Form: A professional observation form signed by an ophthalmologist or ophthalmic medical technician that documents at least 2 observation hours in an eye clinic must be submitted before the deadline. Contact the department at (501) 526-5880 or at OMT@uams.edu to schedule a professional observation or to obtain the professional observation form.

Interview: Qualified applicants are contacted to arrange an interview after receipt of application and all official transcripts.

TOEFL scores as applicable. See International Applicants in the Admissions/Academic Information section of this catalog.

Admission Factors

Admission to the ophthalmic medical technology program is competitive and based on the following factors:

Academic achievement
Math and science aptitude
Written and oral communication

PREREQUISITES

The following 56 credits are required from a regionally accredited college or university and must fulfill all College requirements regarding the acceptance of transfer credit. While students are strongly encouraged to complete all 56 credits prior to enrollment, students lacking up to 8 credits of the 56 prerequisite credits may be considered for admission with the understanding that all prerequisite courses will be completed within one year of entry into the program. If in doubt of the suitability of the following prerequisite courses, please contact the CHP Office of Admissions.

Area/Typical Course Title	Minimum Credits
ENGLISH/COMMUNICATION	
English Composition	
Two-semester sequence of English Composition	6
Speech Communication	
Fundamentals of Speech or Speech Communication*	3
MATHEMATICS	
College Algebra (or higher level Mathematics)	3
SCIENCE	

Biology

Principles of biology course with laboratory	4
Anatomy & Physiology I & II with laboratory that covers all body systems**	8

Microbiology

Microbiology with laboratory	4
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Chemistry

Principles of chemistry course with laboratory	4
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FINE ARTS/HUMANITIES**Fine Arts**

Music, Art, Theater	3
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Humanities

Philosophy, Political Science, Literature, or Humanities	3
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SOCIAL SCIENCES**History**

History of the United States or National Government	3
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Psychology

General Psychology	3
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Sociology

Introduction to Sociology	3
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Electives

9

TOTAL**56**

*Due to rules set forth by the Commission on Accreditation of Ophthalmic Medical Programs, Speech Communication is a required prerequisite and cannot be substituted by an additional Fine Arts/Humanities course.

**A single 4 credit anatomy & physiology course covering all body systems must be preapproved by the OMT department. If approved, 4 credits of elective coursework must be completed in order to meet the 120 credit program requirement.

Science courses must be suitable for majors in those disciplines and must include laboratory credit in required courses. Other courses may fulfill the program's requirements. Contact the CHP Office of Admissions for course approval. If completed seven or more years prior to application, knowledge should be updated by taking appropriate current courses in Microbiology. CLEP credits are not acceptable to fulfill biological science requirements.

Marks of Pass/Credit will be considered grades of C and marks of Fail/No Credit will be considered grades of F for admission purposes.

Fulfillment of the prerequisite does not assure admittance into the professional program (please see Application Procedures).

TECHNICAL STANDARDS

Technical Standards can be found on the program [website](#).

CURRICULUM

The following 64 SC are required in the professional program:

Course #	Title	Credits
Year 1		
Fall		
OPHT 3201	General Medical Knowledge & Terminology	2
OPHT 3202	Introduction to Ophthalmic Technology, Medical Law, & Ethics	2
OPHT 3203	Ocular Anatomy & Physiology	2
OPHT 3204	Optics I	2
OPHT 3101	Clinical Skills Laboratory I	1
OPHT 3510	Clinical Practicum I	5
		14
Spring		
OPHT 3105	Clinical Skills Laboratory II	1
OPHT 3206	Optics II	2
OPHT 3207	Contact Lenses/Opticianry	2
OPHT 3208	Ophthalmic Pharmacology	2

OPHT 3209	Ocular Motility I	2
OPHT 3611	Clinical Practicum II	<u>6</u>
		15

Summer

OPHT 3106	Clinical Skills Laboratory III	1
OPHT 3412	Clinical Practicum III	<u>4</u>
		5

Year 2

Fall

Fall

OPHT 4101	Clinical Skills Laboratory IV	1
OPHT 4201	Ocular Motility II: Abnormalities of Binocular Vision	2
OPHT 4202	Survey of Eye Diseases	2
OPHT 4204	Ophthalmic Photography & Angiography	2
OPHT 4303	Special Testing	3
OPHT 4510	Clinical Practicum IV	<u>5</u>
		15

Spring

OPHT 4205	Ocular Emergencies & Oculoplastics	2
OPHT 4207	Advanced Concepts in Ophthalmology	2
OPHT 4306	Special Topics	3
OPHT 4309	Ophthalmic Surgical Assisting	3
OPHT 4511	Clinical Practicum V	5
		15

TOTAL

64

A grade of "F" or a mark of "U" or "NC" is not acceptable for progression to the next semester, nor is it acceptable for graduation if it occurs in the last semester of the program. A grade of "D" in the following professional courses is not acceptable for progression to the next semester, nor is it acceptable for graduation if it occurs in the last semester of the program: Clinical Practicum II (OPHT 3611), Clinical Practicum III (OPHT 3412), Clinical Practicum IV (OPHT 4510), and Clinical Practicum V (OPHT 4511). A first semester student who passes all courses but achieves a CGPA of less than 2.0 will be allowed to progress on probation to the second semester if he/she has achieved a CGPA of at least 1.8 in the professional courses. A student in subsequent semesters must maintain a GPA of not less than 2.0 for all courses taken since entering the program. A minimum GPA of 2.0 is required to earn the degree.

INTERPROFESSIONAL EDUCATION (IPE)

In order to graduate from a degree program, every student must complete all Interprofessional Education (IPE) Milestones in each of the following IPE phases: Exposure, Immersion, and Competence.

PROGRAM POLICIES

The following program specific policies and procedures can be found in the student handbook on the department [website](#):

Alternative Clinical Activities
Attendance Regulations
Change of Address and/or Name Responsibility
Changes in Policy
Conduct and Ethics
Correspondence between Students and Faculty
Incidents in the Clinical Agency
National Credentialing
Outside Employment
Policy on Working
Procedure for Readmission to the Ophthalmic Medical Technology Program
Professional Development and Service
Program Outcomes Assessment Plan
Release of Student Information
Student Appeals
Technical Standards
Uniform Policy for Clinical Practice

PROGRAM COSTS

The total cost of the five semester program can be found on the college [website](#).

Health insurance is required. Unless otherwise insured, cost of student health insurance varies with plan selected. Information on the student health insurance plans is available at the Campus Life and Student Support Center [website](#).

PHYSICAL THERAPY – DOCTOR OF PHYSICAL THERAPY DEGREE

Department of Physical Therapy

Physical Therapy [Website](#)

Department of Physical Therapy

College of Health Professions
University of Arkansas for Medical Sciences-Northwest
1125 N. College Avenue
Fayetteville, AR 72703-1908

Telephone: (479) 713-8600

Email: PTprogram@uams.edu

THE PROGRAM

The University of Arkansas for Medical Sciences offers a Doctorate of Physical Therapy located at the UAMS Northwest Campus in the heart of Fayetteville, Arkansas. This program is a 34-month long full-time format enrolling 24 students each August. The curriculum uses the flipped classroom concept, with many lectures delivered electronically to the students. Class and lab time are devoted to integration of material and problem solving. In-class sessions involve team-based learning and inter-professional learning experiences.

The campus offers state-of-art library and clinical simulation facilities, and a student-led inter-professional clinic. Programs at the campus are designed to promote inter-professional learning and clinical experiences between students in the UAMS Colleges of Health Professions, Medicine, Pharmacy, and Nursing. Faculty and students will have ongoing patient contact, beginning in the first month of the curriculum. In addition, UAMS students can treat in the Veteran's Home.

Our program is considered a lock-step curriculum, in which each semester's content is coordinated across all courses and each semester builds upon the previous semester's knowledge base.

UAMS DPT students complete 121 credits of coursework, including 36 weeks of full-time clinical internships. Upon completion of the degree requirements, students are awarded a Doctorate in Physical Therapy.

More information is available on our website, including pre-recorded info session and department tours.

<http://healthprofessions.uams.edu/programs/physical-therapy/>.

ACCREDITATION

The Doctor of Physical Therapy program at University of Arkansas for Medical Science is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; email: accreditation@apta.org; website: <http://www.captionline.org>. If needing to contact the program/institution directly, please call 479-713-8600 or email ptprogram@UAMS.edu.

APPLICATION PROCEDURES

The application deadline is September 15, 2020, but submission prior to the deadline is highly encouraged. All necessary documents for applications must be submitted via our online application system, www.ptcas.org.

Please note: The admissions process for the Physical Therapy program is subject to change after the publishing of this catalog. Please be sure to check the program [website](#) for the most current application procedures.

Applicants must provide:

UAMS Online Admissions Application (OAA): An online application to the college is required and is available on the [website](#). A non-refundable application fee of \$40.00 is required and must accompany the OAA application.

Documentation of Observation Hours: Completion of a minimum of 60 observation hours (paid or voluntary) in a variety of physical therapy settings including at least 20 hours in each of two separate settings such as outpatient, acute care, rehab/sub-acute rehab, extended care facility, nursing home, home health, wellness/prevention/fitness, industrial/occupational health, and school/preschool. Observation hours to be documented in PTCAS and verified by a physical therapist – electronically or by written signature.

Reference Letters: Two reference letters are required. One reference letter must be from a licensed Physical Therapist. Other eligible references are listed on the program [website: https://healthprofessions.uams.edu/programs/physical-therapy/admission-requirements/](https://healthprofessions.uams.edu/programs/physical-therapy/admission-requirements/). Applicants will be required to enter the reference name and email address on the online application. The information will automatically generate an email to the references with instructions for completing and submitting the reference form.

Resume: A formal resume uploaded to PTCAS.

GRE Scores: GRE scores are required and may be used for ranking candidates. Use Institution Code 2121 for the University of Arkansas for Medical Sciences PTCAS.

Official Transcripts: A bachelor's degree completed by the start of the DPT program along with specific prerequisite coursework and a minimum cumulative or last 60 credit hours and prerequisite GPA of 3.0 (on a 4.0 scale) is required for consideration for admission. Note that 24 of the 33 required semester credits of pre-requisite courses must be completed by the application deadline. Admission to the program for students who

have completed 24 out of the required 33 semester credits will be conditional pending the completion of all prerequisite courses with a grade of "C" or better before matriculation.

Note: If you are admitted to the Doctor of Physical Therapy program you will also need to provide official transcripts from all colleges where courses were still in-progress at the time of the PTCAS verification deadline.

CASPer Test – Computer-Based Assessment for Sampling Personal Characteristics: CASPer is an online test which assesses for non-cognitive skills and interpersonal characteristics that we believe are important for successful students and graduates of our program, and will complement the other tools that we use for applicant screening. In implementing CASPer, we are trying to further enhance fairness and objectivity in our selection process. The applicant is responsible for any fees associated with the CASPer test (<https://takecasper.com>). The last date to take the CASPer is October 29, 2020.

Interview: Qualified applicants will be invited for an on-campus interview in December.

TOEFL scores as applicable: See International Applicants in the Admissions section of this catalog.

ADMISSION FACTORS

Admission to the physical therapy program is competitive and based on the following factors as demonstrated through completion of application requirements and the on-campus interview:

Academic Achievement

Volunteer and Service Work

Observation Hours / Experience in the Field

Professionalism / Attitude / Maturity

Life Experiences

Diversity / Cultural Awareness

Written and Oral Communication

CASPer Assessment

PREREQUISITES

A completed bachelor's degree from a regionally accredited institution by the start of the DPT program is required. In addition, the following 33 semester credits are required for admission:

Area/Typical Course Title	Minimum Credits
Anatomy	3
- Human or Vertebrate Anatomy	
- Recommended focus on neuromuscular system	
- Course w/ human cadaver dissection lab preferred	
Physiology	3
- Human or Vertebrate Physiology	
- Recommended: striated and cardiac muscle physiology, cardiovascular regulation, physiology of respiration and acid-base homeostasis	
Biology	6
- General and specialized courses	
- Recommended: Histology, Microbiology, Immunology, Developmental Biology, or Neuroscience	
Chemistry	6
- Two semesters of general or specialized chemistry	
- Recommended: College Chemistry I & II or College Chemistry I and a specialized Chemistry	
Physics	6
- Two semesters of general physics	
- Recommended: light, heat, sound, electricity and mechanics	
- One Biomechanics course may be accepted in lieu of a physics course	
Statistics	3
- Recommended: Biostatistics, Research Methods & Design, Hypothesis Testing, and Quantitative Analysis	
Psychology	6
- General and specialized courses.	
- Recommended: Abnormal Psychology, Child Psychology, Developmental Psychology, and Psychology of Aging.	
TOTAL	33

Only grades of C or higher are acceptable for all prerequisite coursework. Labs are not required.

No transfer credits are accepted from other degree programs or physical therapy programs. There is no advanced standing permitted in the PT program. Required prerequisite course work graded as Pass/Fail will not be accepted. All but two prerequisite courses must be completed within 7 years prior to the date of the anticipated entry into the program. No more than two prerequisite courses (6-8 credits) can be from

CLEP or AP credit, which must be accepted by the degree-granting undergraduate institution. Although accepted, CLEP and AP credits will not be considered in GPA calculations.

All prerequisite course work must be obtained from a regionally accredited institution in the U.S.

All questions concerning course descriptions or substitutions should be submitted in writing via email to ptprogram@uams.edu.

TECHNICAL STANDARDS

Technical Standards can be found on the program website: <https://healthprofessions.uams.edu/programs/physical-therapy/technical-standards/>.

CURRICULUM

The curriculum is 34 months of continuous enrollment which consists of:

121 credit hours of didactic and clinical education

36 weeks of full-time clinical experiences

DPT Curriculum - Class of 2022

Course #	Title	Credits
Fall Year 1		
PHTH 5101	Human Anatomy I (Upper Extremity)	2
PHTH 5102	Human Anatomy II (Lower Extremity)	2
PHTH 5123	Movement Science I (Biomechanics and MS Gait)	2
PHTH 5131	Introductory PT Skills	3
PHTH 5141	Musculoskeletal Disorders I (Upper Extremity)	4
PHTH 5142	Musculoskeletal Disorders II (Lower Extremity)	3
PHTH 5171	Professional Issues I	1
PHTH 5181	Clinical Reasoning I	1
TOTAL		18
Spring Year 1		
PHTH 5103	Human Anatomy III (Spine)	2
PHTH 5111	Pathophysiology I (Musculoskeletal Disorders)	2
PHTH 5114	Pharmacology I (Musculoskeletal and Cardio-pulmonary Disorders)	2
PHTH 5121	Exercise Physiology I (Musculoskeletal)	2
PHTH 5143	Musculoskeletal Disorders III (Lumbar Spine and Pelvis)	4
PHTH 5144	Musculoskeletal Disorders IV (Cervico-Thoracic Spine)	3
PHTH 5172	Professional Issues II	2
PHTH 5182	Clinical Reasoning II	1
TOTAL		18
Summer Year 1		
PHTH 5105	Neuroscience	2
PHTH 5124	Movement Science II (Growth and Development)	2
PHTH 5125	Movement Science III (Motor Control)	2
PHTH 5132	Therapeutic Intervention I (EPA)	3
PHTH 5191	Clinical Experience I (OPD - 8 weeks)	5
TOTAL		14
Fall Year 2		
PHTH 5212	Pathophysiology II (Neuromuscular Disorders)	2
PHTH 5215	Pharmacology II (Neuromuscular Disorders)	1
PHTH 5233	Therapeutic Intervention II	2
PHTH 5234	Mobility & Assistive Equipment (with Neuro Gait)	2
PHTH 5252	Neuromuscular Disorders II (Adult)	4
PHTH 5262	Integumentary Disorders	3
PHTH 5283	Clinical Reasoning III	1
TOTAL		15

Spring Year 2

PHTH 5204	Human Anatomy IV (Organ Systems)	2
PHTH 5213	Pathophysiology III (Cardio-pulmonary Disorders)	2
PHTH 5222	Exercise Physiology II (Cardio-pulmonary Disorders)	2
PHTH 5253	Neuromuscular Disorders III (Geriatrics)	2
PHTH 5261	Cardiovascular and Pulmonary Disorders	2
PHTH 5284	Clinical Reasoning IV	1
PHTH 5292	Clinical Experience II	7
TOTAL		18

Summer Year 2

PHTH 5235	Psychosocial Aspects of Rehabilitation	2
PHTH 5245	Musculoskeletal Disorders V (Special Topics)	3
PHTH 5251	Neuromuscular Disorders I (Pediatrics)	3
PHTH 5273	Professional Issues III	1
PHTH 5274	Research Principles & Evidence-based Practice	2
PHTH 5285	Clinical Reasoning V	1
	<u>Electives*:</u>	3
PHTH 5337	- Applied Research I	
PHTH 5350	- Advanced Therapeutic Intervention	
PHTH 5387	- Directed Study	
PHTH 5396	- Service Learning	
PHTH 5397	- Spanish for PTs	
TOTAL		12 – 15*

Fall Year 3

PHTH 5393	Clinical Experience III (Neuro+/or Acute - 10 weeks)	7
PHTH 5386	Clinical Reasoning VI	1
	<u>Electives*:</u>	3
PHTH 5346	- Manual Therapy	
PHTH 5347	- Strength and Conditioning	
PHTH 5348	- Women's Health	
PHTH 5354	- Advanced Pediatrics	
PHTH 5355	- Advanced Adult Neuro/Geriatrics	
PHTH 5356	- Vestibular Rehab	
PHTH 5357	- Electroneuromyography	
PHTH 5377	- Applied Research I	
PHTH 5378	- Applied Research II	
PHTH 5387	- Directed Study	
PHTH 5388	- Teaching & Learning	
PHTH 5396	- Service Learning	
TOTAL		8 – 11*

Spring Year 3

PHTH 5336	Health Promotion and Wellness	2
PHTH 5375	Administration and Healthcare Management	3
PHTH 5376	Capstone (Comprehensive Exam /Board Prep)	2
PHTH 5394	Clinical Experience IV (Elective - 8 weeks)	5
	<u>Electives*:</u>	3
PHTH 5346	- Manual Therapy	
PHTH 5347	- Strength and Conditioning	
PHTH 5350	- Advanced Therapeutic Intervention	
PHTH 5354	- Advanced Pediatrics	

PHTH 5355	- Advanced Adult Neuro/Geriatrics	
PHTH 5356	- Vestibular Rehab	
PHTH 5357	- Electroneuromyography	
PHTH 5363	- Trauma Physical Therapy	
PHTH 5377	- Applied Research I	
PHTH 5387	- Directed Study	
PHTH 5388	- Teaching & Learning	
PHTH 5396	- Service Learning	
TOTAL		12 – 15*
Curriculum TOTAL		121
Full-time Clinical Education Experiences (36 weeks)		25
Coursework		96

*Students must take two 3 hour Elective courses for a total of 6 hours of Electives. The elective course offerings begin in the summer semester of the second year of the program and are offered through the final spring semester of the third year. The availability of elective courses will depend on student interest in the available topics. The total hours for each of those semesters will vary based on the semesters in which the student chooses to complete the electives.

A grade of “C” or better must be achieved in all courses and no less than 80% must be achieved on practical exams. A minimum GPA of 3.0 must be maintained during enrollment in the program. A minimum GPA of 3.0 is required to earn the degree.

INTERPROFESSIONAL EDUCATION (IPE)

In order to graduate from a degree program, every student must complete all Interprofessional Education (IPE) Milestones in each of the following IPE phases: Exposure, Immersion, and Competence. Additional information can be found at <http://ipe.uams.edu>.

PROGRAM COSTS

The total cost of the program can be found on the program [website](#).

Health insurance is required. Unless otherwise insured, cost of student health insurance varies with plan selected. Information on the student health insurance plans is available at the Campus Life and Student Support Center [website](#).

PHYSICIAN ASSISTANT – MASTER OF PHYSICIAN ASSISTANT STUDIES DEGREE

Department of Physician Assistant Studies

Physician Assistant Studies [Website](#)

CHP Office of Admissions

College of Health Professions

University of Arkansas for Medical Sciences

4301 West Markham Street, #619

Little Rock, AR 72205

Telephone: (501) 686-7211

Email: PAPrograms@uams.edu

THE PROGRAM

The Physician Assistant program is a full-time, day program with one cohort of students beginning each May. The didactic (classroom) phase of the program is approximately 13 months and the clinical phase of the program is 15 months in length. The curriculum consists of 41 semester credits of prerequisite course work and courses of 128 credits in the PA curriculum. Upon completion of the degree requirements, students are awarded a Master of Physician Assistant Studies (M.P.A.S.) degree. Graduates will be eligible to sit for the national certification examination through the National Commission on the Certification of Physician Assistants (NCCPA). Once nationally certified, graduates of the PA program will be eligible to apply to the Arkansas State Medical Board or another state board for a license to practice in the state. Successful completion of the program does not itself ensure certification and/or licensure. It is the student's responsibility to be familiar with licensure and certification requirements.

ACCREDITATION

The program has been granted Accreditation-Continued status by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA). Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA Standards. Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn.

for failure to comply with the Standards. The approximate date for the next validation review of the program by the ARC-PA will be September 2026. The review date is contingent upon continued compliance with the Accreditation Standards and ARC-PA policy.

APPLICATION PROCEDURES

The program has a rolling admissions process and accepts candidates until the class is selected for May enrollment annually. The application deadline is **November 1**. All required materials (official GRE scores, three required letters of recommendation, UAMS Online Admissions Application) must be submitted and verified by CASPA on or before the November 1 deadline.

During admission review, first consideration may be given to Arkansas residents. Highly qualified applicants from out-of-state are strongly encouraged to apply and may successfully compete for admission. The Program is committed to admitting and graduating qualified candidates from diverse backgrounds.

Applicants must provide:

Application for Admission: Applicants must apply through the Central Application Service for Physician Assistants (CASPA) at <https://portal.caspaonline.org/>. Through CASPA, applicants submit the following:

CASPA Application

CASPA Application Fee

Official Transcripts: Bachelor's or higher degree completed prior to matriculation from a regionally accredited institution in the United States is required. Transcripts from institutions outside the United States are not accepted, even after use of an evaluation service. A Cumulative Undergraduate GPA of 3.0 on a 4.0 scale, as calculated by CASPA, is required. A Cumulative Natural Science GPA of 3.0 on a 4.0 scale, as calculated by CASPA, is required.

Note: If you are admitted to the Physician Assistant program you will also need to provide official transcripts from all colleges where courses were still in-progress at the time of the CASPA verification deadline.

GRE Score(s): Graduate Record Examination (verbal, quantitative and analytical writing) is required. The GRE must be completed within the last 5 years at the time of application with verbal, quantitative and analytical writing scores. A combination of scores from separate exam dates may not be utilized. The official GRE scores **must** be submitted to CASPA. To submit your GRE score, use Institution Code: 0279, and Department Code: 0634

Letters of Recommendation. A letter of recommendation from a physician or physician assistant, a professor/ instructor or another physician/physician assistant, and a work supervisor, for a total of three letters of recommendation.

Personal Narrative: The CASPA application requires one narrative and the PA Program requires two narratives. Narrative questions may change annually. Please refer to the application for the specific narrative questions.

Patient Care Experience: Clinical experience of at least 500 hours demonstrating direct patient care is required and is documented in the CASPA application. This requirement must be completed prior to the start of the program. The experience does not have to be paid or full-time experience. Volunteer hours may count towards this requirement. Some potential categories of experience may include:

Athletic Trainer	Ophthalmology Technician
Certified Nursing Assistant	Paramedic/ EMT
Chiropractic Assistant	Patient Care Technician
Dental Hygienist	Peace Corp Volunteer (medical)
Dietician	Phlebotomist
Emergency Room Technician	Physical Therapist
Licensed Practical Nurse	Physical Therapist Assistant
Medical Assistant	Radiologic Technologist
Medical Corpsman	Registered Nurse
Medical Scribe	Respiratory Therapist
Nursing Assistant/Aide	Surgical Technologist
Occupational Therapist	

Direct patient care is defined as actively working in a medical setting with patients and having a direct influence of care on a specific patient. Example activities include eliciting histories, taking vital signs, drawing blood, performing procedures, etc. While shadowing a PA/physician is highly recommended to gain a better understanding of the medical profession, they cannot count towards direct patient care.

*Up to 250 hours of scribing will be accepted as direct patient care. The remaining 250 hours must be from a different form of direct patient care.

2. **UAMS Online Admissions Application (OAA):** An online application to the college is required and is available on the [website](#). A non-refundable application fee of \$40.00 is required and must accompany the OAA application.
3. **Interview:** The most qualified applicants will be contacted for an on-campus interview.

Admission to the program is a highly selective and competitive process. Selection is based on a combination of academic performance (GPAs and GRE), quality and quantity of direct patient care experience, letters of recommendation, personal narratives, volunteerism, and performance during the interview.

PREREQUISITES

The following 41 credits are required for admission:

Area/Typical Course Title	Minimum Credits
General/Principles of Biology I and II with Laboratory*	8
Human Anatomy with Laboratory**	4
Human Physiology with Laboratory	4
Microbiology with Laboratory	4
Medical Genetics/Genetics	3
General Chemistry I and II with Laboratory	8
Organic Chemistry I with Laboratory	4
General Psychology	3
Biostatistics or Statistics	<u>3</u>
TOTAL	41

*If General Biology II is unavailable at the educational institution of attendance, General Zoology with Laboratory or Cell Biology with Laboratory may be substituted.

**A combined full year Anatomy and Physiology I and II with laboratories will meet this requirement.

Only grades of C or higher are acceptable for all prerequisite coursework.

Anatomy, Physiology, and Microbiology must be completed within the last seven years at time of matriculation.

Survey courses do not meet the prerequisite requirements. Online courses are permitted for prerequisite courses but not for the laboratory component of the course.

No transfer credits are accepted from other degree programs or physician assistant programs. There is no advanced standing permitted in the PA program. Required prerequisite course work graded as Pass/Fail or credit obtained by CLEP Examination or Advanced Placement (AP) will not be accepted.

All prerequisite course work must be obtained from a regionally accredited institution in the U.S.

TECHNICAL STANDARDS

Technical Standards can be found on the program [website](#).

CURRICULUM

The following 128 credits are required in the program:

<u>Didactic Phase</u>		
<u>Year 1</u>		
Course #	Title	Credits
<i>Summer</i>		
MPAS 5111	Professional Issues I	1
MPAS 5121	Clinical Reasoning I	1
MPAS 5131	Patient Communication I	1
MPAS 5342	Clinical Physiology	3
MPAS 5351	Clinical Pharmacology	3
MPAS 5441	PA Gross Anatomy	4
MPAS 5591	Physical Assessment	<u>5</u>
		18
<i>Fall</i>		
MPAS 5112	Professional Issues II	1
MPAS 5122	Clinical Reasoning II	1
MPAS 5132	Patient Communication II	1
MPAS 5281	Introduction to Evidence Based Medicine	2
MPAS 5252	Pharmacotherapy I	2
MPAS 5361	Diagnostic Assessment I	3
MPAS 5371	Behavioral Medicine	3
MPAS 5892	Principles of Medicine I	<u>8</u>
		21
<i>Spring</i>		
MPAS 5123	Clinical Reasoning III	1
MPAS 5144	Medical Genetics	1
MPAS 5253	Pharmacotherapy II	2

MPAS 5282	Foundations of Evidence Based Medicine	2
MPAS 5362	Diagnostic Assessment II	3
MPAS 5372	Emergency Medicine	3
MPAS 5893	Principles of Medicine II	<u>8</u>
		20

Year 2

Summer (6 weeks)

MPAS 5113	Professional Issues III	1
MPAS 5114	Professional Issues IV	1
MPAS 5143	Clinical Nutrition	1
MPAS 5233	Medical Ethics	2
MPAS 5273	Surgical Medicine	2
MPAS 5394	Principles of Medicine III	<u>3</u>
		<u>10</u>
TOTAL DIDACTIC PHASE		69

Clinical Phase

Course #	Title	Credits
MPAS 5895	Summative Evaluation	1
MPAS 5896	Capstone Project	2
MPAS 5901	Elective Rotation I	3
MPAS 5902	Elective Rotation II	3
MPAS 5951	Clinical Rotation I	5
MPAS 5952	Clinical Rotation II	5
MPAS 5953	Clinical Rotation III	5
MPAS 5954	Clinical Rotation IV	5
MPAS 5955	Clinical Rotation V	5
MPAS 5956	Clinical Rotation VI	5
MPAS 5957	Clinical Rotation VII	5
MPAS 5958	Clinical Rotation VIII	5
MPAS 5959	Clinical Rotation IX	5
MPAS 5960	Clinical Rotation X	<u>5</u>
TOTAL CLINICAL PHASE		<u>59</u>

TOTAL PROGRAM **128**

A grade of "C" or better must be achieved in all courses. A minimum GPA of 2.5 is required to earn the degree. See program handbook for more information.

SERVICE LEARNING

The program has a service learning requirement that is separate from course work during the didactic phase of the program. PA students will be required to complete 10 hours of service learning activities across the life span (seniors, children, adults) during the first three semesters of the Didactic Phase of the program. Students will be assigned to a service learning community partner each semester. The activity will be medical related, but will be community based. The goal of the service learning component is to increase understanding of environmental and social issues that communities and patients face. Increasing understanding of community issues will enable future medical providers to better care for patients. Medicine is not about treating the disease, but rather about treating the patient. Patient management goes way beyond prescribing medication. It encompasses understanding cultural issues and social determinants, and assisting the patients with areas that ultimately affect their health.

INTERPROFESSIONAL EDUCATION (IPE)

In order to graduate from a degree program, every student must complete all Interprofessional Education (IPE) Milestones in each of the following IPE phases: Exposure, Immersion, and Competence.

PROGRAM POLICIES

Program specific policies and procedures can be found in the student Entrance Policies and Requirements on the department [website](#).

PROGRAM COSTS

The total cost of the program can be found on the college [website](#).

Health insurance is required. Unless otherwise insured, cost of student health insurance varies with plan selected. Information on the student health insurance plans is available at the Campus Life and Student Support Center [website](#).

RADIOLOGIC IMAGING SCIENCES – BACHELOR OF SCIENCE DEGREE

Department of Imaging and Radiation Sciences

Radiologic Imaging Sciences [Website](#)

CHP Office of Admissions

College of Health Professions

University of Arkansas for Medical Sciences

4301 West Markham Street, #619

Little Rock, AR 72205

Telephone: (501) 686-5730

Email: CHPAdmissions@uams.edu

THE PROGRAMS

The Radiologic Imaging Sciences program offers two enrollment options: a Bachelor of Science in Radiologic Imaging Sciences, and an online Bachelor of Science Degree Completion program for those who hold an Associate's Degree in the field. A Short Track Examination Preparation (STEP) track is also available for ARRT eligible technologists who wish to prepare for a specialty examination. Please refer to the specific program section depending on the enrollment option being considered.

The department has two Traditional program sites: Little Rock and Fayetteville (UAMS Northwest Campus). Successful completion of the Bachelor of Science degree program requirements qualifies the student to apply for the national certification examination. Successful completion of the program does not itself ensure certification. The program's mission, goals, and competencies/ learning outcomes can be found on the department website.

Bachelor of Science Degree – Traditional Program: The Bachelor of Science Degree program is a full-time, day program with a cohort of 37-40 students beginning each fall semester in Little Rock and Fayetteville. It consists of six semesters. The program consists of 35 credits of prerequisite course work and 85 credits in the RIS curriculum for a total of 120 credits.

Bachelor of Science Online Degree Completion Program: The Bachelor of Science in Radiologic Imaging Sciences Degree Completion program consists of 35 semester credits of prerequisite course work and successful completion of an Associate of Sciences in Medical Imaging or Associate of Applied Science in Radiologic Technology. Students with an Associate of Science in Medical Radiography from UAMS are required to successfully complete 25 credits in the B.S. degree completion program. Students with an Associate of Applied Science in Radiologic Technology from a different accredited college or university are required to successfully complete 32-40 credits in the B.S. degree completion program. All B.S. degree completion didactic courses are offered online. Practicum courses provide the clinical component of the curriculum. Students should secure a clinical site with assistance from the program. Students who completed a non-degree certificate/hospital based program and are currently in CE compliance with the ARRT should contact the program director for more information.

Short Track Examination Preparation (STEP): The Division offers short tracks in areas such as CT, MRI, Cardiac & Vascular Intervention, and Mammography for ARRT eligible technologists who wish to prepare for a specialty examination and who do not wish to pursue the Bachelor of Science degree in Radiologic Imaging Sciences. Contact the division director for more information.

ACCREDITATION

The program is accredited by the Joint Review Committee on Education in Radiologic Technology, 20 N. Wacker Drive, Suite 2850, Chicago, Illinois 60606-3182. Telephone: (312) 704-5300. Website: <http://www.jrcert.org/>.

APPLICATION PROCEDURES

Bachelor of Science Degree - Traditional Program

All application materials should be received by **May 1** to be considered for admission. Late applications may not be reviewed after this date. Early consideration will be given to those who have completed all requirements and submitted complete applications by the early consideration deadline, **March 1**. Send all requested materials to the CHP Office of Admissions. Applicants must provide:

UAMS Online Admissions Application (OAA): An online application to the college is required and is available on the [website](#). A non-refundable application fee of \$40.00 is required and must accompany the OAA application.

Official Transcripts: Arrange for each college or university you have attended to forward an official transcript of your course work. A minimum cumulative and prerequisite GPA of 2.50 is required for admission to the program.

Professional Observation Form: A professional observation form signed by a registered radiographer that documents at least six (6) observation hours in a busy radiology department must be sent by the radiographer before the deadline. The form is available on the program [website](#).

Interview: Qualified applicants will be contacted to arrange an interview.

Essay: The submission of a written essay is required. More information is sent to the applicant when contacted for an interview.

TOEFL scores as applicable. See International Applicants in the Admissions/Academic Information section of this catalog.

Bachelor of Science Online Degree Completion Program

All application materials should be received by **May 1** to be considered for fall admission, by **November 1** to be considered for spring admission, and by **April 1** to be considered for summer admission. Late applications may not be reviewed after this date. Send all requested materials to the CHP Office of Admissions. Applicants must provide:

UAMS Online Admissions Application (OAA): An online application to the college is required and is available on the [website](#). A non-refundable application fee of \$40.00 is required and must accompany the OAA application.

Official Transcripts: Arrange for each college or university you have attended to forward an official transcript of your course work. A minimum cumulative and prerequisite GPA of 2.50 is required to apply for admission.

TOEFL scores as applicable. See International Applicants in the Admissions/Academic Information section of this catalog.

PREREQUISITES

A minimum of 29 credits of the following 35 prerequisite credits are required for admission to both the Traditional and the Online Degree Completion programs. Anatomy & Physiology I, Anatomy & Physiology II, and College Algebra must be completed before enrollment into the program. An Associate of Science degree in Medical Radiography or an Associate of Applied Science in Radiologic Technology is also required for admission into the Online Degree Completion program. All listed courses are required from a regionally accredited post-secondary academic institution with a grade of "C" or better. No more than 6 credits of prerequisite coursework may be completed while enrolled in the program. The outstanding credits must be completed prior to graduation. If in doubt of the suitability of the following prerequisite courses, please contact the CHP Office of Admissions.

Area/Typical Course Title	Minimum Credits
ENGLISH/COMMUNICATION	
English Composition	
Two-semester sequence of English Composition	6
Speech Communication	
Fundamentals of Speech or Speech Communication	0-3*
MATHEMATICS	
College Algebra (or higher level Mathematics)	3
SCIENCE	
Two-semester sequence of Anatomy and Physiology with laboratories or a whole body systems course with lab and Biology with lab	8
FINE ARTS/HUMANITIES	
Fine Arts	
Music, Art, Theater	6-9***
Humanities	
Philosophy, Political Science, Literature, or Humanities	
SOCIAL SCIENCES	
History	
History of the United States or National Government	3
Other Social Sciences	
Anthropology, Economics, Geography, Psychology, or Sociology	6
TOTAL	35

Only grades of C or higher are acceptable for all prerequisite coursework.

*An extra 3 SC course in Fine Arts/Humanities may be taken in lieu of Speech Communication. If this is done, 9 SC of Fine Arts/Humanities will be required.

**Anatomy and physiology courses must cover all body systems and include accompanying laboratory sections.

***The Fine Arts requirement cannot be fulfilled with a studio course. Humanities requirements may be selected from the courses in the subject areas of philosophy, political science, literature and the humanities. The course in National Government, if selected to meet the US History/National Government requirement, cannot also be used to meet the Humanities requirement in Political Science. Acceptable courses in literature must be broad survey courses; world literature is especially recommended.

TECHNICAL STANDARDS

Technical Standards can be found on the program [website](#).

CURRICULUM

Bachelor of Science Degree - Traditional Program

The following 85 credits are required in the Bachelor of Science degree program.

Course #	Title	Semester Credit
<u>Year 1</u>		
<i>Fall</i>		
RISP 2121	Basic Patient Care Lab	1
RISP 2123	Radiographic Procedures I Laboratory	1
RISP 2212	Radiologic Anatomy	2
RISP 2226	Clinic Practicum I	2
RISP 2322	Radiographic Procedures I	3
RISP 2331	Imaging Foundations I	3
RISP 2421	Basic Patient Care	<u>4</u>
		16
<i>Spring</i>		
RISP 2334	Imaging Foundations II	4
RISP 2332	Radiographic Procedures II	3
RISP 2335	Clinic Practicum II	3
RISP 3352	Radiation Protection and Radiobiology	3
RISP 3351	Special Imaging Procedures	<u>3</u>
		16
<i>Summer</i>		
CHPI 4310	Multicultural Health	3
RISP 3213	Radiographic Sectional Anatomy	2
RISP 3541	Clinic Practicum III	<u>4</u>
		9
<u>Year 2</u>		
<i>Fall</i>		
CHPI 4301	Healthcare Systems in America	3
RISP 3253	Radiographic Procedures III	3
RISP 3554	Clinic Practicum IV	5
RISP 4394	Current Issues in Healthcare	3
RISP 43XX	Specialty I*	<u>3</u>
		17
<i>Spring</i>		
RISP 3242	Professional Development	2
RISP 3461	Radiologic Pathology	3
RISP 3663	Clinic Practicum V	5
RISP 4381	Imaging of Special Populations	3
RISP 43XX	Specialty II*	<u>3</u>
		16
<i>Summer</i>		
RISP 4382	Advanced Patient Care	3
CHPI 4398	Managerial Leadership	3
RISP 45XX	Specialty Clinical Practice*	<u>5</u>
		<u>11</u>
TOTAL		85

All program courses must be completed with a grade of "C" or higher for progression to the next semester and for graduation. A minimum GPA of 2.0 is required to earn the degree.

*Student selects one area of specialty among mammography, vascular, cardiac interventional, computed tomography, and magnetic resonance imaging.

Bachelor of Science Online Degree Completion Program

The following courses are offered in the Bachelor of Science degree completion program.

Course #	Title	Semester Credit
Required Core Imaging Curriculum		
RISP 4381	Imaging of Special Populations	3
RISP 4382	Advanced Patient Care	3
RISP 4394	Current Issues in Health Care	<u>3</u>
		9
Electives for Imaging Curriculum*		
RISP 4375	Mammographic Fundamentals	3
RISP 4376	Mammographic Procedures & Techniques	3
RISP 4377	Cardiac Interventional I	3
RISP 4378	Cardiac Interventional II	3
RISP 4386	Physics of CT	3
RISP 4387	CT Procedures	3
RISP 4392	Physics of MRI	3
RISP 4393	MR Procedures	3
RISP 4395	Vascular Interventional I	3
RISP 4396	Vascular Interventional II	3
RISP 4579	Cardiac Interventional Practicum	5
RISP 4585	Mammography Practicum	5
RISP 4588	CT Practicum	5
RISP 4594	MRI Practicum	5
RISP 4597	Vascular Interventional Practicum	5
CHPI 4301	Healthcare Systems in America	3
CHPI 4310	Multicultural Health	3
CHPI 4398	Managerial Leadership	3

A minimum GPA of 2.0 is required to earn the degree.

*A minimum enrollment number is required in order to be able to offer an elective course.

INTERPROFESSIONAL EDUCATION (IPE)

In order to graduate from a degree program, every student must complete all Interprofessional Education (IPE) Milestones in each of the following IPE phases: Exposure, Immersion, and Competence.

PROGRAM POLICIES

The following program specific policies and procedures can be found in the student handbook on the program [website](#).

Acceptable Grades for Progression

Attendance Policy

Clinical Absence Policies

Computer Usage

CPR Certification

E-mail

Examination Protocol

Grading Scales

Responsibilities as a UAMS Radiologic Imaging Sciences Student

Social Networking

Student Behavior and Dress

Student Supervision in the Clinic and Laboratory

Student Transportation, Parking, and Clinic Rotation Hours

PROGRAM COSTS

The total cost of the six semester program can be found on the college [website](#).

Health insurance is required. Unless otherwise insured, cost of student health insurance varies with plan selected. Information on the student health insurance plans is available at the Campus Life and Student Support Center [website](#)

RESPIRATORY CARE – BACHELOR OF SCIENCE DEGREE

Department of Respiratory Care

Respiratory Care [Website](#)

CHP Office of Admissions

THE PROGRAM

The MISSION of the Cardio-Respiratory Care Program is to develop practitioners of influence who demonstrate the value of our profession, and lead it forward to meet the needs of a diverse healthcare community. The respiratory care program is available for traditional students entering the profession for the first time as well as for non-traditional, practicing Registered Respiratory Therapists and graduates of CoARC accredited Associate Degree respiratory care programs wishing to complete the Bachelor of Science Degree.

Traditional Program: Each fall semester, the traditional program admits a full-time (5 semesters) and a part time (8 semesters) cohort who attend classes during the day. The number of students in each cohort depends upon clinical slot availability. Second year part-time students and first year full-time students comprise a clinical cohort. There are 24 clinical slots available. The program consists of 58 semester credits of prerequisite course work and 62 credits in the respiratory care curriculum for a total of 120 credits.

Students earn credentials in Advanced Cardiac Life Support (ACLS), Pediatric Advanced Life Support (PALS), and Neonatal Resuscitation Program (NRP) as program requirements. Graduates are eligible to earn the CRT (Certified Respiratory Therapist) credential and the RRT (Registered Respiratory Therapist) credential. Successful completion of all program requirements qualifies graduates to sit for national credentialing exams and apply for a license to practice in Arkansas. Successful completion of the program does not itself ensure licensure.

AS-to-BS Degree Completion Program: The A.S.-to-B.S. Degree Completion Program is designed to allow graduates of Associate Degree programs who have obtained the Registered Respiratory Therapist credential the opportunity to meet their educational and professional goals as practicing professionals. The thirty semester credit professional program is offered in a 100% online format, which is designed for working therapists who need flexibility to complete their Bachelor's degree while meeting family, professional and personal obligations. The curriculum allows students to pursue study in specific areas of interest or professional specialty through various projects, papers and/or directed study. In this way, students have the opportunity to prepare for advanced levels of specialty credentialing, if desired. The maximum number of students accepted to the degree completion program may vary from year to year. Cohort size is dependent on several factors that include, but are not limited to: number of students currently enrolled, number of available faculty advisors, and size of the traditional cohort. The full time cohort begins with the summer term. The part time cohort begins each fall.

ACCREDITATION

The traditional program is accredited by the Commission on Accreditation for Respiratory Care Education, 1248 Harwood Road, Bedford, Texas 76021-4244. Telephone: (817)-283-2835. Website: www.coarc.com.

APPLICATION PROCEDURES

Applications for the traditional program should be received by **May 1**. Applications for the full time admission to the AS-BS degree completion program should be received by **April 15**. Applications for part time admission should arrive by **May 1**. Applicants are encouraged to apply early, as qualified applicants may receive conditional acceptance prior to **May 1**. In the event the class is not filled from those applicants, the application deadline may be extended to as late as June 1. Send all requested materials to the CHP Office of Admissions. **All** applicants must submit the following:

UAMS Online Admissions Application (OAA): An online application to the college is required and is available on the [website](#). A non-refundable application fee of \$40.00 is required and must accompany the OAA application.

Official Transcripts: Arrange for each college or university you have attended to forward an official transcript of your course work. A minimum cumulative and prerequisite GPA of 2.5 is recommended to be considered for admission.

Transfer Credit: All applicants must successfully complete college algebra and two of the four science prerequisite courses by June 1 of the year of application in order to be considered for admission. All applicants must also successfully complete Human Anatomy and Physiology I and II (8 SC) before beginning the first semester of the program. Applicants to the full-time traditional program track must successfully complete all prerequisites before beginning the first semester of the program. Applicants to the part-time track and to the non-traditional AS-to-BS degree completion program must successfully complete at least 35 SC of prerequisite course work before the first semester of the program. All credits must be completed prior to graduation.

Applicants for the traditional program must also provide:

Professional Observation: Documentation of observation of and discussion with a practicing professional in the field is required. Contact the program for details.

TOEFL scores as applicable. See International Applicants in the Admissions/Academic Information section of the catalog.

Applicants for the non-traditional AS-to-BS degree completion program tracks must also provide:

Proof of RRT Status: Applicants must submit a notarized copy of professional credentials (when applicable).

Statement of Career Summary and Goals: A typewritten statement that summarizes the applicant's educational and professional goals, and explains how completion of the BS degree will assist him/her in completion of career goals must be submitted. The submission must include a traditional resume of educational and professional achievements using a chronological or functional format.

TOEFL scores as applicable. See International Applicants in the Admissions/Academic Information section of the catalog.

ADMISSION FACTORS

Admission to the traditional respiratory care program is competitive and based on the following factors:

Academic achievement

Academic aptitude

Academic experience

Communication Skills

Admission to the non-traditional AS-to-BS degree completion program as based on the following factors:

Academic achievement

Academic experience

Writing skills

Depth and breadth of professional involvement

Career goals

PREREQUISITES

The following 58 credits are required for admission to the traditional track (full-time or part-time) or the AS-to-BS degree completion program. All listed courses are required from a regionally accredited post-secondary academic institution, and must fulfill all college requirements regarding acceptance of transfer credit. If in doubt of the suitability of the prerequisite courses, please contact the Office of Admissions.

Area/Typical Course Title	Minimum Credits
ENGLISH/COMMUNICATIONS	
English Composition	
Two-semester sequence of English Composition	6
Speech Communication	
Fundamentals of Speech or Speech Communication	3
MATHEMATICS	
College Algebra (or higher level Mathematics)	3
Applied Statistics (or equivalent course in research methodology)	3
SCIENCE* **	
Biology	
Two-semester sequence of Anatomy and Physiology with laboratories***	8
Microbiology	
Microbiology with laboratory	4
Chemistry	
Chemistry with laboratory	4
FINE ARTS/HUMANITIES	
Fine Arts	
Music, Art, Theater	3
Humanities	
Philosophy, Political Science, Literature, or Humanities	3
SOCIAL SCIENCES	
History	
History of the United States or National Government	3
Other Social Sciences	
Anthropology, Economics, Geography, Psychology, or Sociology	6
Medical Terminology****	1

ELECTIVES

11

TOTAL

58

*Science courses must be suitable for science or health professions majors and include a laboratory.

**Students admitted to the part-time track must complete the Human Anatomy and Physiology course requirements as described above by the date of registration at UAMS. In addition, completion of at least one of the two other science courses is required.

***Anatomy and physiology courses must cover all body systems and include accompanying laboratory sections. For applicants to the RRT-to-BS Degree Completion program, one 4 credit A&P course w/ lab plus one 4 credit science course w/ lab may be accepted, with approval from the program director.

A final grade of "C" or better is required in each of the above courses. Documentation of successful completion is required by the date of registration for the first semester.

Actual course titles may vary among institutions. Consult the department for preprofessional counseling.

****A course in Medical Terminology may be waived for AS-to-BS applicants. Candidates should ensure an adequate number of hours in elective credit to meet graduation requirements.

Fulfillment of the preprofessional curriculum does not in itself ensure admission into the professional program (please see Application Procedures and Deadlines).

TECHNICAL STANDARDS

Technical Standards can be found on the program [website](#).

CURRICULUM

The following 65 credits are required in the traditional program two-year track (full-time):

Course #	Title	Credits
Year 1		
Fall		
RESP 3113	Equipment and Techniques I Laboratory	1
RESP 3115	Basic Assessment and Diagnosis Laboratory	1
RESP 3116	Pharmacology I	1
RESP 3117	Clinical Practicum I	1
RESP 3314	Basic Assessment and Diagnosis	3
RESP 3411	Cardiopulmonary Anatomy and Physiology	4
RESP 3412	Equipment and Techniques I	<u>4</u>
		15
Spring		
RESP 3128	Pulmonary Function Testing	1
RESP 3223	Equipment and Techniques II Laboratory	2
RESP 3226	Clinical Practicum II	2
RESP 3322	Equipment and Techniques II	3
RESP 3327	Neonatal Cardiopulmonary Care	3
RESP 3421	Cardio-Respiratory Disorders	<u>4</u>
		15
Summer		
RESP 3132	Pharmacology II	1
RESP 3231	Clinical Internship I	2
RESP 4330	Research and Evaluation	<u>3</u>
		6
Year 2		
Fall		
RESP 4241	Advanced Assessment and Diagnosis	2
RESP 4243	Pediatric Cardiopulmonary Care	2
RESP 4342	Critical Care Practices	3
RESP 4445	Clinical Practicum III	4
RESP 4140	Legal and Ethical Issues in Health Care	1
RESP 4257	Literature Review	<u>1</u>
		13
Spring		
RESP 4146	Foundations of Respiratory Care Education	1

RESP 4244	Scholarship Project	1
RESP 4255	Respiratory Care Seminar	2
RESP 4355	Leadership and Management	3
RESP 4356	Clinical Internship II	3
RESP 4452	Disease Management	<u>3</u>
		<u>13</u>
TOTAL		62

A grade of “D” or “F” or a mark of “U” or “NC” in designated professional courses is not acceptable for progression to the next semester, nor is it acceptable for graduation if it occurs in the last semester of the program.

A grade of “D” in the following professional courses is acceptable for progression and/or for graduation if it occurs in the last semester of the program, as long as the student’s cumulative GPA is > 2.50: RESP-4244: Scholarship Project; RESP-4146: Respiratory Education; RESP-4356: Leadership and Management.

All other professional courses must be completed with a grade of “C” or better in order to progress to the next semester or to graduate, if it occurs in the last semester of the program. A minimum GPA of 2.0 is required to earn the degree.

The following 62-63 credits are required in the traditional program three-year track (part-time):

Course #	Title	Credits
<u>Year 1</u>		
<i>Fall</i>		
RESP 3116	Pharmacology I	1
RESP 3314	Basic Assessment and Diagnosis	3
RESP 3411	Cardiopulmonary Anatomy and Physiology	<u>4</u>
		8
<i>Spring</i>		
RESP 3124	Introduction to Clinical Practice (optional)	(1)
RESP 3128	Pulmonary Function Testing	1
RESP 3421	Cardio-Respiratory Disorders	<u>4</u>
		5-6
<i>Summer</i>		
RESP 3132	Pharmacology II	<u>1</u>
		1
<u>Year 2</u>		
<i>Fall</i>		
RESP 3113	Equipment and Techniques I Laboratory	1
RESP 3115	Basic Assessment and Diagnosis Laboratory	1
RESP 3117	Clinical Practicum I	1
RESP 3412	Equipment and Techniques I	<u>4</u>
		7
<i>Spring</i>		
RESP 3223	Equipment and Techniques II Laboratory	2
RESP 3226	Clinical Practicum II	2
RESP 3322	Equipment and Techniques II	3
RESP 3327	Neonatal Cardiopulmonary Care	<u>3</u>
		10
<i>Summer</i>		
RESP 3231	Clinical Internship I	2
RESP 4330	Research and Evaluation	<u>3</u>
		5
<u>Year 3</u>		
<i>Fall</i>		
RESP 4241	Advanced Assessment and Diagnosis	2
RESP 4243	Pediatric Cardiopulmonary Care	2
RESP 4342	Critical Care Practices	3
RESP 4445	Clinical Practicum III	4

RESP 4140	Legal and Ethical Issues in Health Care	1
RESP 4257	Literature Review	<u>1</u>
		13

Spring

RESP 4146	Foundations of Respiratory Care Education	1
RESP 4244	Scholarship Project	1
RESP 4255	Respiratory Care Seminar	2
RESP 4355	Leadership and Management	3
RESP 4356	Clinical Internship II	3
RESP 4452	Disease Management	<u>3</u>
		<u>15</u>

TOTAL

62-63

A grade of "D" or "F" or a mark of "U" or "NC" in designated professional courses is not acceptable for progression to the next semester, nor is it acceptable for graduation if it occurs in the last semester of the program.

A grade of "D" in the following professional courses is acceptable for progression and/or for graduation if it occurs in the last semester of the program, as long as the student's cumulative GPA is > 2.50: RESP-4244: Scholarship Project; RESP-4146: Respiratory Education; RESP-4356: Leadership and Management.

All other professional courses must be completed with a grade of "C" or better in order to progress to the next semester or to graduate, if it occurs in the last semester of the program. A minimum GPA of 2.0 is required to earn the degree.

The following 30 credits are required in the AS-to-BS Degree Completion Program full-time track:

Course #	Title	Credits
Summer		
CHPI 4310	Multicultural Health	3
RESP 4330	Research and Evaluation	<u>3</u>
		6
Fall		
CHPI 4301	Healthcare Systems in America	3
RESP 4140	Legal and Ethical Issues in Health Care	1
RESP 4241	Advanced Assessment and Diagnosis* (<i>or substitute course</i>)	2
RESP 4257	Literature Review	3
RESP 4342	Critical Care Practices* (<i>or substitute course</i>)	<u>3</u>
		12
Spring		
RESP 4146	Foundations of Respiratory Care Education	1
RESP 4244	Scholarship Project	1
RESP 4355	Leadership and Management	3
RESP 4452	Disease Management	3
RESP 4700	Directed Study in Professional Practice	<u>4</u>
		12
TOTAL		30

*A portion or full course may be waived with documentation of appropriate certification, credential or clinical experience. In such cases, a separate, approved, individual learning plan or an additional, approved 3 semester credit course must be substituted. Contact the program for details.

A grade of "D" or "F" or a mark of "U" or "NC" in designated professional courses is not acceptable for progression to the next semester, nor is it acceptable for graduation if it occurs in the last semester of the program.

A grade of "D" in the following professional courses is acceptable for progression and/or for graduation if it occurs in the last semester of the program, as long as the student's cumulative GPA is > 2.50: RESP-4244: Scholarship Project; RESP-4146: Respiratory Education; RESP-4356: Leadership and Management.

All other professional courses must be completed with a grade of "C" or better in order to progress to the next semester or to graduate, if it occurs in the last semester of the program. A minimum GPA of 2.0 is required to earn the degree.

The following 30 credits are required in the AS-to-BS Degree Completion Program part-time track:

Course #	Title	Credits
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Year 1

Fall

RESP 4140	Legal and Ethical Issues in Health Care	1
RESP 4241	Advanced Assessment and Diagnosis* (<i>or substitute course</i>)	2
RESP 4342	Critical Care Practices* (<i>or substitute course</i>)	<u>3</u>
		6

Spring

RESP 4355	Leadership and Management	3
RESP 4452	Disease Management	<u>3</u>
		6

Summer

CHPI 4310	Multicultural Health	3
RESP 4330	Research and Evaluation	<u>3</u>
		6

Year 2

Fall

CHPI 4301	Healthcare Systems in America	3
RESP 4257	Literature Review	<u>3</u>
		6

Spring

RESP 4146	Foundations of Respiratory Care Education	1
RESP 4244	Scholarship Project	1
RESP 4700	Directed Study in Professional Practice	<u>4</u>
		6

TOTAL

30

A grade of "D" or "F" or a mark of "U" or "NC" in designated professional courses is not acceptable for progression to the next semester, nor is it acceptable for graduation if it occurs in the last semester of the program.

A grade of "D" in the following professional courses is acceptable for progression and/or for graduation if it occurs in the last semester of the program, as long as the student's cumulative GPA is > 2.50: RESP-4244: Scholarship Project; RESP-4146: Respiratory Education; RESP-4356: Leadership and Management.

All other professional courses must be completed with a grade of "C" or better in order to progress to the next semester or to graduate, if it occurs in the last semester of the program. A minimum GPA of 2.0 is required to earn the degree.

* A portion or full course may be waived with documentation of appropriate certification, credential or clinical experience. In such cases, a separate, approved, individual learning plan or an additional approved 3 semester credit course must be substituted.

INTERPROFESSIONAL EDUCATION (IPE)

In order to graduate from a degree program, every student must complete the required Interprofessional Education (IPE) Milestones as prescribed the College of Health Professions.

PROGRAM POLICIES

Program specific academic and clinical policies and procedures can be found in the student handbook on the program [website](#):

PROGRAM COSTS

The total cost of the five semester program can be found on the college [website](#).

Health insurance is required. Unless otherwise insured, cost of student health insurance varies with plan selected. Information on the student health insurance plans is available at the Campus Life and Student Support Center [website](#).

13 – CHP Faculty & Staff

The following abbreviations indicate a faculty member's primary appointment or employment if outside the College: ACH, Arkansas Children's Hospital; ADH, Arkansas Department of Health; ADE, Arkansas Department of Education; AHEC, UAMS Regional Centers; ARC, Arkansas Red Cross; BH, Baptist Health; CARTI, Central Arkansas Radiation Therapy Institute; CAVHS, Central Arkansas Veterans Healthcare System; DHHS, Department of Health and Human Services; JRMC, Jefferson Regional Medical Center; LRAFB, Little Rock Air Force Base; MP, Merck Pharmaceuticals; PR Private

Practice; RMH, Rebsamen Memorial Hospital; SI, Syncor International; STJ, St. Joseph Mercy Medical Center; SVIMC, St. Vincent Infirmary Medical Center; and UAMS, University of Arkansas for Medical Sciences.

AUDIOLOGY AND SPEECH PATHOLOGY

University of Arkansas for Medical Sciences

Audiology and Speech Pathology

4301 West Markham St., Slot #711, Little Rock, AR 72205

Telephone: (501) 603-1023

Fax: (501) 526-6680

Audiology [Website](#)

Communication Sciences and Disorders [Website](#)

Speech-Language Pathology [Website](#)

Staff

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Faculty

Adams, Jeff, Ed.D., CCC-SLP Adjunct Instructor, ADE (2016). B.S., University of Arkansas at Little Rock, 1997; M.S., University of Arkansas for Medical Sciences, 1999; Ed.D., University of Arkansas at Little Rock, 2015.

Allen, Sarah, MCD, CCC-SLP Adjunct Instructor (2020). B.S., University of Arkansas at Little Rock, 1991; MCD, Arkansas State University, 1993.

Atcherson, Samuel R., Ph.D., CCC-A Professor, Audiology (2008). B.S.Ed., University of Georgia, 1997; M.Ed., University of Georgia, 2000; Ph.D., University of Memphis, 2006.

Cerrato, Jody, M.S., CCC-SLP Adjunct Instructor (2017). B.S., University of Arkansas at Little Rock, 1992; M.S., University of Arkansas for Medical Sciences, 1993.

Croom, Kristie, M.S., CCC-SLP Adjunct Instructor (2015). B.S., University of Arkansas at Little Rock, 1998; M.S., Jackson State University, 2004.

Davis, D. Bradley, Au.D., CCC-A Adjunct Instructor (2017). B.A., Louisiana State University, 1998; M.C.D., Louisiana State University Health Sciences Center, 2005; Au.D., Salus University, 2009.

Gentry, Betholyn F., Ph.D., CCC-SLP Professor (1977). B.A., University of Arkansas at Little Rock, 1975; M.S., University of Arkansas for Medical Sciences, 1977; Ph.D., Memphis State University, 1991.

Guyette, Thomas, Ph.D., CCC-SLP Emeritus Professor (2001). B.A., University of Missouri, 1970; M.S., University of Wisconsin-Milwaukee, 1976; Ph.D., University of Kansas, 1986.

Hall, Charia, Au.D., CCC-A Assistant Professor (2020). B.S., University of Arkansas at Little Rock, 2010; Au.D., University of Arkansas for Medical Sciences, 2014.

Halloran, John, M.S., CCC-SLP Adjunct Instructor (2015). B.S., University of Arkansas at Little Rock, 1990; M.S., University of Arkansas for Medical Sciences, 1992.

Helms, Beth, M.S., CCC-SLP Adjunct Instructor (2019). B.A., University of Central Arkansas, 2013; M.S., University of Central Arkansas, 2015.

Howard, Matthew Bryson, Au.D., CCC-A Assistant Professor (2019). B.S., Harding University, 2007; Au.D., University of Arkansas for Medical Sciences, 2011.

Mahurin, Stacey L., M.S., CCC-SLP, CCC-A Instructor (2016). B.S.E., Arkansas State University, 1978; M.S., Southern Methodist University, 1979.

Martin, Patti, Ph.D., CCC-A Adjunct Associate Professor, ACH (1994). B.A., University of Arkansas at Fayetteville, 1981; M.S., University of Arkansas for Medical Sciences, 1983; Ph.D., University of Arkansas at Fayetteville, 2006.

Marvin-Pruss, Holly, Au.D., CCC-A Adjunct Instructor, ACH (2017). B.S., University of Tulsa, 2004; Au.D., University of Texas at Dallas Callier Center, 2008.

McCoy, Terry, Au.D. Adjunct Instructor, CAVHS (2002). B.A., University of Oklahoma, 1995; M.A., University of Kansas, 1998; Au.D., University of Florida, 2001.

Monoson, Patricia K., Ph.D., CCC-SLP Emerita Professor (1996). B.S., University of Illinois, 1964; M.A., University of Illinois, 1965; Ph.D., University of Illinois, 1976.

Montague, James C., Jr., Ph.D., CCC-SLP Emeritus Professor (1973). B.S., Florida Southern College, 1959; M.A., University of Florida, 1967; Ph.D., University of Florida, 1971.

Moser, Dana, Ph.D., CCC-SLP Associate Professor, (2015). B.A., Texas A&M University, 1998; M.S.P., University of South Carolina, 2004; Ph.D., University of South Carolina, 2007.

Pine, Shirley J., Ph.D., CCC-SLP Emerita Professor (1974). B.A., University of Colorado, 1952; M.A., University of Arkansas, 1966; Ph.D., University of Florida, 1970.

Pultro, Jayme B., Au.D., CCC-A Assistant Professor (2019). B.S., University of Arkansas at Little Rock, 1988; M.S., University of Arkansas for Medical Sciences, 1991; Au.D., University of Florida, 2000.

Robinson, Gregory C., Ph.D., CCC-SLP Associate Professor (2005). B.S., Southwest Missouri State University, 1995; M.S., Southwest Missouri State University, 1997; Ph.D., Michigan State University, 2006.

Smiley, Donna, Ph.D., CCC-A Adjunct Associate Professor, ACH (2008). B.S., Henderson State University, 1988; M.S., University of Arkansas for Medical Sciences, 1990; Ph.D., University of Tennessee-Knoxville, 2002.

Smith-Olinde, Laura, Ph.D., CCC-A Professor (2019). B.A., Louisiana State University, 1985; M.A., Louisiana State University, 1994; Ph.D., Louisiana State University, 1995.

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Johnson, Nathan H., Ph.D., DLM(ASCP), MASCP, MT(ASCP), SC, SLS, CC(NRCC) Associate Professor (2017). B.S., Louisiana Tech University, 1989; M.S., Incarnate Word College, 1995; M.S., University of Utah, 1995; Ph.D., Mississippi State University, 2003.

Key, Jason, M.Ed., MLS(ASCP)CM Assistant Professor (2017). B.S., University of Arkansas for Medical Sciences, 2010; M.Ed., University of Arkansas at Little Rock, 2014.

Robertson, Cherika, M.Ed., MLS (ASCP)CM Assistant Professor (2017). B.S., University of Arkansas for Medical Science, 2005; M.Ed., University of Arkansas at Little Rock, 2016.

Smith, Catherine M., M.Ed., CT(ASCP) Assistant Professor (2008). B.S., University of Arkansas, 2004; B.S., University of Arkansas for Medical Sciences, 2006; M.Ed., University of Arkansas at Little Rock, 2013.

OCCUPATIONAL THERAPY

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Koch, Mark C., O.T.D., OTR/L Instructor (2018). B.H.S., University of Missouri-Columbia, 1995; O.T.D., Saint Louis University, 2018

Muir, Sherry L., Ph.D., OTR/L Associate Professor (2017). B.A., University of Missouri-Columbia, 1987; M.O.T., Texas Women's University, 1991; Ph.D., Walden University, 2016.

Salter, Kandy, O.T.D., OTR/L Assistant Professor (2018). B.S., University of Central Arkansas, 2000; M.S., University of Central Arkansas, 2002; O.T.D., University of Kansas, 2018.

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Koch, Mark C., B.H.S., OTR/L Clinical Instructor (2018). B.S., University of Missouri-Columbia, 1995.

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Salter, Kandy, O.T.D., OTR/L Assistant Professor (2018). B.S., University of Central Arkansas, 2000; M.S., University of Central Arkansas, 2002; O.T.D., University of Kansas, 2018.

OPHTHALMIC TECHNOLOGIES

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Baird, Alicia, B.S., CO, COMT Instructor (2017). B.S., University of Arkansas for Medical Sciences, 2010.

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Bibbs, Leora L., B.S., COMT Instructor (2013). B.S., University of Arkansas for Medical Sciences, 2007.

Brown, Kathryn L., O.D. Assistant Professor (2020). B.S., Arkansas Tech University, 2007; O.D., Southern College of Optometry, 2012.

Chacko, Joseph G., M.D. Professor (2008). B.A., Lehigh University, 1987; M.D., Medical College of Pennsylvania, 1991.

Coulter, Martha Courtney, B.S., COMT Instructor (2016). B.S., University of Arkansas for Medical Sciences, 2014.

Davis, Romona L., M.D. Associate Professor (2005). B.S., Dillard University, 1988; M.D., University of Arkansas for Medical Sciences, 2000.

Fray, Katherine J., B.S., COMT Instructor (2003). B.S., University of Iowa, 1988.

Glaze, Kimberly A., B.S., COMT Instructor (2007). B.S., University of Arkansas for Medical Sciences, 2002.

Hansen, Suzanne J., M.Ed., COMT Adjunct Instructor (2004). B.A., Hendrix College, 2000; B.S., University of Arkansas for Medical Sciences, 2003; M.Ed., University of Arkansas at Little Rock, 2008.

Pemberton, John D., D.O. Professor (2020). B.S., Grand Canyon University, 1994; D.O., Touro University, 2001; M.B.A., University of Phoenix, 2013.

Shaw, Sadrina, B.S., COMT Instructor (2018). B.S.H.S., University of Louisiana at Monroe, 2010, B.S., University of Arkansas for Medical Sciences, 2015.

Tackett, Summar Y., B.S., COMT Instructor (2016). B.S., University of Arkansas for Medical Sciences, 2013.

Westfall, Christopher T., M.D., FACS Professor (2000), B.S., United States Military Academy at West Point, New York; M.D., The Ohio State University, 1976.

Wiggins, Michael N., M.D. Adjunct Associate Professor (2005). B.S., University of Central Arkansas, 1993; M.D., University of Arkansas for Medical Sciences, 1997.

PHYSICAL THERAPY

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Doyle, Nicole, M.S. Adjunct Instructor (2020). B.S., University of Central Oklahoma, 2009; M.S., University of Central Oklahoma, 2014.

Garcia, Elizabeth, PT, D.P.T., NCS Assistant Professor (2019); B.S., University of Texas at Austin (2008); D.P.T., University of Texas Health Science Center at San Antonio (2015).

Gray, Michelle, Ph.D. Adjunct Instructor (2018). B.S., University of Tennessee, 2000; M.S., Ball State University, 2003; Ph.D., University of Arkansas, 2007.

Hagerman, Patrick, Ed.D., Adjunct Instructor (2020), B.S., Oklahoma State University, 1993. M.S., University of Louisville 1995. Ed.D., Oklahoma State University 2001.

Holland, Angel, PT, D.P.T., Ed.D., GCS Associate Professor (2014). B.S. Biology, Oklahoma Christian University, 1997; MPT, Hardin Simmons University, 1999; DPT, Arcadia University, 2015; Ed.D., University of Arkansas, 2018.

Jefferson, John, PT, Ph.D., OCS, COMT Professor (2013). B.A., Dalhousie University, 1974; B.S. PT, University of Toronto, 1980; M.S.c Biomechanics, University of Waterloo, 1987; Ph.D., Rocky Mountain University of Health Professions, 2010.

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Stone, Sean, PT, D.P.T. Adjunct Instructor (2018). B.S., University of Arkansas, 2013; D.P.T., University of Arkansas for Medical Sciences, 2018.

Vincenzo, Jennifer, PT, M.P.H., Ph.D., CHES, GCS Associate Professor (2015). B.S. PT, Quinnipiac University, 1998; MPH, CHES, Southern Connecticut State University, 2003; Ph.D., University of Arkansas at Fayetteville, 2015.

Walter, Christopher, D.P.T., Ph.D. Assistant Professor (2017). B.S., University of Central Arkansas, 2005; D.P.T., University of Central Arkansas, 2008; Ph.D., University of Utah, 2017.

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Vawryk Button, Nadja, M.H.S., PA-C Assistant Professor (2013). B.S., University of Maryland, 1984; M.H.S., Lock Haven University, 2001.

Williams, Edward, M.P.A.S., M.Ed., PA-C Assistant Professor (2014). B.S., University of Nebraska, Omaha, 2003; M.P.A.S., University of Nebraska, Omaha, 2004; M.Ed., University of Phoenix, 2012.

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Anders, Michael E., Ph.D., M.P.H., RRT Adjunct Associate Professor (1998). B.S., Louisiana State University, 1980; A.S., UAMS Respiratory Care, 1985; A.S., UAMS Emergency Medical Sciences, 1987; M.P.H., Tulane University, 1997; Ph.D., University of Arkansas at Fayetteville, 2006.

Boone, Erna L., Dr.P.H., RRT, FAARC Associate Professor (1977). A.A., Casper College, 1972; B.S., University of Missouri at Columbia, 1975; M.Ed., University of Arkansas at Fayetteville, 1983; Dr.P.H., University of Arkansas for Medical Sciences, 2010.

Caradine, Ava, DHA, M.P.H., RRT-NPS, AE-C Assistant Professor (2019). B.S., Kaplan University, 2008; M.P.H., Capella University, 2012; D.H.A., Capella University, 2019.

Cook, Tonya R., M.Ed., RRT Assistant Professor (2007). A.S., University of Arkansas for Medical Sciences, 1996; B.S., University of Central Arkansas, 1996; M.Ed., University of Arkansas, 2010.

Gramlich, Theresa, M.S., RRT, CPFT Assistant Professor (1990). B.S., University of Central Arkansas, 1984; M.S., Western Kentucky University, 1989.

Jones, Thomas D., M.Ed., RRT, CPFT Assistant Professor (2006). A.S., University of Arkansas for Medical Sciences, 1988; B.S., University of Central Arkansas, 1988; M.Ed., University of Arkansas, 2008.

Rye, Kathy Jones-Boggs, Ed.D., RRT Emerita Professor (1993). B.S., Louisiana State University, 1986; M.Ed., University of Arkansas at Little Rock, 1995; Ed.D., University of Arkansas at Little Rock, 2001.

14 - Course Descriptions

AUDI 5013 Research Methods in Communicative Disorders (3 Credits)

Introduction to research methodologies in audiology and speech pathology. Includes prospectus development, funding sources, data collection and analysis, and professional research writing and editing in communicative disorders and/or speech sciences.

AUDI 5023 Basic Diagnostic Audiology (3 Credits)

Principles and techniques for basic audiologic evaluation, including pure tone testing, speech audiometry, and the clinical application of masking, immittance, and otoacoustic emissions. Relevant calibration issues will also be discussed.

AUDI 5033 Educational Audiology (3 Credits)

The delivery of audiology services to a school-based population. Includes the development, management, and utilization of hearing and middle ear system screening programs, classroom acoustics, selection and fitting of classroom-based amplification, and federal laws associated with children who have special needs.

AUDI 5041 Clinical Laboratory (1 Credit)

Lab instruction in clinical procedures and methods for evaluation and treatment of clients and care, maintenance and use of technology in audiology clinical practice. Perform evaluation and rehabilitation procedures under faculty supervision.

AUDI 5043 Anatomy and Physiology of the Auditory and Vestibular Systems I (3 Credits)

Detailed information of the anatomy, physiology, electrophysiology, and neurophysiology of the auditory and vestibular systems.

AUDI 5053 Acoustics & Psychoacoustics (3 Credits)

Basic information regarding the physics of sound, the measurement of sound and an introduction to the psychoacoustic basis of hearing and its clinical applications.

AUDI 5063 Auditory Processing (2 Credits)

Theoretical overview, differential assessment, and treatment of adults and children with auditory processing disorders (APD). Intended to blend theoretical knowledge with practical clinical methods and techniques. *AUDI 5063 requires a pre-requisite of AUDI 5023.*

AUDI 5073 Advanced Diagnostic Audiology (3 Credits)

Principles of and techniques for advanced audiometric evaluation, including speech audiometry, reflex decay, audiometric special tests and otoacoustic emissions. Report writing and making appropriate recommendations will also be discussed.

AUDI 5083 Clinical Electrophysiology (3 Credits)

Principles and techniques in the use of evoked potentials to assess auditory function. Includes case studies and analysis of waveforms.

AUDI 5103 Medical Audiology (3 Credits)

Introduction to the major pathologies of the auditory and vestibular systems, as well as medical/surgical treatment of those pathologies. Audiologic assessment and management of the disorders will also be discussed.

AUDI 5103 requires a pre-requisite of AUDI 5023 and 5043

AUDI 5113 Instrumentation in Audiology & Speech Pathology (3 Credits)

Introduction to basic principles of electronics and electrical safety and to demonstrate proper use and care of equipment used in the evaluation and treatment of the auditory and vestibular systems.

AUDI 5123 Advanced Psychoacoustics (3 Credits)

Advanced information regarding how listeners with normal hearing and those with hearing loss process sound. Topics include: loudness, frequency selectivity, temporal processing, pitch perception, space perception, object/pattern perception, speech perception, experimental design, and signal detection theory.

AUDI 5123 requires a pre-requisite of AUDI 5053

AUDI 5132 Speech Perception (2 Credits)

Production and perception of speech sounds and the prosodic features of speech. Several theories of speech perception presented and discussed, and the effects of hearing loss on speech production and perception explored.

AUDI 5133 Infant-Toddler Communication: Development Assessment (3 Credits)

Investigates prelinguistic/early linguistic communication and feeding/swallowing development. Multidisciplinary assessment and intervention for infants and toddlers (birth to five) with special needs and their families. Current formal and informal assessment tools and techniques, current intervention strategies, enhancing the therapeutic process across environments, utilizing team collaboration, and facilitating parent-infant interaction.

AUDI 5143 Advanced Electrophysiology (3 Credits)

Principles and techniques in the use of mid- and late-evoked potentials to assess auditory function.

AUDI 5143 requires a pre-requisite of AUDI 5083

AUDI 5152 Organization and Administration of Clinical Programs (2 Credits)

Organization, administration, and accreditation of school, university, and community programs. Private practice billing procedures. Various and alternative career opportunities including corporate speech pathology practice. Issues related to medicaid, medicare and other third party payers, as well as current legislation. Governmental and professional practice issues.

AUDI 5153 Pediatric Audiology (3 Credits)

Normal auditory development and theoretical, clinical, and practical issues involved in screening, assessment, and management of children with hearing loss.

AUDI 5153 requires a pre-requisite of AUDI 5023

AUDI 5162 Genetics of Hearing Loss (2 Credits)

Basic information on the genetic basis of hearing loss and an overview of syndromic and non-syndromic hearing losses. Strategies for referral to genetic counselors and other health care professionals will be included.

AUDI 5163 Auditory Based Speech/Language Intervention (3 Credits)

Auditory-based speech and language intervention with infants and toddlers who are deaf and hard of hearing. Emphasis is on the principles of the normal development sequence of the listening skills, assessment of skills obtained within the hierarchy, and intervention aimed at teaching skills not yet acquired. Auditory based intervention for infants and toddlers requires family participation; therefore, learning styles of parents and caregivers will be discussed.

AUDI 5173 Counseling in Communication Disorders (3 Credits)

Principles of counseling for working with persons with communication disorders and their families throughout the life span. Students will review major theories of counseling and will select those most useful for the various settings and practices of audiology and speech pathology.

AUDI 5183 Outcomes Research and Evidence-Based Practice (3 Credits)

Principles of outcomes research, and the levels of evidence supporting clinical practice. Students will understand the principles of critical evaluation of diagnostic procedures and critical evaluation of the evidence for treatment efficacy and effectiveness as well as the importance of practice guidelines that define best practices.

AUDI 5192 Cultural Competence in Audiology (2 Credits)

Knowledge and skills needed by audiologists to provide culturally competent services to diverse clients. Sources of diversity and application of concepts to the field of audiology will be discussed.

AUDI 5193 Anatomy and Physiology of the Auditory and Vestibular Systems II (3 Credits)

Continuation of the first anatomy and physiology course with greater focus on skull anatomy and on peripheral and central nervous system embryology, neuroanatomy, and neurophysiology.

AUDI 5193 requires a pre-requisite of AUDI 5043

AUDI 5203 Topics in Audiology (Variable Credit)

Graduate seminar with emphasis on topics related to clinical or rehabilitative audiology. May be repeated for additional credit not to exceed 6 hours total. *Pre-requisite: consent of instructor.*

AUDI 5212 Hearing Conservation (2 Credits)

Noise measurement, OSHA requirements, occupational noise management, recreational audiology, and designing and implementing hearing conservation programs for adults and children.

AUDI 5212 requires a pre-requisite of AUDI 5023 and 5113

AUDI 5222 Professional Issues in Audiology & Speech Pathology (2 Credits)

Personal and professional ethical values and their applications to dilemmas encountered in the clinical practices of audiology and speech pathology will be explored with students. Preferred practices and criteria for quality services will be topics for discussion.

AUDI 5223 Amplification (3 Credits)

Effective use of hearing aids and auditory training equipment. Includes their component parts, electroacoustic analysis, hearing aid orientation/counseling, and approaches to hearing aid evaluation.

AUDI 5232 Audiology: Practice Management (2 Credits)

Roles of audiologists in meeting the needs of the communicatively impaired. Students will understand preferred practices, criteria for quality services and quality improvement through the evaluation of service delivery models and exploration of the laws affecting service delivery in health care and educational settings.

AUDI 5233 Pediatric Amplification & Intervention (3 Credits)

Advanced strategies specific to pediatric hearing assessment, applicable technologies and management utilizing a family centered approach to intervention.

AUDI 5243 Audiologic Rehabilitation: Adult (3 Credits)

Principles of audiologic rehabilitation for adults, including diagnosis, counseling, use of amplification and other assistive devices, and communication strategies. Various models of audiologic rehabilitation will be presented.

AUDI 5243 requires a pre-requisite of AUDI 5023

AUDI 5253 Amplification II (3 Credits)

Advanced study of amplification systems, including strategies to assess benefit and satisfaction, binaural/bilateral considerations, alternatives to conventional hearing aids, and speech perception issues related to hearing loss.

AUDI 5253 requires a pre-requisite of AUDI 5223

AUDI 5263 Evaluation & Treatment of the Balance System (3 Credits)

Basic information on the evaluation and treatment of balance disorders. Topics: anatomy and physiology of the vestibular, oculomotor, and proprioceptive systems; clinical tests of electronystagmography, dynamic posturography, and rotary chair. Medical and surgical treatments and rehabilitation strategies for vestibular/balance pathologies.

AUDI 5263 requires a pre-requisite of AUDI 5043

AUDI 5273 Implant Device Technology (3 Credits)

Overview of history of cochlear implants, corporation technology in the cochlear-implant industry, and contemporary speech processing strategies for cochlear implants. Discussion of surgeries, audiological evaluation procedures used pre- and post-operatively, patient performance, counseling, and current research topics.

AUDI 5273 requires a pre-requisite of AUDI 5223

AUDI 5283 Gerontology in Audiology (3 Credits)

Basic information on the aging process and a discussion of how the aging process affects people with hearing loss. The cognitive, physical, and social aspects of aging will be discussed.

AUDI 5301 Independent Study (Variable Credit)

Prerequisites: Graduate standing and consent of instructor. Directed readings in audiology and/or speech/language pathology, individual discussion with a faculty member. (1-3 hours) May be repeated for up to 6 hours credit.

AUDI 5352 Sociolinguistics (2 Credits)

The linguistic structure of language, nature, and forms of symbolic behavior. Human uses of symbols from various groups and socio-economic levels, particularly in communication. Prerequisite: Courses in phonetics and normal language acquisition.

AUDI 5361 Directed Research (Variable Credit)

Research or individual investigation for graduate students. Credits earned may be applied toward meeting degree requirements if the program approves and if a letter grade is given. Repeated registration is permitted.

AUDI 5401 Audiology Practicum (Variable Credit)

Applied, supervised practicum experiences for graduate students that encompass the breadth of the current scope of practice with both adults and children from culturally diverse backgrounds. Repeated registration is permitted.

AUDI 5461 Clinical Externship (Practicum) (Variable Credit)

Full-time, applied, supervised practicum experience for graduate students in residence, encompassing the broad scope of diagnostic and rehabilitative audiology clinical practices (4-9 hours). Repeated registration is permitted.

CHPI 1301 Medical Terminology (3 Credits)

Introduction to the language of medicine. Emphasis is on terminology of all anatomical body systems, roots of words, suffixes, prefixes, and correlation with basic anatomy and physiology classes.

CHPI 2100 Basic Human Nutrition (3 Credits)**CHPI 2401 Chemistry for Health Professions (4 Credits)**

A focused introduction to the fundamental and relevant connections between chemistry and life. The course emphasizes the development of problem-solving skills and empowers the student to solve problems in different and applied contexts relating to health and biochemistry. Laboratory included. Online course.

CHPI 2402 Physics for Health Professions (4 Credits)

This course focuses on the physics foundations need for healthcare workers. Includes mechanics; the kinematics and dynamics of masses in translation and rotation; Newton's Laws; gravity; the conservation of energy and momentum; simple harmonic motion; and introduction to wave motion and sound. Laboratory included. Online course.

CHPI 2403 Biological Sciences for Healthcare Professions (4 Credits)

Study and application of the concepts of cellular function, microscopic organisms associated with disease, human body systems, genetics, and the environment. Laboratory included.

CHPI 3101 Legal & Ethical Issues for Allied Health (1 Credit)

Problems related to legal and ethical issues commonly seen in the professional work place as presented in an interprofessional collaborative practice.

CHPI 3102 Health Care Management Issues for Allied Health (1 Credit)

Problems related to management issues commonly seen in the professional work place.

CHPI 4100 Teaching in the Health Related Professions (1 Credit)

An examination of basic education principles and methods appropriate for instruction in the health professions. Students will be introduced to the basic elements of teaching and will apply these principles in completing assignments.

CHPI 4133 Patient- and Family-Centered Care (1 Credit)

Introduction to patient- and family-centered care. Emphasis on the importance of interprofessional teams and patient and family advisors to provide high quality, low cost health care.

CHPI 4201 Topics in the Health Professions (2 Credits)

Topics in the Health Professions

CHPI 4261 Current Issues in Health Care (2 Credits)

A discussion of the moral, ethical, economical, and legal issues that confront sonographers as they practice in the dynamic health care environment.

CHPI 4285 Death & Dying (2 Credits)

Death and Dying is an interprofessional (IPE) and interdisciplinary course that will explore a wide variety of issues that arise at the end of life. The course looks at the concept of dying, cultural and psychological responses to dying, communication with patients and loved ones about dying, the physiology of dying, as well as legal, ethical, and procedural issues when a person is dying or dead.

CHPI 4301 Health Care Systems in America (3 Credits)

Analysis of the health care services provided within the United States of America. The evolution, structure, financing, and regulation of the nation's health care institutions will be covered. In addition, ethics and legal issues related to the health professions will be studied.

CHPI 4302 Independent Study in Health Professions (0 Credits)

CHPI 4310 Multicultural Health (3 Credits)

This course focuses on differences in cultural beliefs about health and illness and models for cross-cultural health and communication. Students will learn the impact that culture plays on health and effective ways to implement health promotion program and program evaluation across cultures. Online course. Sponsoring department: Radiologic Imaging Sciences

CHPI 4398 Managerial Leadership (3 Credits)

Basic principles and practices necessary for effective supervision and leadership in a health care environment. Includes principles and practices in human resource management in health care settings. Online course. Sponsoring department: Respiratory and Surgical Technologies, Respiratory Care

CHPI 4700 Directed Study in Professional Practice (0 Credits)

Under the direction of an appropriate faculty mentor, students will develop skills in a chosen area of interest / specialization. This may be accomplished by designing, implementing and evaluating an appropriate project; completing a specialty practicum internship; or meeting the objectives of a directed, independent study. May incorporate additional certifications, credentials and/or continuing education hours to fulfill course requirements.

CHPI 5100 Teaching in the Health Related Professions (1 Credit)

An examination of basic education principles and methods appropriate for instruction in the health professions. Students will be introduced to the basic elements of teaching and will apply these principles in completing assignments.

CHPI 5302 Health Literacy for Health Professionals (3 Credits)

This course provides an overview of health literacy and factors that contribute to health literacy. The impact of health literacy on individuals, communities, populations, and health systems will be addressed. The course is designed for students from different healthcare professions to develop necessary skills and best practices in health literacy to work in medical and community settings. Students will work together to facilitate and promote cultural sensitivity and will be able to work with patients or clients with limited health literacy. Students from various backgrounds will learn with, from, and about each other throughout the implementation of the objectives of this course.

CHPI 5310 Multicultural Health (3 Credits)

This course focuses on differences in cultural beliefs about health and illness and models for cross-cultural health and communication. Students will learn the impact that culture plays on health and effective ways to implement health promotion program and program evaluation across cultures. Online course. Sponsoring department: Imaging & Radiation Sciences, Nuclear Medicine Imaging Sciences

CHPI 5315 Statistical & Research Methods (3 Credits)

Introduction to research designs, epidemiology, probability, test statistics, sample size, power, correlations, non-parametric tests, regressions, and analysis of variance.

CSDM 5013 Research Methods in Communication Disorders (3 Credits)

Introduction to research methodologies in audiology and speech pathology. Includes prospectus development, funding sources, data collection and analysis, and professional research writing and editing in communicative disorders and/or speech sciences.

CSDM 5042 Augmentative and Alternative Communication (2 Credits)

Theory, design, and organization of nonverbal communication systems. Emphasis on considerations for choosing specific devices for particular clients. Includes manual, graphic, electronic, and mechanical systems.

CSDM 5051 Practicum (Variable Credits)

Applied, supervised practicum experiences for graduate students that encompass the full current scope of practice with both adults and children from culturally diverse backgrounds.

CSDM 5073 Advanced Anatomy and Physiology for Speech (3 Credits)

Investigates the anatomy and physiology of speech and language. Topics include respiration, phonation, articulation, and neurological control of speech and language, and embryological development of the speech structures.

CSDM 5093 Neurogenic Language Disorders (3 Credits)

Assessment procedures and intervention techniques for acquired language disorders in adults. Covers language disorders secondary to cerebrovascular accident, traumatic brain injury, and dementia.

CSDM 5113 Child Language Disorders (3 Credits)

Acquisition of first language competence in relationship to language behavior. Includes the phonological, morphological, syntactical, and semantic components of language. Language deviations-emphasis on symptomology, etiology, evaluation, and therapy. Language testing and therapy explored in the second half of the course.

CSDM 5114 Cognitive Communication Disorders (3 Credits)

This course will provide an overview of cognitive and linguistic systems that aid in communication. This includes an overview of cognitive functions, as well as principles of cognitive rehabilitation. It will emphasize the relationship between cognition and communicative abilities in healthy aging and neurocognitive disorders: dementia, traumatic brain injury, right hemisphere damage, and left neglect.

CSDM 5114 requires a pre-requisite of CSDM 5093.

CSDM 5122 Fluency Disorders (2 Credits)

Procedures, theories and therapeutic techniques in the treatment of various types and degrees of stuttering and cluttering in adults and children.

CSDM 5133 Infant-Toddler Communication: Development - Assessment (3 Credits)

Investigates prelinguistic/early linguistic communication and feeding/swallowing development. Multidisciplinary assessment and intervention for infants and toddlers (birth to five) with special needs and their families. Current formal and informal assessment tools and techniques, current intervention strategies, enhancing the therapeutic process across environments, utilizing team collaboration, and facilitating parent-infant interaction.

CSDM 5142 Sociolinguistics (2 Credits)

The linguistic structure of language, nature, and forms of symbolic behavior. Human uses of symbols from various groups and socio-economic levels, particularly in communication. Prerequisite: Courses in phonetics and normal language acquisition.

CSDM 5152 Ethics and Professional Issues (2 Credits)

Organization, administration and accreditation of school, university, and community programs. Private practice and billing procedures. Various and alternative career opportunities including corporate speech pathology practice. Issues related to Medicaid, Medicare and other third party payers, as well as current legislation. Governmental and professional practice issues.

CSDM 5163 Auditory Based Speech/Language Intervention (2 Credits)

Auditory-based speech and language intervention with infants and toddlers who are deaf and/or hard of hearing. Emphasis is on the principles of the normal developmental sequence of listening skills, assessment of skills obtained within the hierarchy, and intervention aimed at teaching skills not yet acquired. Auditory based intervention for infants and toddlers requires family participation; therefore, learning styles of parents and caregivers will be discussed.

CSDM 5173 Counseling In Communication Disorders (3 Credits)

Principles of counseling for working with persons with communication disorders and their families throughout the lifespan. Students review major theories of counseling and select those most useful for the various settings and practices of audiology and speech pathology. Students demonstrate their understanding of the counseling process through case presentations.

CSDM 5183 Spoken Sound Disorders (3 Credits)

Advanced study of functional and organic articulation disorders, variables related to articulation, assessment and diagnosis of articulation disorders, and therapeutic procedures.

CSDM 5192 Neurogenic Speech Disorders (2 Credits)

Assessment procedures and intervention techniques for acquired neurogenic speech disorders in adults, especially dysarthria and verbal and oral apraxia.

CSDM 5193 Social Communication Disorders (3 Credits)

This course will be devoted to a discussion of theory, research and intervention in Autism Spectrum Disorder. This course will engage students in discussion of linguistics variables and socio-pragmatics issues that must be recognized and applied in the fields of speech-language pathology and audiology. Topics covered include early history of ASD, etiology, diagnosis, current classification, and current approaches to intervention.

CSDM 5201 Thesis (1-6) (Variable Credits)

Thesis students must register for a total of 6 semester hours; one (1) to six (6) credit hours per semester.

CSDM 5201 requires a pre-requisite of CSDM 5013.

CSDM 5202 Topics in Speech-Language Pathology (Variable Credits)

A seminar offered for special projects or topics related to procedures and instrumentation, theoretical foundations, assessment, clinical, or rehabilitative speech-language pathology. May be repeated for additional credit not to exceed 9 hours.

CSDM 5213 Dysphagia (3 Credits)

Examines normal oral, pharyngeal, and esophageal swallowing function in adults and children including neurology, physiology, and the effects of aging. Swallowing disorders discussed with an emphasis on oral and pharyngeal function. Various methods of evaluation, as well as current management and treatment options.

CSDM 5233 Audiologic Rehabilitation: Children (3 Credits)

Audiometric evaluation procedures and the habilitation/ rehabilitation of infants and children with hearing loss. Emphasis is placed on the determination of appropriate remediation, language and speech therapy, auditory training, and counseling parents for home programming.

CSDM 5243 Audiologic Rehabilitation: Adult (3 Credits)

Principles of audiologic rehabilitation for adults, including diagnosis, counseling, use of amplification and other assistive devices, and communication strategies. Various models of audiologic rehabilitation presented.

CSDM 5262 Craniofacial Speech Disorders (2 Credits)

Provides an understanding of speech disorders often associated with craniofacial differences. Information presented on craniofacial development, relevant anatomy and physiology, as well as procedures for evaluation (both behavioral and instrumental) and treatment of craniofacial speech disorders. A team approach to care is emphasized.

CSDM 5273 Advanced Differential Diagnosis of Speech and Language Disorders (2 Credits)

Advanced study in differential diagnosis of speech and language disorders of children and adults. Proficiency in the use and interpretation of standardized assessment procedures. Prerequisite: an under-graduate course in diagnostic methods or its equivalent.

CSDM 5282 Literacy Disorders (2 Credits)

An introduction to the characteristics, definitions, etiologies, assessment and therapeutic procedures in the treatment of children diagnosed with language-based reading disorders. Emphasis will be placed on the scope of practice for speech language pathologists and audiologists in the due process procedure for these children.

CSDM 5293 Multicultural Issues (3 Credits)

Systematic analysis of cultural similarities and differences. Examine cultural differences, verbal and nonverbal, in the clinical setting.

CSDM 5304 Independent Study in Communication Disorders (Variable Credits)

Prerequisites: Consent of the instructor. Directed readings in audiology and/or speech/language pathology, individual discussion with a faculty member. May be repeated for up to six (6) hours of credit. Offered as needed.

CSDM 5353 Voice Disorders (2 Credits)

Assessment procedures and rehabilitative techniques for voice disorders in children and adults. Instrumental and behavioral approaches, as well as medical and/or surgical treatment approaches. A team approach to care is emphasized.

CSDM 5363 Independent Research (Variable Credits)

Research or individual investigation for graduate students. Credits earned may be applied toward meeting degree requirements if the program approves and if a letter grade is given. Repeated registration is permitted.

CYTO 4126 Molecular Diagnostics Laboratory (1 Credit)

Emphasis on basic molecular techniques such as DNA extraction and quantitation, restriction enzyme digestion, polymerase chain reaction, and agarose gel electrophoresis.

CYTO 4221 Laboratory Operations (2 Credits)

Principles of management, supervision, and laboratory safety. A seminar and practicum approach will be utilized with an emphasis on problem-solving and ethical practice as related to cytopathology

CYTO 4225 Molecular Diagnostics (2 Credits)

Explores the use of molecular techniques for the diagnosis of disease. Includes tests for genetic disorders (both inherited and acquired); infectious diseases, such as HIV and hepatitis C; tissue histocompatibility for organ transplants; and human identity testing.

CYTO 4313 Gynecological Cytopathology II (3 Credits)

Histopathology and cytopathology of endometrial hyperplasia; adenocarcinoma of the endocervix and endometrium; benign and malignant lesions of the tubes, ovaries, vulva, and vagina. Radiation biology, irradiation and chemotherapy induced atypia.

CYTO 4313 requires a co-requisite of CYTO 4412.

CYTO 4331 Comprehensive Cyto (3 Credits)

Discussions of the cytology of all major body sites, includes computer image reviews. Emphasis on preparation for comprehensive examinations in cytotechnology.

CYTO 4411 Introduction to Cytotechnology (4 Credits)

Introduction to cell morphology, cell cycle, and principles of cytopreparation. Emphasis on the embryology, anatomy, histology, and cytopathology of the female genital tract under normal conditions.

CYTO 4412 Gynecological Cytopathology I (4 Credits)

Histopathology and cytopathology of inflammation, benign proliferative reactions, pre-malignant lesions, carcinoma in situ, microinvasive, and invasive squamous carcinoma.

CYTO 4412 requires a co-requisite of CYTO 4411.

CYTO 4424 Cytology Internship I (4 Credits)

Supervised clinical internship within an accredited cytology laboratory with an emphasis on pre-screening cytopathology specimens from all body sites. Students may also participate in observing fine needle aspiration biopsies.

CYTO 4424 requires a co-requisite of CYTO 4623

CYTO 4531 Cytology Internship II (5 Credits)

Supervised clinical internship within an accredited cytology laboratory with an emphasis on pre-screening cytopathology specimens from all body sites. Students may also participate in observing fine needle aspiration biopsies.

CYTO 4531 requires a pre-requisite of CYTO 4424

CYTO 4614 Non-Gynecological Cytopathology I (6 Credits)

Cytopathology of respiratory, gastrointestinal, and urinary tracts. Includes methods of obtaining and processing specimens, microbiology, and the role of cytology in evaluating lung, gastrointestinal tract, and urinary tract diseases. Continuation of cytopreparation in prescreening of the female genital tract.

CYTO 4614 requires a co-requisite of CYTO 4313.

CYTO 4623 Non-Gynecological Cytopathology II (6 Credits)

Cytopathology of body fluids and fine needle aspirations from multiple body sites. Emphasis on anatomy, histology, and methods of specimen procurement, cytopreparation techniques, and histopathologic correlations.

CYTO 4623 requires a pre-requisite of CYTO 4614

DHYG 2116 Oral Embryology and Histology (1 Credit)

Fundamentals of facial development and the morphology and physiology of dental tissues and their structures in the oral cavity, as well as developmental disturbances associated with orofacial development.

DHYG 2119 Dental Hygiene Seminar I (1 Credit)

Current scientific literature related to topics in dental hygiene and oral health will be examined to enhance knowledge of the dental hygiene process of care.

DHYG 2211 Introduction to Dental Hygiene Theory (3 Credits)

Theory and clinical application of dental hygiene techniques with an emphasis on increased competency in the use of periodontal instruments, periodontal probing, patient assessment and its correlation with clinical assessments, utilization of radiographs, and detection of decay. In addition, the student will be responsible for the skills and knowledge learned in Pre-Clinic, DHYG 2513. This course is designed to prepare the student, both clinically and academically, to function as a clinically-competent dental hygienist. Co-requisites: DHYG 2513 Pre-Clinic and DHYG 2517 Periodontal Instrumentation.

DHYG 2215 Oral Anatomy (2 Credits)

Anatomy of dental structures.

DHYG 2217 Dental Radiography I (2 Credits)

Introduction to radiographic essentials. Emphasis on safety precautions, paralleling technique, processing of exposed images.

DHYG 2223 Dental Radiography II (2 Credits)

Interpretation of radiographic images, biological effects of exposure, and extraoral techniques, and evaluation of processed film/digital images for errors. *DHYG 2223 requires a pre-requisite of DHYG 2217.*

DHYG 2231 Dental Hygiene Theory I (3 Credits)

Clinical application of dental hygiene techniques. Emphasis on patient medical history, aseptic techniques, patient assessment procedures, instrumentation, patient management, professional behavior, and instrument sharpening. Prerequisites: DHYG 2211 and DHYG 2513.

DHYG 2327 Dental Materials (3 Credits)

Restorative, impression and preventive materials and abrasive agents. Includes physical properties and manipulation variables.

DHYG 2331 Dental Hygiene Clinic I (2 Credits)

Clinical application of dental hygiene techniques. Emphasis on patient medical history, aseptic techniques, patient assessment procedures, instrumentation, patient management, professional behavior, and instrument sharpening. Pre-requisites: DHYG 2513, DHYG 2211.

DHYG 2513 Dental Hygiene Pre-Clinic (4 Credits)

Orientation and clinical application of instruments and practical experience in performing the oral prophylaxis.

DHYG 2517 Periodontal Instrumentation (1 Credit)

Introduction into patient care utilizing instrumentation techniques with periodontal instruments in order to perform clinical assessments, as part of the clinical skills to be acquired for patient care. Corequisites: DHYG 2312 and DHYG 2513.

DHYG 3119 Dental Hygiene Seminar II (1 Credit)

Continuation of DHYG 2119 Dental Hygiene Seminar I. Current scientific literature related to topics in dental hygiene and oral health will be examined to enhance knowledge of the dental hygiene process of care.

DHYG 3231 Dental Hygiene Theory II (2 Credits)

Further theory of dental hygiene techniques with an emphasis on increased competency in performing patient assessments, utilization of radiographs, and detection of decay in relation to the dental hygiene process of care. This course is designed to continue to prepare the student, both clinically and academically, to function as a clinically-competent dental hygienist. In addition, students will be responsible for the skills and knowledge learned in Dental Hygiene Theory II. Prerequisites: DHYG 2211 and DHYG 2231. Corequisite: DHYG 3331.

This course is limited to dental hygiene students only.

DHYG 3241 Dental Hygiene Theory III (2 Credits)

Continuation of DHYG 3344 dental health education and public health. Emphasis on the role of the hygienist in promoting oral health in the private office and community, education methods, biostatistics, and epidemiology. DHYG 3244 will incorporate concepts from DHYG 3344 to include a community project with data collection, analysis and evaluation. Prerequisites: DHYG 2211, DHYG 2231, and DHYG 3231. Corequisites: DHYG 3341.

DHYG 3242 Management of Patient with Special Needs (3 Credits)

Management techniques for patients with a variety of chronic and disabling conditions and diseases. Includes topics and demonstrations related to head and neck cancer, autoimmune disorders, neurologic and sensory disorders, and management of older adult patients.

DHYG 3243 Ethics, Jurisprudence and Practice Management (2 Credits)

Emphasis on ethical issues, a framework for ethical decision making, the American Dental Hygienists' Association Code of Ethics, ethically based professional responsibilities and legal principles guiding dental care delivery. Dental hygiene and its relationship to dental practice management and the business of dentistry. Includes procedures for patient management, scheduling, record keeping, economic considerations and marketing of dentistry and dental hygiene.

DHYG 3244 Community Dentistry II (2 Credits)

Continuation of DHYG 3344 dental health education and public health. Emphasis on the role of the hygienist in promoting oral health in the private office and community, education methods, biostatistics, and epidemiology. DHYG 3244 will incorporate concepts from DHYG 3344 to include a community project with data collection, analysis and evaluation.

This course is limited to dental hygiene students only.

DHYG 3245 Dental Hygiene Clinic - Summer (2 Credits)

Provides for continuous clinical experience to enhance skills and promote clinical competence.

DHYG 3246 Local Anesthesia (2 Credits)

Introduces principles related to local anesthetic injections and provides for the clinical application of techniques. Reviews related anatomical, neuro-physiological, and pharmacological considerations. Prevention and treatment of local and systemic complications of local anesthesia are stressed *This course is limited to dental hygiene students only.*

DHYG 3315 Head and Neck Anatomy (4 Credits)

Human Head and Neck Anatomy and Physiology: Anatomy of the Head and Neck. The goal of this course is for the dental hygiene student to acquire clinical problem solving skills through a basic understanding of the gross anatomy of the head and neck region of the human body. Through a regional approach to the head and neck, the student will be able to synthesize solutions to clinical problems by understanding the morphological and functional interrelationships of anatomical structures.

This course is limited to dental hygiene students only.

DHYG 3331 Dental Hygiene Clinic II (3 Credits)

Continuation of Summer Clinic. Includes increased competency in instrumentation and patient management skills on periodontally involved patients. Prerequisites: DHYG 2513, DHYG 2331, and DHYG 2231, and DHYG 3245. Corequisite: DHYG 3231.

DHYG 3332 Pharmacology (3 Credits)

Physiologic effects of medications. Emphasis on drugs used by the dental profession.

DHYG 3333 Nutrition (3 Credits)

Introduction of the science of nutrition and its oral relevance. Emphasis on preventive dentistry and counseling for disease prevention which provides a foundation for anatomy, physiology, nutrition, and pathology.

DHYG 3335 Periodontology (3 Credits)

Periodontal diseases and the role of the dental hygienist in their diagnosis, prevention, and treatment.

DHYG 3341 Dental Hygiene Clinic III (3 Credits)

Continuation of Dental Hygiene Clinic II. Includes increased competency in the use of curets on periodontally-involved patients, non-surgical periodontal therapy, mechanical scalers including magnetostrictive and piezoelectric scalers, and time management. Nitrous oxide is taught didactically and with a lab practicum only. Prerequisites: DHYG 2513, DHYG 2331, and DHYG 3331. Corequisite: DHYG 3241

DHYG 3344 Community Dentistry I (3 Credits)

Dental health education and public health. Emphasis on the role of the hygienist in promoting dental health in the private office and community, education methods, biostatistics, and epidemiology.

DHYG 3434 Pathology (4 Credits)

This course includes the basic concepts of pathology; including inflammation, oral lesions, and changes due to microorganisms, neoplasms, and hormonal influence.

DHYG 4411 National Board of Dental Hygiene Examination Review Course (3 Credits)

Guided review of the dental hygiene curriculum in preparation for the National Board Dental Hygiene Examination.

DIET 4123 Principles of Biochemistry in Nutrition (3 Credits)

In this online course, students will gain an understanding of the basic concepts of biochemistry which is essential for their career in any area of nutrition. This includes: an understanding of the major biomolecules affecting nutrition and found in living organisms, the control and regulation of protein structure and function, enzyme kinetics, nucleic acid, lipids and membrane transport, biochemical evolution and carbohydrates and metabolism. Prerequisites: working knowledge of basic chemistry and basic nutrition or consent of faculty.

DIET 5073 Practicum in Clinical Dietetics (3 Credits)

Supervised learning experience in clinical dietetics designed to meet specific objectives and achieve identified clinical nutrition competencies. Experiences scheduled in a variety of health care and community settings. This course is a required core course in the internship program. Corequisite: Admission to the Dietetic Internship

DIET 5083 Practicum in Administrative Dietetics (3 Credits)

Supervised learning experiences in administrative dietetics to meet specific objectives and achieve identified management competencies. Experiences scheduled in a variety of units within health care facilities. This course is a required core course in the internship program. Corequisite: Admission to the Dietetic Internship

DIET 5112 Nutrition Counseling (2 Credits)

Provides an understanding of the methods, strategies, and evaluation of nutrition and diet counseling to modify eating habits for health promotion and increase compliance with therapeutic regimens. Consideration of learning styles, nutritional anthropology, and instructional technology effectively applied in the health care setting. Prerequisite: NUTR 5033 or NUTR 5333: Advanced Clinical Nutrition or equivalent; and consent of faculty. This course is a required core course in the internship program. Corequisite: Admission to the Dietetic Internship

DIET 5112 requires a pre-requisite of NUTR 5333 and instructor consent.

DIET 5161 Advanced Nutrition Seminar (1 Credit)

Graduate seminar of important current research in clinical nutrition to reflect content, application to clinical practice, and study parameters and design. Students will read original papers, write critiques, and make presentations for discussion. This course is a required core course in the internship program. Corequisite: Admission to the Dietetic Internship

DIET 5333 Advanced Clinical Dietetics (3 Credits)

Integration of scientific principles of nutrition and food science into the use of foods and nutrients in disease prevention and treatment in accordance with clinical competencies for the entry-level dietitian.

This course is a required core course in the internship program. Corequisite: Admission to the Dietetic Internship.

DMSO 2310 Basic Patient Care (3 Credits)

Discussion of common patient care theories, procedures, and techniques emphasizing the physical and psychological wellness of the patient during diagnostic imaging procedures. Ethical and legal principles are included.

DMSO 3211 Sectional Anatomy (2 Credits)

A study of sectional anatomy of the transverse, longitudinal, and coronal planes are included with an emphasis on the organs of sonographic interest. Correlation with other imaging procedures will be emphasized.

DMSO 3221 Gynecologic Sonography (2 Credits)

Gynecological anatomy and physiology are the foci of this course. Laboratory tests, signs and symptoms of gynecologic disease will be discussed. Scanning techniques and protocols will be included.

DMSO 3222 Advanced Physics (2 Credits)

Lectures and related demonstrations covering advanced areas of ultrasonic propagation principles, transducer parameters, interactive properties of ultrasound with human tissues, possible biologic effects, advanced equipment types, instrumentation, and quality control procedures. An introduction to Doppler physics is included.

DMSO 3312 Introductory Physics (3 Credits)

Lectures and related laboratory exercises covering the areas of ultrasonic propagation principles, transducer parameters, interactive properties of ultrasound with human tissues, possible biologic effects, basic equipment types, instrumentation, and quality control procedures.

DMSO 3313 Abdominal Sonography (3 Credits)

Clinical applications in the abdomen include a review of gross abdominal anatomy, physiology, and pathology of every organ imaged in the abdomen. Pertinent laboratory tests as well as signs and symptoms related to disease processes of each organ will be discussed. Basic scanning techniques and protocols will be included.

DMSO 3321 Sonographic Applications: Obstetrics (3 Credits)

Normal maternal changes and fetal development throughout gestation are reviewed. Embryonic and fetal measurements, anatomy, and anomalies of the first, second and third trimesters are studied. Scanning techniques and protocols are included.

DMSO 3514 Clinical Practicum I (5 Credits)

Supervised clinical experience emphasizing sonographic procedures of the abdomen.

DMSO 3541 Clinical Practicum III (5 Credits)

Continuation of clinical course work at the intermediate skill level.

DMSO 3541 requires a pre-requisite of DMSO 3824

DMSO 3824 Clinical Practicum II (8 Credits)

Supervised clinical experience at an intermediate level emphasizing sonographic procedures of the gynecologic system.

DMSO 3824 requires a pre-requisite of DMSO 3514

DMSO 4242 Sonographic Conference (2 Credits)

Specialists in the field will present special lectures focusing on specific organs or disease entities. Historical and new developments in techniques or applications of ultrasound and safety are discussed.

DMSO 4251 Cardiovascular Pathophysiology (2 Credits)

An advanced study of the structure, function, and pathologies of vascular and cardiac anatomy of sonographic interest.

DMSO 4261 Current Issues in Health Care (2 Credits)

A discussion of the moral, ethical, economical, and legal issues that confront sonographers as they practice in the dynamic health care environment.

DMSO 4300 Intro to Health Care Mgmt (3 Credits)

This course is an introduction to the functions of management in health care organizations. The concepts of management, supervision, and leadership are included.

DMSO 4303 Neurosonography (3 Credits)

This course is a study of fetal/pediatric brain and spinal cord anatomy. Anomalies of the fetal/pediatric brain and spinal cord are discussed. Scanning techniques and protocols used to diagnose pathology in these structures are also included.

DMSO 4342 Introductory Cardiac & Vascular Sonography (3 Credits)

This course is an introductory study of color Doppler imaging and spectral Doppler waveform analysis related to blood flow within the cardiac and vascular system and the abdominal, pelvic, fetal, and superficial organs. Interpretation of ECG recordings is also included.

DMSO 4352 Doppler Sonography & Adv Hemodynamics (3 Credits)

A discussion of Doppler sonography that includes basic ultrasound physics and instrumentation, continuous-wave Doppler, pulsed Doppler, and duplex-triplex scanning with emphasis on the analysis of Doppler spectral waveforms and interpreting color Doppler images. An in-depth analysis of normal cardiac and vascular hemodynamics and the effects of pathology on the flow of blood within the heart and throughout the vascular circulation are presented.

DMSO 4353 Intermediate Vascular Sonography (3 Credits)

This intermediate-level vascular course includes arterial and venous anatomy, vascular imaging protocols, basic scanning techniques, and transducer manipulation. B-Mode imaging, color flow image interpretation, and spectral Doppler waveform analysis will be discussed. Vascular disease and its effect on blood flow will be covered.

DMSO 4354 Intermediate Cardiac Sonography (3 Credits)

Cardiac anatomy, physiology, and hemodynamics will be the focus of this course. Laboratory tests, and signs and symptoms of cardiac disease will be discussed. Scanning techniques and protocols for pediatric and adult procedures will be included.

DMSO 4363 Advanced Vascular Sonography (3 Credits)

Advanced study of vascular anatomy and physiology are the foci of this course. Symptoms of venous and arterial diseases are discussed. Scanning techniques and protocols used to diagnose vascular pathology are also included.

DMSO 4364 Advanced Cardiac Sonography (3 Credits)

Hemodynamics, cardiovascular principles, cardiac Doppler and the related physics, physiology and pathophysiology will be the focus of this course.

DMSO 4843 Clinical Practicum IV (8 Credits)

Supervised clinical experience at the intermediate level emphasizing adult cardiac and vascular examination procedures.

DMSO 4843 requires a pre-requisite of DMSO 3541

DMSO 4854 Clinical Practicum V (8 Credits)

Advanced practice supervised clinical experience emphasizing vascular and echocardiographic sonographic examination procedures. .

DMSO 4854 requires a pre-requisite of DMSO 4843

GENC 5004 Intro to Molecular Genetics & Genomics (3 Credits)

Background in the principles of molecular genetics and genomics and familiarizing the student with the laboratory techniques now available. The course will also assist students in developing the problem-solving skills required to extract and utilize genetic information from patients and families.

Enrollment is limited to students in the GENC Program.

GENC 5011 Clinical Observation I (1 Credit)

Rotation through individual outpatient genetic clinics or laboratories to lay a foundation for a student's more active participation in later clinical genetic counseling.

Enrollment is limited to students in the GENC Program.

GENC 5013 Counseling Theory & Skills for Genetic Counselors (3 Credits)

An overview of the psychological and sociological impact that genetic disease and birth defects have on affected individuals, families, and society at large. The theories of psychosocial counseling that represent the core of the profession will be explored. In addition, the students will examine their own beliefs and backgrounds, and understand how these may impact their ability to provide genetic counseling.

Enrollment is limited to students in the GENC Program.

GENC 5021 Clinical Observation II (1 Credit)

Continuation of rotations through individual outpatient genetics clinics to lay the foundation for a student's more active participation in later clinical genetic counseling. Prerequisite is admission into the program.

GENC 5022 Professional Issues in Genetic Counseling I (2 Credits)

An introduction to the profession of genetic counseling. It will provide students with information necessary to function in that role in a variety of settings. Teaching will include lectures, observations, demonstrations, and special independent and group assignments. Topics include: history of the profession, obtaining accurate family histories/recording accurate pedigrees, multicultural sensitivity, and constructing an overall genetic counseling session.

Enrollment is limited to students in the GENC Program.

GENC 5043 Medical Genetics I (3 Credits)

Instruction in Mendelian Inheritance, atypical patterns of inheritance of human disease, the pathogenesis of genetic conditions and birth defects, the importance of the field of genetics in clinical medicine, including the basics of genetic screening, testing, and treatment. In addition, the role of chromosomes in heredity will be introduced and human hereditary disease mechanisms will be discussed in detail.

Enrollment is limited to students in the GENC Program.

GENC 5052 Writing & Critical Analysis (2 Credits)

A course in scientific writing, medical documentation and critical analysis of both the medical literature and lay articles/patient information as it pertains to genetic counseling.

Enrollment is limited to students in the GENC Program.

GENC 5108 Human Embryology and Dysmorphology (2 Credits)

The course explores normal human development, causes for abnormal embryological development, the study of dysmorphology, and the embryological timing for abnormal development, including congenital malformations.

Enrollment in this course is limited to students enrolled in the Genetic Counseling program. Students in other programs who are interested in enrolling in the course should contact the instructor for permission to enroll.

GENC 5140 Research Methods in Genetic Counseling I (1 Credit)

Introduction to research methodologies in genetic counseling. Students will be introduced to the basis of research by designing and conducting a practice research project.

Enrollment is limited to students in the GENC Program.

GENC 5141 Research Methods in Genetic Counseling (1 Credit)

Introduction to research methodologies in genetic counseling. Students focus on developing research questions; reviewing the literature; methodology, and data analysis plans for their independent research or thesis project; and writing and submitting an IRB proposal.

GENC 5141 requires a Pre-requisite of GENC 5052

GENC 5142 Human Cytogenetics (2 Credits)

Graduate instruction in all aspects of human cytogenetics including chromosomal anomalies, rearrangements, uniparental disomy, and epigenetics, with particular relevance to the genetic counseling profession. The course content will include human chromosome structure, behavior, nomenclature, clinical chromosomal abnormalities, as well as current cytogenetic laboratory methods covering both their capabilities and their limitations.

GENC 5153 Psychosocial Genetic Counseling (3 Credits)

Builds on GENC 5013; continues to explore the psychological, familial, and sociological impact that genetic disease, developmental disability and birth defects have on individuals, families and society. More time is devoted to application of learned theory and concepts through role play and standardized patients at the clinical skills center.

GENC 5162 Human Population Genetics (2 Credits)

The basics of genetic epidemiology and population genetics, including interpretation of large-scale, population based genetic studies. The course will introduce and teach students to use probability theory, Hardy-Weinberg equilibrium, segregation and linkage analysis, and the Bayesian Theorem.

Enrollment is limited to students in the GENC Program.

GENC 5172 Prenatal Diagnosis (2 Credits)

Prenatal genetic counseling techniques and prenatal diagnostic procedures will be introduced, discussed, and demonstrated.

GENC 5181 Teratology (1 Credit)

The course will present an overview of teratology. Information on known and potential human teratogens will be provided. Students will become familiar with major teratogen references and databases, and will practice strategies for informing patients and providers about teratogen information.

Enrollment is limited to students in the GENC Program.

GENC 5183 System Disorders for the Genetic Counselor (3 Credits)

This course will provide the student with an understanding of genetic disorders as they affect multiple body systems. It will cover the natural history and differential diagnosis of disorders. This course is not just about learning theory. Students will use the information they learned about genetic conditions to evaluate examples of cases that presented a particular birth defect or clinical condition.

GENC 5232 Professional Issues in Genetic Counseling II (1 Credit)

Instruction specific to the profession of genetic counseling. Topics include: awareness of available genetic services for appropriate patients including clinical, education, and psychosocial support; methods of genetic outreach in rural areas including telemedicine; clinical skill development utilizing difficult clinical cases; and other professional genetic counseling issues, expanding upon the counseling theory and techniques introduced in previous semesters and clinical clerkships.

GENC 5242 Cancer Genetics (2 Credits)

The genetic basis of inherited cancer and cancer syndromes, with an overview of the development and treatment of these cancers. In addition, exploration of cancer genetics, patient education, and psychosocial adjustment to presymptomatic testing.

GENC 5251 Genetic Counseling Ethics I (2 Credits)

Methods of ethical case analysis through lecture, demonstrations, and problem-based learning. Focus will be placed on cases/situations that genetic counselors will encounter in everyday employment and other professional areas.

Enrollment is limited to students in the GENC Program.

GENC 5262 Metabolic Genetics (2 Credits)

Information on inborn errors of metabolism: diagnosis, biochemical characteristics, inheritance, and treatment options.

GENC 5312 Public Health Genomics (1 Credit)

Overview of historical and contemporary issues in public health genomics. Topics include eugenics; newborn screening; advocacy; health care system and public health service in the US; needs assessments; epidemiology; registries; core functions of public health; gene-environment interactions; emergency preparedness and the role of the regional genetics collaboratives.

Enrollment is limited to students in the GENC Program.

GENC 5322 Medical Genetics II (2 Credits)

This course will provide in-depth information on specialty areas in clinical genetics including psychiatric genetics, ocular genetics, ciliopathies, pharmacogenetics, and immunogenetics. Time will be devoted to topics of interest as identified by the class. Lectures will be geared towards practical knowledge for the new, clinical genetic counselor.

GENC 5351 Genetic Counseling Ethics II (1 Credit)

Methods of ethical case analysis through lecture, demonstrations, and problem-based learning. Focus will be placed on cases/situations that genetic counselors will encounter in everyday employment and other professional areas.

Enrollment is limited to students in the GENC Program.

GENC 5513 Novice Clinical Clerkship (3 Credits)

Provide students with practical experience performing novice level genetic counseling skills. Students will observe and counsel patients under the supervision of board certified genetic counselors and/or medical geneticists.

GENC 5513 requires the successful completion of GENC 5021.

GENC 5592 Special Topics in Genetic Counseling (Variable Credits)

Special Topics in Genetic Counseling allows a student to explore areas of practice or the discipline in more depth. The course may be taken to augment a student's knowledge for a thesis topic or to enhance clinical skills. Prerequisites: Admission to the program and approval by the program director.

GENC 5613 Intermediate Clinical Clerkship (3 Credits)

Provide the student with practical experience performing intermediate level genetic counseling skills. Students will observe and counsel patients under the supervision of board certified genetic counselors and/or medical geneticists.

GENC 5613 requires a pre-requisite of GENC 5513

GENC 5700 Thesis in Genetic Counseling (Variable Credits)

Independent study for thesis genetic counseling students. Thesis students must register for a total of six semester hours; one to three semester hours per semester.

Enrollment is limited to students in the GENC Program.

GENC 5713 Advanced Clinical Clerkship (3 Credits)

Provide the student with practical experience performing advanced level genetic counseling skills to prepare the student for an entry level genetic counseling job. Students will observe and counsel patients under the supervision board certified genetic counselors and/or medical geneticists.

GENC 5713 requires pre-requisite of GENC 5613.

MLSC 3110 Body Fluids Laboratory (1 Credit)

Laboratory sessions are designed to introduce basic laboratory techniques including but not limited to safety, phlebotomy, pipetting and the use of basic instruments as well as techniques for the analysis of urine, cerebrospinal and other body fluids.

MLSC 3120 Body Fluids Lab for Distance Learners (1 Credit)

Laboratory course to accompany the MLSC 4316 Immunohematology Lecture course for distance students. Emphasis is on testing methods to assure the safe and effective transfusion of blood components. Includes techniques to manage maternal and neonatal blood incompatibilities.

MLSC 3214 Current Topics in Medical Laboratory Sciences (3 Credits)

This course provides a discussion of current issues in medical laboratory science that includes, but is not limited to, lab safety, QA and QC, Lab Math, ethics, professionalism, Inter-professional education (IPE), government regulations, research, and credentialing. The course will also provide a discussion of teamwork, leadership, laboratory managerial communications, and interpersonal skills needed by laboratory professionals.

MLSC 4116 Immunohematology Laboratory (1 Credit)

Laboratory for Immunohematology 4316. Emphasis is on testing methods to assure the safe and effective transfusion of blood components. Includes techniques to manage maternal and neonatal blood incompatibilities.

MLSC 4117 Molecular Diagnostic Laboratory (1 Credit)

Laboratory for Molecular Diagnostics 4217. Emphasis on basic molecular techniques such as DNA extraction and quantitation, restriction enzyme digestion, polymerase chain reaction and agarose gel electrophoresis.

MLSC 4120 Phlebotomy (1 Credit)

Lectures emphasize theory regarding blood collection procedures, and laboratory sessions introduce basic techniques for the collection of blood samples including venipuncture and capillary puncture. Clinical internship consists of supervised practice in the collection of blood samples.

MLSC 4126 Immunohematology Laboratory in Distance Learning (1 Credit)

Laboratory sessions designed to introduce basic laboratory techniques including but not limited to safety, pipetting, the use of basic instruments as well as techniques for the analysis of urine, cerebrospinal, and other body fluids.

MLSC 4127 Molecular Diagnostic Laboratory for Distance Learners (1 Credit)

Virtual laboratory experience for off-campus students to accompany MLSC 4217 Molecular Diagnostics course. Using distance learning technologies emphasis will be placed on basic molecular techniques such as DNA extraction and quantitation, restriction enzyme digestion, polymerase chain reaction and agarose gel electrophoresis.

MLSC 4130 Urinalysis Internship (1 Credit)

Supervised practical application of coursework and experience in the area of urinalysis. Emphasis will be given to urinalysis principles, procedures, and quality assurance. Includes management practices and development of professional behavior.

Enrollment in MLSC 4130 is limited to students participating in the MLS program(s).

MLSC 4138 Laboratory Management I (1 Credit)

Focuses on knowledge and techniques needed to identify and resolve basic management problems in the laboratory. Topics include basic management concepts, diversity, educational methodologies, laboratory information systems, personnel issues, policies and procedures, finances and budgeting, and compliance.

MLSC 4212 Hematology Laboratory (2 Credits)

Laboratory for Hematology 4312. Emphasis on quantitative and qualitative techniques to evaluate the number, function and morphology of blood cells in bone marrow and peripheral blood. Includes testing methods to diagnose and monitor treatment for hematologic and hemostatic disorders.

MLSC 4214 Parasitology (2 Credits)

Pathogenic parasites and viruses are covered. Emphasis is on the identification of parasites and the clinical significance of viruses. Epidemiology is included as appropriate.

MLSC 4215 Clinical Microbiology Laboratory (2 Credits)

Laboratory for the Clinical Microbiology course. Emphasis is on the laboratory procedures for isolating, culturing, and identifying microorganisms.

MLSC 4216 Chemistry Case Development & Review (2 Credits)

The student will apply the theory and skills acquired from MET 3110 and MET 4514 and gain experience in the analysis of clinical chemistry test results. Students will analyze and correlate the relationship between laboratory results, diagnoses and/or the progression of the disease. In addition to a comprehensive review of all clinical chemistry principles, students will develop a case study that will demonstrate the inter-professional nature of the delivery of health care today and the importance of laboratory results.

MLSC 4217 Molecular Diagnostics (2 Credits)

Explores the use of molecular techniques for the diagnosis of disease. Includes tests for genetic disorders (both inherited and acquired); infectious diseases, such as HIV and hepatitis C; tissue histocompatibility for organ transplants; and human identity testing.

MLSC 4222 Hematology Lab for Distance Learners (2 Credits)

Laboratory course to accompany the MLSC 4312 Hematology Lecture course for distance students. Emphasis on quantitative and qualitative techniques to evaluate the number, function and morphology of blood cells in bone marrow and peripheral blood. Includes testing methods to diagnose and monitor treatment for hematologic and hemostatic disorders.

MLSC 4223 Body Fluids (2 Credits)

Theory and techniques of analyzing urine, cerebrospinal, synovial, amniotic, and other body fluids. Correlates chemical, cellular, and microbiological findings in normal and disease states.

MLSC 4225 Laboratory Case Studies (2 Credits)

Through the use of interdisciplinary case studies, study guides and the internship manual, the student will correlate and apply knowledge acquired during didactic courses, student laboratory courses and clinical internship courses to disease processes in preparation for the program's comprehensive final exam.

Course enrollment is limited to MLS or MLT students.

MLSC 4232 Hematology Case Development & Review (2 Credits)

In MLSC 4232 the student will apply the theory and skills acquired from MLSC 4212 (MLSC 4212) and MLSC 4312 (MLSC 4312) and gain experience in the analysis of clinical hematology test results. Students will analyze and correlate the relationship between laboratory results, diagnoses and/or the progression of the disease. In addition to a comprehensive review of all clinical hematology principles students will develop a case study that will demonstrate the inter-professional nature of the delivery of health care today and the importance of laboratory results.

MLSC 4235 Microbiology Case Development & Review (2 Credits)

The student will apply the theory and skills acquired from MET 4214 and MET 4315 and gain experience in the analysis of clinical microbiology test results. Students will analyze and correlate the relationship between laboratory results, diagnoses and/or the progression of the disease. In addition to a comprehensive review of all clinical microbiology principles, students will develop a case study that will demonstrate the inter-professional nature of the delivery of health care today and the importance of laboratory results.

MLSC 4236 Clinical Microbiology Laboratory for Distance Learning (2 Credits)

Laboratory component to accompany MLSC 4315 Clinical Microbiology for distance students. Emphasis on the laboratory procedures for isolating, culturing, and identifying microorganisms.

MLSC 4241 Blood Bank Case Development & Review (2 Credits)

The student will apply the theory and skills acquired from MET 4316 and MET 4311 and gain experience in the analysis of transfusion services test results. Students will analyze and correlate the relationship between laboratory results, diagnoses and/or the progression of the disease. In addition to a comprehensive review of all transfusion services principles, students will develop a case study that will demonstrate the inter-professional nature of the delivery of health care today and the importance of laboratory results.

MLSC 4311 Immunology (3 Credits)

Introduction to the mechanisms of normal and abnormal immune response. Emphasis on laboratory diagnosis by agglutination, precipitation, immunofluorescence and enzyme immunoassay.

MLSC 4312 Hematology (3 Credits)

Normal and abnormal hematopoiesis and hemostasis. Emphasis on recognizing alterations correlating with diagnosis and treatment. Includes quantitation techniques and morphologic evaluation and function of blood cells in bone marrow and peripheral blood.

MLSC 4314 Chemistry Internship (3 Credits)

Supervised clinical internship in the areas of chemistry and urinalysis. Emphasis on automated techniques, quality control, diagnostic correlations, management practices, and development of professional behavior. Practical application of course work in the area of urinalysis. Emphasis on principles, procedures, and quality assurance.

MLSC 4315 Clinical Microbiology (3 Credits)

Pathogenic microorganisms are covered. Emphasis is on isolation, cultivation, and identification. Fundamental microbiology, epidemiology and pathogenesis are also included as appropriate.

MLSC 4316 Immunohematology (3 Credits)

Study of the immunochemical reactivity of blood antigens and antibodies, blood grouping, and compatibility testing. Includes basic problems relating to hemolytic disease of the newborn and component therapy.

MLSC 4332 Hematology Internship (3 Credits)

Supervised clinical internship in the area of hematology/coagulation. Emphasis on manual and automated techniques and development of professional behavior. Includes diagnostic correlations, quality assurance, and management practices.

MLSC 4335 Microbiology Internship (3 Credits)

Supervised practical experience in the microbiology laboratory. Emphasis on principles, procedures, and quality assurance. Includes management practices and development of professional behavior.

MLSC 4341 Blood Bank Internship (3 Credits)

Supervised practical experience in the blood bank laboratory and immunology/serology. Emphasis on principles, procedures, and quality assurance. Includes management practices and development of professional behavior.

MLSC 4345 Laboratory Science Case Studies (3 Credits)

Through the use of interdisciplinary case studies, study guides, and the internship manual, the student will correlate and apply knowledge acquired during didactic courses, student laboratory courses and clinical internship courses to disease processes in preparation for the program's comprehensive final exam.

MLSC 4514 Clinical Biochemistry (5 Credits)

Detection and quantitation of metabolic compounds of major clinical significance in the diagnosis and treatment of disease. Emphasis on principles of analysis and diagnostic significance on biological constituents.

MPAS 5111 Professional Issues I (1 Credit)

Application-based introduction to concepts of physician assistant profession. Topics to include history of physician assistant profession, physician assistant organizations, accreditation, the health care team, documentation, oral presentations, professionalism, and ethical issues.

MPAS 5112 Professional Issues II (1 Credit)

Continuation of professional issues in physician assistant profession. Topics include documentation, safety, patient education, disease prevention, cultural issues, ethical issues and specific health care settings.

MPAS 5113 Professional Issues III (1 Credit)

Continuation of professional issues in physician assistant profession. Topics include documentation, health care systems and policy, patient education, cultural issues, ethical issues and specific health care settings.

MPAS 5114 Professional Issues IV (1 Credit)

Continuation of professional issues in physician assistant profession. Topics include practice and prescriptive laws, reimbursement, malpractice, certification and licensure, health care resources, HIPAA guidelines, and specific health care settings.

MPAS 5121 Clinical Reasoning I (1 Credit)

Introduction to critical thinking and application of medical knowledge and skills in a case-based small group setting. Emphasis this semester will be on eliciting appropriate medical histories, determining appropriate physical examination techniques to perform, and formulating a differential diagnosis. Cases will correlate with topics covered in the Physical Assessment course.

MPAS 5122 Clinical Reasoning II (1 Credit)

Continuation of the utilization of critical thinking skills and application of medical knowledge through small-group case discussions. Focus will shift from medical history taking and physical examination to placing more emphasis on laboratory and diagnostic test ordering/interpretation and patient management. Cases will correlate with topics covered in the Principles of Medicine I course.

MPAS 5123 Clinical Reasoning III (1 Credit)

Continuation of the utilization of critical thinking skills and application of medical knowledge through weekly small-group case discussions. Emphasis on laboratory and diagnostic test ordering/ interpretation and patient management. Cases will correlate to topics being covered in the Principles of Medicine II course.

MPAS 5131 Patient Communication I (1 Credit)

Course emphasizes interviewing techniques and interpersonal communication skills across the life span with emphasis on cultural diversity issues. Standardized patients will be utilized to enhance student interviewing skills.

MPAS 5132 Patient Communication II (1 Credit)

Course builds on concepts covered in Patient Communication I with emphasis on interviewing techniques and interpersonal communication skills across the life span and emphasis on cultural diversity issues. Standardized patients will be utilized to enhance student interviewing skills.

MPAS 5143 Clinical Nutrition (1 Credit)

Study of the nutritional care of the primary care patient with topics including geriatric, pediatric, diabetic, renal and cardiac patients and pregnant and lactating patients. Course also covers vitamin and mineral deficiencies, proper dieting, nutritional supplements, herbal supplements, nutritional medical disorders, enteral and parenteral nutrition, and patient nutritional assessment.

MPAS 5144 Medical Genetics (1 Credit)

Introduction to medical genetics. Topics include rules of inheritance, human pedigrees, chromosomal abnormalities, genetic disease, genetic screening and counseling, and genetic pharmacotherapy.

MPAS 5233 Medical Ethics (2 Credits)

Introduction to ethical issues that occur in clinical medicine. Topics include informed consent, confidentiality, nonmaleficence and beneficence, patient decision-making capacity, futile intervention, advance directives, end-of-life issues, assisted suicide, abortion, human research, and health care provider issues. Special topics in surgery, pediatrics and women's health are also covered.

MPAS 5252 Pharmacotherapy I (2 Credits)

Addresses the pharmacotherapeutic principles of specific medications utilized in disease management. Course includes drug identification, indications, contraindications, adverse effects, drug interactions, cost, routes of administration, therapeutic monitoring, patient education and pertinent mechanism of action of specific drugs. Course topics will correlate with topics being presented in Principles of Medicine I course.

MPAS 5253 Pharmacotherapy II (2 Credits)

Addresses the pharmacotherapeutic principles of specific medications utilized in disease management. Course includes drug identification, indications, contraindications, adverse effects, drug interactions, cost, routes of administration, therapeutic monitoring, patient education, and pertinent mechanism of action of specific drugs. Course topics will correlate with topics being presented in Principles of Medicine II course.

MPAS 5273 Surgical Medicine (2 Credits)

Course involves the evaluation, diagnosis, and management of the surgical patient. The course addresses pre and post-op management, common surgical procedures and complications, indications and contraindications, surgical techniques and instruments, sterile technique, operating room protocol, anesthesia, and an introduction to the surgical subspecialties.

MPAS 5281 Introduction to Evidence Based Medicine (2 Credits)

Introduction to utilizing the best available evidence in current medicine in addition to clinical experience to more effectively manage patients. Topics will include a brief overview of clinical epidemiology, research design, biostatistics, formulating a clinical question, database searching, and interpretation of medical literature.

MPAS 5282 Foundations of Evidenced Based Medicine (2 Credits)

Study of utilizing the best available evidence in current medicine in addition to clinical experience to more effectively manage patients. Course builds on the foundation established in first EBM course and utilizes a journal club approach to emphasize the application of EBM principles.

MPAS 5342 Clinical Physiology (3 Credits)

Study of the physiological function of the cell and organ systems with introduction to pathophysiology of disease in the systems. Systems include cardiovascular, respiratory, digestive, urinary, reproductive, nervous, musculoskeletal, special senses, lymphatic, endocrine and integument. Course topics will correlate with the topics presented in PA Gross Anatomy.

MPAS 5351 Clinical Pharmacology (3 Credits)

Study of the physiologic and biochemical aspects of the major classes of pharmacological agents. Brief overview of pharmacokinetic and pharmacodynamic principles of pharmacology. Major concepts involve drug classification, mechanism of action, absorption, distribution, metabolism, elimination, and dose-response relationships of the different drug classes. Major drug interactions and adverse effects of specific classes will be covered.

MPAS 5361 Diagnostic Assessment I (3 Credits)

Study of ordering and interpreting laboratory, imaging and diagnostic tests utilized in current medical practice. Course includes indications, contraindications, precautions, complications, techniques, cost-effectiveness, patient preparation, and ordering and interpretation of specific labs and tests. Course will correlate with the topics being addressed in Principles of Medicine I course.

MPAS 5362 Diagnostic Assessment II (3 Credits)

Study of ordering and interpreting laboratory, imaging and diagnostic tests utilized in current medical practice. Course includes indications, contraindications, precautions, complications, techniques, cost-effectiveness, patient preparation, and ordering and interpretation of specific labs and tests. Course will correlate to the topics being addressed in Principles of Medicine II course.

MPAS 5371 Behavioral Medicine (3 Credits)

Study of psychological and behavioral medical conditions. Course addresses the signs and symptoms, etiology, diagnosis, differential diagnosis, and treatment of behavioral disorders. Also includes conducting a psychiatric interview, classifying disorders, substance abuse, eating disorders, sleep disorders, abuse and neglect, death and dying, childhood disorders, psychological testing, psychological therapy, and pharmacological agents.

MPAS 5372 Emergency Medicine (3 Credits)

Presentation, diagnosis, and management of trauma and acute care patients who present to the emergency department. Topics involve multiple trauma, shock, wound management, environmental injuries, toxicology, orthopedic injuries, acute general medical and surgical diseases, pain control, emergency procedures, bioterrorism, and disaster medicine. Course also covers emergent conditions in cardiology, respiratory, pediatrics, gynecology, obstetrics, endocrinology, and hematology and oncology.

MPAS 5394 Principles of Medicine III (3 Credits)

An advanced medicine course that emphasizes pediatric, geriatric and rehabilitative medicine. Pediatric and geriatric modules emphasize etiology, signs and symptoms, differential diagnosis, diagnosis, prognosis, and management of medical conditions specific for the life-span. The rehabilitative module involves an overview of rehabilitative medicine, assistive devices, gait assessment, and stroke and cardiac rehabilitation. Laboratory includes infant evaluation, child evaluation, geriatric evaluation, functional assessment, and the use of assistive devices.

MPAS 5441 PA Gross Anatomy (4 Credits)

Study of basic gross and functional anatomy in an organ-system approach. Course covers cardiovascular, respiratory, digestive, urinary, reproductive, nervous, musculoskeletal, special senses, lymphatic, endocrine and integument systems by lecture, laboratory and independent learning activities. The laboratory utilizes anatomical models, histology slides, prosected cadavers, radiographic images, and virtual anatomy software.

MPAS 5591 Physical Assessment (5 Credits)

An introduction to clinical medicine. Course includes eliciting a medical history; performing physical examination; reviewing anatomy, physiology and pathophysiology of common diseases; and differentiating between normal and abnormal physical exam findings. A physical examination skills laboratory will be held weekly to permit students to practice history and physical exam techniques. Students will also experience patient encounters throughout the semester in which they will elicit a medical history from patients in an inpatient or outpatient setting and then appropriately document and orally present the patient findings.

MPAS 5892 Principles of Medicine I (8 Credits)

Foundational principles of clinical medicine covered in a discipline based approach. Each module will review anatomy and physiology of specific systems. Instruction will cover pathophysiology, etiology, incidence, signs and symptoms, differential diagnosis, diagnostic techniques, diagnosis, prognosis, and management of specific common diseases. This course will include a brief overview of the microbiological and immunological aspects of medicine. Topics will include normal flora, organism classification and transmission, and pathogenesis of infection of microbial pathogens, cell-mediated and humoral immunity, hypersensitivity reactions, and immune-mediated diseases. A weekly clinical procedural laboratory will correlate with the medical topic being covered in the lectures. Students will experience clinical patient encounters in outpatient or inpatient settings several times during the semester and then appropriately document and orally present the patient findings.

MPAS 5893 Principles of Medicine II (8 Credits)

Foundational principles of clinical medicine covered in a discipline-based approach. Each module will review anatomy and physiology of specific systems. Instruction will cover pathophysiology, etiology, incidence, signs and symptoms, differential diagnosis, diagnostic techniques, diagnosis, prognosis, and management of specific diseases. A weekly procedural laboratory will correlate with the discipline topic being covered in the lectures. Students will experience clinical patient encounters in outpatient or inpatient settings several times during the semester and then appropriately document and orally present the patient findings.

MPAS 5895 Summative Evaluation (1 Credit)

PA students will complete a one week comprehensive review and evaluation of expected physician assistant knowledge and skills. A combination of written examinations, clinical procedural skills testing, objective structured clinical examinations (OSCEs) and diagnostic interpretation will be utilized.

MPAS 5896 Capstone Project (2 Credits)

Course focuses on applying evidence-based medicine principles to a patient case study or original research. The emphasis of the project will be on formulating a clinical question, summarizing background information about the medical topic, conducting an extensive literature search about the topic, and critiquing journal articles on the topic. The goal of the project is to answer the clinical question utilizing current research and guidelines, and then apply it to the patient case or research.

MPAS 5901 Elective Clinical Rotation 1 (3 Credits)

PA Student will be permitted to select an area/discipline of medicine in which he/she desires to gain additional clinical experience. A list of elective clinical rotation settings will be provided to the student including the general core rotations and then subspecialty areas of medicine and surgery.

MPAS 5902 Elective Clinical Rotation 2 (3 Credits)

PA Student will select an area/discipline of medicine in which he/she desires to gain additional clinical experience. A list of elective clinical rotation settings will be provided to the student including the general core rotations and subspecialty areas of medicine and surgery.

MPAS 5951 Clinical Rotation I (5 Credits)

These clinical rotation courses are a series of supervised clinical experiences for students who have completed the didactic phase of the Physician Assistant Program. The supervised clinical experience enables students to meet program expectations and acquire the competencies needed to practice as a physician assistant. The experiences will involve preventive, emergent, surgical, acute and chronic clinical experiences with patients across the life span. The clinical experience descriptions include family practice, outpatient internal medicine, inpatient medicine, pediatric medicine, women's health, surgical medicine, emergency medicine, behavioral medicine, orthopedic medicine, and geriatric medicine.

MPAS 5952 Clinical Rotation 2 (5 Credits)

These clinical rotation courses are a series of supervised clinical experiences for students who have completed the didactic phase of the Physician Assistant Program. The supervised clinical experience enables students to meet program expectations and acquire the competencies needed to practice as a physician assistant. The experiences will involve preventive, emergent, surgical, acute and chronic clinical experiences with patients across the life span. The clinical experience descriptions include family practice, outpatient internal medicine, inpatient medicine, pediatric medicine, women's health, surgical medicine, emergency medicine, behavioral medicine, orthopedic medicine, and geriatric medicine.

MPAS 5953 Clinical Rotation 3 (5 Credits)

These clinical rotation courses are a series of supervised clinical experiences for students who have completed the didactic phase of the Physician Assistant Program. The supervised clinical experience enables students to meet program expectations and acquire the competencies needed to practice as a physician assistant. The experiences will involve preventive, emergent, surgical, acute and chronic clinical experiences with patients across the life span. The clinical experience descriptions include family practice, outpatient internal medicine, inpatient medicine, pediatric medicine, women's health, surgical medicine, emergency medicine, behavioral medicine, orthopedic medicine, and geriatric medicine.

MPAS 5954 Clinical Rotation 4 (5 Credits)

These clinical rotation courses are a series of supervised clinical experiences for students who have completed the didactic phase of the Physician Assistant Program. The supervised clinical experience enables students to meet program expectations and acquire the competencies needed to practice as a physician assistant. The experiences will involve preventive, emergent, surgical, acute and chronic clinical experiences with patients across the life span. The clinical experience descriptions include family practice, outpatient internal medicine, inpatient medicine, pediatric medicine, women's health, surgical medicine, emergency medicine, behavioral medicine, orthopedic medicine, and geriatric medicine.

MPAS 5955 Clinical Rotation 5 (5 Credits)

These clinical rotation courses are a series of supervised clinical experiences for students who have completed the didactic phase of the Physician Assistant Program. The supervised clinical experience enables students to meet program expectations and acquire the competencies needed to practice as a physician assistant. The experiences will involve preventive, emergent, surgical, acute and chronic clinical experiences with patients across the life span. The clinical experience descriptions include family practice, outpatient internal medicine, inpatient medicine, pediatric medicine, women's health, surgical medicine, emergency medicine, behavioral medicine, orthopedic medicine, and geriatric medicine.

MPAS 5956 Clinical Rotation 6 (5 Credits)

These clinical rotation courses are a series of supervised clinical experiences for students who have completed the didactic phase of the Physician Assistant Program. The supervised clinical experience enables students to meet program expectations and acquire the competencies needed to practice as a physician assistant. The experiences will involve preventive, emergent, surgical, acute and chronic clinical experiences with patients across the life span. The clinical experience descriptions include family practice, outpatient internal medicine, inpatient medicine, pediatric medicine, women's health, surgical medicine, emergency medicine, behavioral medicine, orthopedic medicine, and geriatric medicine.

MPAS 5957 Clinical Rotation 7 (5 Credits)

These clinical rotation courses are a series of supervised clinical experiences for students who have completed the didactic phase of the Physician Assistant Program. The supervised clinical experience enables students to meet program expectations and acquire the competencies needed to practice as a physician assistant. The experiences will involve preventive, emergent, surgical, acute and chronic clinical experiences with patients across the life span. The clinical experience descriptions include family practice, outpatient internal medicine, inpatient medicine, pediatric medicine, women's health, surgical medicine, emergency medicine, behavioral medicine, orthopedic medicine, and geriatric medicine.

MPAS 5958 Clinical Rotation 8 (5 Credits)

These clinical rotation courses are a series of supervised clinical experiences for students who have completed the didactic phase of the Physician Assistant Program. The supervised clinical experience enables students to meet program expectations and acquire the competencies needed to practice as a physician assistant. The experiences will involve preventive, emergent, surgical, acute and chronic clinical experiences with patients across the life span. The clinical experience descriptions include family practice, outpatient internal medicine, inpatient medicine, pediatric medicine, women's health, surgical medicine, emergency medicine, behavioral medicine, orthopedic medicine, and geriatric medicine.

MPAS 5959 Clinical Rotation 9 (5 Credits)

These clinical rotation courses are a series of supervised clinical experiences for students who have completed the didactic phase of the Physician Assistant Program. The supervised clinical experience enables students to meet program expectations and acquire the competencies needed to practice as a physician assistant. The experiences will involve preventive, emergent, surgical, acute and chronic clinical experiences with patients across the life span. The clinical experience descriptions include family practice, outpatient internal medicine, inpatient medicine, pediatric medicine, women's health, surgical medicine, emergency medicine, behavioral medicine, orthopedic medicine, and geriatric medicine.

MPAS 5960 Clinical Rotation 10 (5 Credits)

These clinical rotation courses are a series of supervised clinical experiences for students who have completed the didactic phase of the Physician Assistant Program. The supervised clinical experience enables students to meet program expectations and acquire the competencies needed to practice as a physician assistant. The experiences will involve preventive, emergent, surgical, acute and chronic clinical experiences with patients across the life span. The clinical experience descriptions include family practice, outpatient internal medicine, inpatient medicine, pediatric medicine, women's health, surgical medicine, emergency medicine, behavioral medicine, orthopedic medicine, and geriatric medicine.

NMIS 4115 Radiopharmacy I (1 Credit)

Radiopharmaceutical preparation for diagnostic use to include quality control. Chemical, physical, and biological properties of radiopharmaceuticals will be examined.

NMIS 4116 Journal Review and Research Methods (1 Credit)

Critical evaluation of medical scientific literature to include statistical evaluation methods and presentation techniques.

NMIS 4211 Introduction to Nuclear Medicine (2 Credits)

Survey course for all phases of nuclear medicine technology.

NMIS 4213 Nuclear Physics (2 Credits)

Presents concepts and physical properties governing the atom to include systems and units of measurement, atomic and nuclear structure, particulate and electro-magnetic radiation.

NMIS 4214 Instrumentation I (2 Credits)

Operational principles of radiation detection equipment to include statistical applications and quality control.

NMIS 4221 Health Physics (2 Credits)

Legal, biological, and administrative aspects of radiation protection in nuclear medicine. Emphasis on practical means of minimizing radiation exposure to the patient, nuclear medicine staff, and the general public.

NMIS 4221 - Health Physics requires a prerequisite of NMIS 4213 - Nuclear Physics.

NMIS 4223 Instrumentation II (2 Credits)

Advanced application of radiation detection theory and instrumentation.

NMIS 4223 requires a pre-requisite of NMIS 4214

NMIS 4224 Radiation Biology (2 Credits)

A study of the interactions of ionizing radiation with human tissues and the potential biological effects resulting from such interactions.

NMIS 4221 requires a pre-requisite of NMIS 4213

NMIS 4225 Radiopharmacy II (2 Credits)

Radiopharmaceutical preparation for diagnostic use, to include quality control. Chemical, physical, and biological properties of radiopharmaceuticals will be examined.

NMIS 4225 requires a pre-requisite of NMIS 4115

NMIS 4242 CT Phys & Inst (2 Credits)

A study of the physics and instrumentation of computed tomography, computed tomographic image formation, and radiation dose and safety concerns.

NMIS 4312 Clinical Procedures and Diagnosis I (3 Credits)

Current uses of radiopharmaceuticals for organ visualization and function with evaluation of results for diagnostic value. Emphasis placed on in vivo procedures.

NMIS 4322 Clinical Procedures and Diagnosis II (3 Credits)

Continued study of application of radiopharmaceuticals for diagnostic use. In vitro and therapeutic procedures are introduced.

NMIS 4322 requires a pre-requisite of NMIS 4312

NMIS 4431 Clinical Internship III (4 Credits)

Continuation of clinical course work at the advanced level.

NMIS 4431 requires a pre-requisite of NMIS 4524

NMIS 4517 Clinical Internship I (5 Credits)

Practical application of course work presented in the classroom. Students are assigned educational experiences in clinical imaging, and radiopharmaceutical preparation.

NMIS 4524 Clinical Internship II (5 Credits)

Continuation of clinical course work at the intermediate level.

NMIS 4524 requires a pre-requisite of NMIS 4517

NMIS 4741 Clinical Internship IV (0 Credits)

Based on individual needs and prior clinical experiences, the student may elect to continue clinical course work at the advanced level. Prerequisite: consent of the faculty.

OPHT 3101 Clin Skills Lab I (1 Credit)

Focus on ophthalmic exam protocol; subsequent clinical skills lab courses are aimed at developing ophthalmic clinical skills in a logical progression with increasing levels of complexity.

OPHT 3105 Clinical Skills Lab II (1 Credit)

This course will familiarize students with various ophthalmic equipment and testing protocols emphasizing concepts underlying construction of equipment; proper usage of the equipment, focus on lensmeter, tonometry, retinoscopy, and refractometry concepts and skills.

OPHT 3106 Clinical Skills Lab III (1 Credit)

Continuation of previous clinical laboratory course in order to develop and enhance clinical skills focusing on the areas of advanced refractometry techniques, advanced retinoscopy techniques, and basic Goldmann perimetry.

OPHT 3201 General Medical Knowledge & Terminology (2 Credits)

Provides the student instruction in basic medical terminology, a general overview of human anatomy and physiology, and systemic illnesses.

OPHT 3202 Intro to Ophthalmic Technology, Medical Law & Ethics (2 Credits)

Introduces the student to ophthalmic technology, including the role of the ophthalmic technologist, duties and responsibilities of the technologist, basic ocular examination techniques, measurement of visual acuities, basic lensometry, identification and usage of ophthalmic equipment, maintenance of ophthalmic examination lanes and special testing areas, and ethics: medical-legal aspects of ophthalmology.

OPHT 3203 Ocular Anatomy & Physiology (2 Credits)

Provides the student a detailed knowledge of the normal anatomy and physiology of the eye and orbit.

OPHT 3204 Optics I (2 Credits)

Introduces the human eye as an optical system by discussing physiology of image formation, optical relationships of eye structures, accommodation and effects of aging, refractive errors, astigmatism, prisms and Prentice's Rule, magnification, and basics of refractometry.

OPHT 3206 Optics II (2 Credits)

Introduces principles of physical optics in which light is treated as a form of energy and part of the electromagnetic spectrum. Examines wave and particle theory, polarization, interference, fluorescence, and lasers. Students use ray tracing to examine refraction, reflection, diffraction,

dispersion, vergence lenses and mirrors. The object-image relationships, magnification, and graphical analysis of simple and thick lens systems will also be discussed.

OPHT 3207 Contact Lenses/Opticianry (2 Credits)

Familiarizes the student with contact lenses including types, fitting procedures, care and storage procedures, indications for use, complications and patient instruction, spectacle dispensing, ordering, and verification.

OPHT 3208 Ophthalmic Pharmacology (2 Credits)

Detailed exploration of the various ophthalmic pharmaceuticals, indications for their use, sites of action, side effects, proper instillation of agents, and various abbreviations used for medications and their schedules.

OPHT 3209 Ocular Motility I (2 Credits)

Acquaints the student with normal and abnormal binocular vision, including evaluation of motor and sensory status.

OPHT 3412 Clinical Practicum III (4 Credits)

Continues to develop clinical skills and build on previous clinical courses. The student will begin to gain more specialized skills. New skills will be demonstrated and supervised by one or more members of the faculty. Clinical applications and classroom portions of the course will coincide where possible. Return demonstrations will be required at various times during this course.

OPHT 3510 Clinical Practicum I (5 Credits)

Introduction to procedures for care of ophthalmology patients. Students observe techniques in various specialty clinics performed by a faculty member. Many procedures will be observed, but emphasis will be on basic skills needed to begin patient examination. When possible, clinical applications will coincide with the classroom portions of the course. Students will be introduced to appropriate equipment and instruments for patient examination, assigned examination rooms to maintain, taught basic procedures for information gathering in an examination, and become contributing members of the health care team.

OPHT 3611 Clinical Practicum II (6 Credits)

Continuation of Clinical Practicum I, with further instruction in patient care and examination techniques. The course will build on the newly acquired basic skills as well as introduce new skills to be learned. More specific examination techniques will be observed, discussed, and return demonstrations given for these more advanced tasks. Students will begin to greet patients and start examinations. Clinical applications will reflect, where possible, the classroom portions of the course.

OPHT 4101 Clin Skills Lab IV (1 Credit)

Continue to develop clinical skills including familiarizing the student with advanced protocols required for performing the following ophthalmic tests and procedures: advanced tonometry, ophthalmic photography and angiography, advanced Goldmann perimetry.

OPHT 4201 Ocular Motility II: Abnormalities of Binocular Vision (2 Credits)

Continuation of Motility I, and acquaints the student with advanced motility problems. The diagnosis and treatment of amblyopia are also studied.

OPHT 4202 Survey of Eye Diseases (2 Credits)

Familiarizes the student with pathophysiological conditions of the globe and orbital region, encompassing both the more common conditions as well as some of the more unusual diseases.

OPHT 4204 Ophthalmic Photography & Angiography (2 Credits)

Familiarizes the student with the more common forms of ophthalmic photography, and includes lectures and hands-on training in fluorescein angiography, fundus and external photography, and slit-lamp biomicrography.

OPHT 4205 Ocular Emergencies & Oculoplastics (2 Credits)

Familiarizes students with varying degrees of ocular emergencies, triage of patients, immediate interventions, long-term complications, and preventative measures. Familiarizes the student with various aspects of oculoplastics including surgical interventions.

OPHT 4207 Advanced Concepts in Ophthalmology (2 Credits)

This course will use journals and ophthalmic literature to introduce students to on-going research in clinical and surgical ophthalmology, and introduce important ophthalmic concepts to enable the student to become more effective in assisting ophthalmologists deliver eye care to patients.

OPHT 4303 Special Testing (3 Credits)

Familiarizes the student with special testing procedures not normally accomplished during routine ophthalmic examinations.

OPHT 4306 Special Topics (3 Credits)

Introduces student to concepts of billing and coding, and management and supervision of allied health personnel. Additional topics may be added as new techniques, protocols, and treatments emerge.

OPHT 4309 Ophthalmic Surgical Assisting (3 Credits)

Prepares the student to serve as a sterile scrub assistant, sterile first assistant, and circulator for the more common ophthalmic surgical procedures. Students will also learn about various ophthalmic surgical procedures.

OPHT 4510 Clinical Practicum IV (5 Credits)

Continuation of previous clinical experiences completed in the junior year. Students will begin to develop autonomy in patient care, and basic skills will become more advanced. New tasks will be demonstrated first by a member of the faculty, followed by student performance. When possible, classroom portions will coincide with clinical experiences in this course.

OPHT 4511 Clinical Practicum V (5 Credits)

Continuation of previous clinical experience in patient care. The student will be required to perform at a high level of competence in all phases of ophthalmic technology. Students will learn cardiopulmonary resuscitation for certification by the American Red Cross. Emphasis will be placed on advanced supervision techniques, specialized testing techniques, and autonomy.

PTH 5101 Human Anatomy I (2 Credits)

Comprehensive study of human anatomy concentrating on the nervous, skeletal, arthrodial, muscular and circulatory systems of the upper extremity, with prosection labs and surface anatomy labs. *(Lecture/Lab) (8 weeks: Aug-Oct)*

PTH 5102 Human Anatomy II (2 Credits)

Continuation of PTH 5101 with a comprehensive study of human anatomy concentrating on the nervous, skeletal, arthrodial, muscular and circulatory systems of the lower extremity with prosection labs and surface anatomy labs. Prerequisite: PTH 5101.

PTH 5102 requires a pre-requisite of PTH 5101. (Lecture/Lab) (9 weeks: Oct-Dec)

PTH 5103 Human Anatomy III (2 Credits)

Continuation of PTH 5102 with a comprehensive study of human anatomy concentrating on the nervous, skeletal, arthrodial, muscular and circulatory systems of the cervical, thoracic and lumbar spine and pelvis with prosection labs and surface anatomy labs. Prerequisite: PTH 5102.

PTH 5103 requires a pre-requisite of PTH 5102. (Lecture/Lab) (16 weeks: Jan-April)

PTH 5105 Neuroscience in Physical Therapy (2 Credits)

Survey of the structure and function of the nervous system, with emphasis on principles related to physical therapy practice. Special fee. Co-Pre-requisite: PTH 5103.

PTH 5105 requires a pre-requisite of PTH 5103. (Lecture/Lab) (8 weeks: May-Jun)

PTH 5111 Pathophysiology I (2 Credits)

Physiological approach to the study of pathological changes in the human body brought about by trauma or disease, including cell injury, inflammation, immunopathology, neoplasia, infections, and the musculoskeletal and endocrine systems. *(Lecture) (16 weeks: Jan-April)*

PTH 5114 Pharmacology I (2 Credits)

The first of a two part study of pharmacological principles in relation to rehabilitation, with emphasis on the possible benefits and side-effects of chemotherapeutic agents on patients receiving physical therapy treatment. The focus of this course is to examine pharmacological agents commonly used in the treatment of musculoskeletal and cardiopulmonary disorders. Co-requisite: PTH 5111.

PTH 5114 requires a co-requisite of PTH 5111. (Lecture) (16 weeks: Jan-April)

PTH 5121 Exercise Physiology I (2 Credits)

Study of the effect of physical activity on human physiology with an emphasis on the musculoskeletal and endocrine systems. *(Lecture/Lab) (16 weeks: Jan-April)*

PTH 5123 Movement Sciences I (2 Credits)

A study of human movement as it relates to clinical physical therapy practice with an emphasis on biomechanical principles of movement. *(Lecture/Lab) (17 weeks: Aug-Dec)*

PTH 5124 Movement Sciences II (2 Credits)

Continuation of Movement Sciences I, with a focus on how we control movement.

PTH 5124 requires a pre-requisite of PTH 5123. (Lecture/Lab) (8 weeks: May-Jun)

PTH 5125 Movement Sciences III (2 Credits)

Continuation of Movement Sciences II, exploring the theories and principles of motor control and motor learning as they apply to the analysis of human movement and physical therapy assessment and intervention. Co-requisite: PTH 5124. *(Lecture/Lab) (8 weeks: May-Jun)*

PHTH 5131 Introductory PT Skills (3 Credits)

Introduction to the principles and techniques of patient care utilized in physical therapy practice. *(Lecture/Lab) (17 weeks: Aug-Dec)*

PHTH 5132 Therapeutic Intervention I (3 Credits)

Study of specific techniques of therapeutic intervention in physical therapy with an emphasis on electrophysical agents and the role they play in rehabilitation. Prerequisite: PHTH 5144.

PHTH 5132 requires a pre-requisite of PHTH 5144 (Lecture/Lab) (8 weeks: May-Jun)

PHTH 5141 Musculoskeletal Disorders I (4 Credits)

Introduction to musculoskeletal disorders, including the etiology, diagnostic procedures and radiography, medical management, physical therapy evaluation, treatment and intervention of selected musculoskeletal disorders, with an emphasis on the upper extremities. *(Lecture/Lab) (8 weeks: Aug-Oct)*

PHTH 5142 Musculoskeletal Dis II (3 Credits)

Continuation of PHTH 5141, that includes etiology, diagnostic procedures and radiography, medical management, physical therapy evaluation, treatment and intervention of selected musculoskeletal disorders, with an emphasis on the lower extremities. Prerequisite: PHTH 5141

PHTH 5142 requires a pre-requisite of PHTH 5141. (Lecture/Lab) (9 weeks: Oct-Dec)

PHTH 5143 Musculoskeletal Dis III (4 Credits)

A continuation of PHTH 5142 that includes etiology, diagnostic procedures and radiography, medical management, physical therapy evaluation, treatment and intervention of selected musculoskeletal disorders with an emphasis on the lumbar spine and pelvis. Prerequisite: PHTH 5142.

PHTH 5143 requires a pre-requisite of PHTH 5142. (Lecture/Lab) (9 weeks: Jan-Mar)

PHTH 5144 Musculoskeletal Dis IV (3 Credits)

Continuation of PHTH 5143 that includes etiology, diagnostic procedures and radiography, medical management, physical therapy evaluation, treatment and intervention of selected musculoskeletal disorders with an emphasis on the cervical and thoracic spine, the ribs, and temporomandibular joint (TMJ).

PHTH 5144 requires a pre-requisite of PHTH 5143 (3 credits, Lecture/Lab) (7 weeks: Mar-April)

PHTH 5171 Professional Issues I (1 Credit)

Study of physical therapy as a profession with emphasis on the patient management model, legal and ethical issues, psychosocial issues, PT/patient relationships and a review of medical terminology. *(Lecture) (17 weeks: Aug-Dec)*

PHTH 5172 Professional Issues II (2 Credits)

Continuation of Professional Issues I, this course examines the professional behaviors required to practice physical therapy effectively in various healthcare delivery models.

PHTH 5172 requires a pre-requisite of PHTH 5171. (Lecture) (16 weeks: Jan-April)

PHTH 5181 Clinical Reasoning I (1 Credit)

Development of clinical judgment as part of patient management including examination, evaluation based on examination data, establishing a physical therapy diagnosis, consideration of patient prognosis, and development of an individualized plan of care. Primary emphasis will be on musculoskeletal disorders of the upper and lower extremities. *(Lecture/Clinic) (17 weeks: Aug-Dec)*

PHTH 5182 Clinical Reasoning II (1 Credit)

Continuation of Clinical Reasoning I, this course designed to provide opportunities to develop clinical judgment as part of patient management including examination, evaluation based on examination data, establishing a physical therapy diagnosis, consideration of patient prognosis, and development of an individualized plan of care. Emphasis will be on musculoskeletal spinal disorders and pediatric disorders.

PHTH 5182 requires a pre-requisite of PHTH 5181. (Lecture/Clinic) (16 weeks: Jan-April)

PHTH 5191 Clinical Experience I (5 Credits)

Planned learning experience of clinical education designed to integrate previous didactic knowledge in a full time, 8-week long supervised clinical experience in Physical Therapy outpatient orthopaedic practice setting.

PHTH 5191 requires pre-requisites PHTH 5132 and PHTH 5181. (Clinic) (8 weeks: Jul-Sep)

PHTH 5204 Human Anatomy IV (2 Credits)

Continuation of PHTH 5103 with a comprehensive study of human anatomy concentrating on the nervous, skeletal, arthrodiol, muscular and circulatory systems of the head, face and trunk, with an emphasis on organ systems.

PHTH 5204 requires a pre-requisite of PHTH 5103. (Lecture/Lab) (10 weeks: Jan-Mar)

PHTH 5212 Pathophysiology II (2 Credits)

Physiological approach to the study of pathological changes in the human body brought about by trauma or disease, with a focus on neurological conditions.

PHTH 5212 requires a pre-requisite of PHTH 5111. (Lecture) (14 weeks: Sep-Dec)

PHTH 5213 Pathophysiology III (2 Credits)

Physiological approach to the study of pathological changes in the human body brought about by trauma or disease, with a focus on cardiovascular and pulmonary conditions. Prerequisite PHTH 5212

PHTH 5213 requires a pre-requisite of PHTH 5212. (Lecture) (10 weeks: Jan-Mar)

PHTH 5215 Pharmacology II (1 Credit)

The second of a three part study of pharmacological principles in relation to rehabilitation, with emphasis on the possible benefits and side-effects of chemotherapeutic agents on patients receiving physical therapy treatment.

PHTH 5215 requires a pre-requisite of PHTH 5114 and Co-requisite: PHTH 5212. (Lecture) (14 weeks: Sep-Dec)

PHTH 5222 Exercise Physiology II (2 Credits)

Study of the effect of physical activity on human physiology, with an emphasis on the physiology of the cardiovascular and pulmonary systems. (Lecture/Lab) (10 weeks: Jan-Mar)

PHTH 5233 Therapeutic Intervention II (2 Credits)

Continuation of Therapeutic Intervention I, this course involves the theory and practice of various physical therapy interventions with an emphasis on neuromuscular rehabilitation. Prerequisite: PHTH 5132

PHTH 5233 requires a pre-requisite of PHTH 5132. (Lecture/Lab) (14 weeks: Sep-Dec)

PHTH 5234 Mobility & Assistive Equipment (2 Credits)

Study of human functional mobility, including pathological aspects of locomotion. The course will address gait analysis of individuals with neurological condition, and the use of devices such as standing frames, modified wheelchairs prosthetics and orthotics.. (Lecture/Lab) (14 weeks: Sep-Dec)

PHTH 5235 Psychosocial Aspects of Rehabilitation (2 Credits)

Discussion of human interactions in professional-patient relationships and how they influence patient outcomes. Prerequisite: PHTH 5292

PHTH 5235 requires of pre-requisite of PHTH 5292. (Lecture) (12 weeks: Jun-Aug)

PHTH 5245 Musculoskeletal Disorders V (3 Credits)

Special topics in the management of musculoskeletal conditions - including ergonomics, sports medicine, chronic musculoskeletal pain and musculoskeletal issues in obstetrics and gynecology. Prerequisite: PHTH 5144

PHTH 5245 requires a pre-requisite of PHTH 5144. (Lecture/Lab) (12 weeks: Jun-Aug)

PHTH 5251 Neuromuscular Disorder I (3 Credits)

Preparation of the entry-level physical therapist to provide services to children with special health care needs/disabilities and their families in a manner consistent with family-centered care.

PHTH 5251 requires a pre-requisite of PHTH 5125. (Lecture) (12 weeks: Jun-Aug)

PHTH 5252 Neuromuscular Disorders II (4 Credits)

Study of the management of adults with neurological disorders. (Lecture/Lab) (14 weeks: Sep-Dec)

PHTH 5253 Neuromuscular Disorders III (2 Credits)

Study of the management of geriatric disorders. Prerequisite PHTH 5252

PHTH 5253 requires a pre-requisite of PHTH 5252. (Lecture/Lab) (10 weeks: Jan-Mar)

PHTH 5261 Cardiovascular and Pulmonary Disorders (2 Credits)

Study of the principles and practice of physical therapy for patients with cardiovascular and pulmonary disease.

PHTH 5261 requires co-requisites of PHTH 5204 and PHTH 5213. (Lecture/Lab) (10 weeks: Jan-Mar)

PHTH 5262 Integumentary Disorders (3 Credits)

Study of the practice of physical therapy in management of skin disorders and underlying disease with an emphasis on the patient with open wounds, including burns. (Lecture/Lab) (14 weeks: Sep-Dec)

PHTH 5273 Professional Issues III (1 Credit)

Continuation of Professional Issues II, this course examines the professional behaviors required to build a career in physical therapy. Prerequisite: PHTH 5172.

PHTH 5273 requires a pre-requisite of PHTH 5172. (Lecture) (12 weeks: Jun-Aug)

PHTH 5274 Research Principles & Evidence-based Practice (2 Credits)

Introduction to research concepts and statistical methods and critical analysis of the scientific literature. Topics include descriptive and inferential analysis of research data, sensitivity and specificity and predictive ratios. *(Lecture) (12 weeks: Jun-Aug)*

PHTH 5283 Clinical Reasoning III (1 Credit)

Continuation of Clinical Reasoning II, this course designed to provide opportunities to develop clinical judgment as part of patient management, with an emphasis on adult neuromuscular disorders.

PHTH 5283 requires a pre-requisite of PHTH 5182. (Lecture/Clinic) (14 weeks: Sep-Dec)

PHTH 5284 Clinical Reasoning IV (1 Credit)

Continuation of Clinical Reasoning III, this course designed to provide opportunities to develop clinical judgment as part of patient management, with an emphasis on geriatric, cardiovascular and pulmonary disorders.

PHTH 5284 requires a pre-requisite of PHTH 5283. (Clinic) (10 weeks: Jan-Mar)

PHTH 5285 Clinical Reasoning V (1 Credit)

Continuation of Clinical Reasoning IV, this course designed to provide opportunities to develop clinical judgment as part of patient management to include debriefing from Clinical Experience II and using case studies to prepare for Clinical Experience III.

PHTH 5285 requires a pre-requisite of PHTH 5284. (Lecture) (12 weeks: Jun –Aug)

PHTH 5292 Clinical Experience II (7 Credits)

Planned learning experience of clinical education designed to integrate previous didactic knowledge in a full time, supervised 10 week long clinical experience in a physical therapy practice setting.

PHTH 5292 requires a pre-requisite of PHTH 5191. (Clinic) (10 weeks: Mar-Jun)

PHTH 5336 Health Promotion & Wellness (2 Credits)

Prevention of impairments, functional limitations, or disabilities by identifying disablement risk factors and providing educational intervention to facilitate a positive change in the health behavior of patients.

(Lecture/Lab) (12 weeks: Feb-May)

PHTH 5346 Manual Therapy (3 Credits)

Advanced study of manual therapy techniques, with an emphasis on techniques used in orthopaedic practice. *(Elective Course. Spring Semester)*

(Lecture/Lab)

PHTH 5347 Strength & Conditioning (3 Credits)

This elective will prepare the student to take the National Strength and Conditioning Association (NSCA) exam for a Certified Strength and Conditioning Specialist (CSCS).

Enrollment in this course is limited to third year students in the DPT program. (Elective course. Fall or Spring semester.) (Online)

PHTH 5348 Women's Health (3 Credits)

Advanced study of the role of physical therapy in women's health disorders, with an emphasis on assessment and treatment of pelvic floor disorders.

Enrollment in this course is limited to third year students in the DPT program. (Elective course. Fall semester.) (Lecture/.Lab)

PHTH 5350—Advanced Therapeutic Intervention

Advanced study of physical therapy intervention techniques, including topics such as dry needling and nerve conduction studies. *(Elective Course. Summer or Spring Semester) (3 credits, Lecture/Lab) (12 weeks: Jun-Aug)*

PHTH 5354 Advanced Pediatrics (3 Credits)

Advanced study of physical therapy for pediatric patients. *(Elective course. Summer semester.) (Lecture/Lab)*

PHTH 5355 Advanced Adult Neuro (3 Credits)

Advanced study of physical therapy for the geriatric patient. *(Elective course. Fall or Spring semester.) (Lecture/Lab)*

PHTH 5356 Vestibular Rehab (3 Credits)

Focus on the assessment and treatment of patients with vertigo and disequilibrium from vestibular causes. *(Elective course. Spring semester.) (Lecture/Lab/Clinic)*

PHTH 5357 Electroneuromyography (3 Credits)

Introduction to the principles and practice of electroneuromyography (ENMG), which includes the use of nerve conduction studies (NCS) and needle EMG. *(Elective course. Fall or Spring semester.) (Lecture/Lab)*

PHTH 5363 Trauma Physical Therapy (3 Credits)

This is an elective course which focuses on the physical therapy interventions in the trauma/ICU hospital setting. This course will involve both lecture and lab experiences within the trauma/ICU setting. Prerequisite: PHTH 5261, PHTH 5393. Enrollment is limited to 3rd year PT students.
PHTH 5363 Requirements

PHTH 5375 Administration & Healthcare Management (3 Credits)

Study of current organizational and management principles and issues related to health care delivery systems, with special emphasis on the current and future roles of Physical Therapy. Prerequisite: PHTH 5394 (Lecture) (12 weeks: Mar-May)

PHTH 5376 Comprehensive Capstone (2 Credits)

Occurring in the final weeks of the curriculum, this course involves a comprehensive review and preparation for taking the National Physical Therapy Examination. Requisite: Enrollment is limited to 3rd year students only. (Lecture) (12 weeks: Mar-May)

PHTH 5377 Applied Research I (3 Credits)

Application of research concepts and methods to assist with a faculty assisted research proposal and/or project. May include IRB submission and preparation of the project for presentation in written and seminar formats. (Elective course. Summer, Fall, or Spring semester.) (Seminar)

PHTH 5378 Applied Research II (3 Credits)

Continuation of PHTH 5377, this is the undertaking of the a faculty-assisted research project, including analysis and preparation of the research results for presentation in paper and poster formats.

PHTH 5378 requires a pre-requisite of PHTH 5377 and enrollment in the third year of the PT program. (Elective course. Fall or Spring semester.) (Seminar)

PHTH 5386 Clinical Reasoning VI (1 Credit)

Continuation of Clinical Reasoning V, this course designed to provide opportunities to develop clinical judgment as part of patient management including examination to include debriefing from Clinical Experience III and using case studies to prepare for Clinical Experience IV, Prerequisite: PHTH 5285

PHTH 5286 requires a pre-requisite of PHTH 5285. (Lecture) (14 weeks: Sept-Dec)

PHTH 5387 Directed Study (3 Credits)

This course could take many paths, including a review of the literature, data collection on an existing research project, producing a patient-education product, or continuing education. (Elective course. Summer, Fall or Spring semester.) (Seminar)

PHTH 5388 Teaching & Learning (3 Credits)

Students will have an opportunity to prepare and deliver teaching content for the first or second year physical therapy students, under the guidance of one of the PT faculty. (Elective course. Fall or Spring semester.) (3 credits, Lecture/Lab)

PHTH 5393 Clinical Experience III (7 Credits)

Planned learning experience of clinical education designed to integrate previous didactic knowledge in a full time, supervised 10 week long full time clinical experience in a physical therapy practice setting. Prerequisite: PHTH 5292 (Pass/Fail)

PHTH 5393 requires a pre-requisite of PHTH 5292. (Clinic) (10 weeks: Sep-Nov)

PHTH 5394 Clinical Experience IV (5 Credits)

Planned learning experience of clinical education designed to integrate previous didactic knowledge in a full time, supervised 6 week long clinical experience in a physical therapy practice setting at an elective clinical site. Prerequisite: PHTH 5393 (Pass/Fail)

PHTH 5394 requires a pre-requisite of PHTH 5393. (Clinic) (8 weeks: Jan-Mar)

PHTH 5396 Service Learning (3 Credits)

Exploration of the physical therapist's role in providing a variety of services to medically underserved communities. (Elective Course. Summer, Fall, or Spring semester) (Seminar)

PHTH 5397 Spanish for PTs (3 Credits)

This elective is designed to improve students' communication in clinical situations with Spanish speaking patients and their caregivers. The focus will be on learning conversational skills necessary to take clinical histories, conduct physical examinations and give instructions to Spanish speaking patients and their families. (Elective Course. Summer Semester) (Lecture/Lab)

RESP 3113 Equipment and Techniques I Laboratory (1 Credit)

Respiratory care equipment function, maintenance and use; guided practice prior to clinical experiences.

RESP 3115 Basic Assessment and Diagnosis Laboratory (1 Credit)

Cardio-respiratory assessment and diagnostic equipment function, maintenance and use; guided practice prior to clinical experience.

RESP 3116 Pharmacology I (1 Credit)

Practical and clinical pharmacology related to inhaled drugs administered by the respiratory therapist.

RESP 3117 Clinical Practicum I (1 Credit)

Supervised clinical experience in basic respiratory care procedures and practices.

RESP 3124 Introduction to Clinical Practice (1 Credit)

Review and application of practical and clinical pharmacology and basic cardio-respiratory assessment and an introduction to therapeutic and diagnostic procedures commonly used in respiratory care practice. The course will include clinical observation of therapeutic and diagnostic procedures and discussion of case studies. (Elective course.)

RESP 3128 Pulmonary Function Testing (1 Credit)

The Registered Respiratory Therapist (RRT) is expected to understand pulmonary function testing (PFT) methods, perform PFT procedures, interpret PFT result, and analyze data related to pulmonary function lab quality control and quality assurance. This course is designed to prepare students for clinical experience with PFT performance, PFT interpretation, use of PFT results in patient care management, an understanding of quality control/quality assurance methods used in the PFT lab.

RESP 3132 Pharmacology II (1 Credit)

A continuation of Pharmacology I. Emphasis will be placed on non-steroidal, anti-asthmatic and anti-infective drugs as well as sedatives, analgesics, neuromuscular blocking agents, and cardiac drugs.

RESP 3223 Equipment and Techniques II Laboratory (2 Credits)

Critical respiratory care equipment and function, maintenance and use; guided practice prior to clinical experiences.

RESP 3226 Clinical Practicum II (2 Credits)

Continuation of Clinical Practicum I; includes an introduction to critical respiratory care procedures and practice.

RESP 3231 Clinical Internship I (2 Credits)

Concentrated clinical experiences in critical and non-critical respiratory care procedures and practices.

RESP 3314 Basic Assessment and Diagnosis (3 Credits)

Basic cardio-respiratory assessment and diagnostic procedures and practice.

RESP 3322 Equipment and Techniques II (3 Credits)

Cardio-respiratory Care of critically ill patients with emphasis on mechanical ventilation and physiologic monitoring.

RESP 3327 Neonatal Cardiopulmonary Care (3 Credits)

Study of neonatal respiratory care with emphasis on: physiology, cardiopulmonary disorders, assessment, evaluation, monitoring, and modalities of treatment. The laboratory will focus on neonatal critical care equipment function, maintenance, and use and guided practice prior to clinical experiences. Neonatal Resuscitation Program (NRP) certification required.

RESP 3411 Cardiopulmonary A & P (4 Credits)

Emphasis on the respiratory, cardiac, and renal systems.

RESP 3412 Equipment & Techniques I (4 Credits)

Respiratory Care procedures and equipment; emphasis on basic respiratory care procedures and practice.

RESP 3421 Cardio-Respiratory Disorders (4 Credits)

Study of common respiratory and cardiac disorders.

RESP 4131 Patient Care Simulations (1 Credit)

Clinical simulations designed to enhance critical thinking skills in patient assessment, airway management, development of plan of care and management of a critically ill respiratory care patient.

RESP 4140 Legal and Ethical Issues (1 Credit)

A review of basic legal and ethical principles which serve as a foundation for interprofessional clinical practice.

RESP 4146 Foundations in Respiratory Care Education (1 Credit)

An overview of the basic concepts and principles in respiratory care education. Emphasizes practical aspects of planning, implementing and evaluating student learning.

RESP 4241 Advanced Assessment & Diagnosis (2 Credits)

Advanced cardiopulmonary assessment and diagnostic procedures and practices.

RESP 4243 Pediatric Cardiopulmonary Care (2 Credits)

Study of pediatric respiratory care with emphasis on: physiology, cardiopulmonary disorders, assessment evaluation, monitoring, and modalities of treatment. The laboratory will focus on pediatric critical care equipment function, maintenance and use and guided practice prior to clinical experiences. Pediatric Advanced Life Support (PALS) certification required.

RESP 4244 Scholarship Project (1 Credit)

Introduction to the application of scientific research methods

RESP 4250 Integration Project (2 Credits)

Integration of respiratory care course work, focused on a case study.

RESP 4255 Respiratory Care Seminar (2 Credits)

Review of respiratory care as it pertains to credentialing examination administered by the National Board for Respiratory Care (NBRC) and other agencies that offer specialty credentials of interest to the respiratory therapist.

RESP 4257 Literature Review (1-3 Credits)

Discussion of advanced theory and application of cardio-respiratory care as found in the professional literature. Prerequisite: RESP 4330.

RESP 4257 requires a pre-requisite of RESP 4330.

RESP 4330 Research and Evaluation (3 Credits)

An introduction to the methods of scientific research and evaluation.

RESP 4342 Critical Care Practices (3 Credits)

Special techniques, case studies and pathological complications associated with the critically ill patient; emphasis on the care of the cardiac and trauma patient.

RESP 4355 Leadership & Management (3 Credits)

Basic concepts, principles, and practices necessary for effective supervision and leadership in a health care environment.

RESP 4356 Clinical Internship II (3 Credits)

Continuation of Clinical Practicum III; includes alternate care site and additional critical care practices and procedures.

RESP 4361 Special Topics in Acute Respiratory Syndromes (3 Credits)

Special topics related to the diagnosis and treatment of acute respiratory syndromes

RESP 4445 Clinical Practicum III (4 Credits)

A continuation of Clinical Practicum II; includes neonatal and diagnostic procedures and practices.

RESP 4452 Disease Management (3 Credits)

Introduction to chronic disease management.

RISP 2121 Basic Patient Care Lab (1 Credit)

Practice and application of common patient care theories, procedures, and techniques emphasizing the physical and psychological wellness of the patient during diagnostic imaging procedures.

RISP 2123 Radiographic Procedures Laboratory I (1 Credit)

Laboratory session to accompany Radiographic Procedures I. Guided practice in principles of radiographic positioning.

RISP 2212 Radiologic Anatomy (2 Credits)

An investigation of human anatomy of the skeletal, gastrointestinal, genitourinary, cardiovascular, and central nervous systems as demonstrated on radiologic images.

RISP 2226 Clinical Practicum I (2 Credits)

Supervised clinical experience emphasizing radiographic procedures of the chest, abdomen, extremities, and vertebral column.

RISP 2322 Radiographic Procedures I (3 Credits)

A study of radiographic positioning of the chest, abdomen, extremities, and vertebral column.

RISP 2331 Imaging Foundations I (3 Credits)

A study of the fundamental concepts related to electromagnetic radiation and electromagnetic radiation, generators, transformers, and basic circuitry of the x-ray unit; to culminate in an understanding of x-ray production, filtration, spectral analysis, interactions and x-ray energy and matter. Prime factors that affect x-ray emission are included. (3 credits, Lecture and Online)

RISP 2332 Radiographic Procedures II (3 Credits)

A study of radiographic positioning of the cranium, gastrointestinal structures, and genitourinary structures.

RISP 2334 Imaging Foundations II (4 Credits)

A study of image characteristics including IR exposure, contrast, spatial resolution and distortion; digital image capture systems, informatics in medical imaging, image critique, and quality management. (4 credits, online)

RISP 2335 Clinical Practicum II (3 Credits)

Supervised clinical experience emphasizing radiographic procedures of the extremities, vertebral column, fluoroscopy, and introduction to special modalities.

RISP 2421 Basic Patient Care (4 Credits)

A discussion of common patient care theories, procedures, and techniques emphasizing the physical and psychological wellness of the patient during diagnostic imaging procedures. Ethical and legal principles are included.

RISP 3213 Radiographic Sectional Anatomy (2 Credits)

A study of human sectional anatomy in transverse, longitudinal, and coronal planes with an emphasis on the organs of interest in Computed Tomography and Magnetic Resonance Imaging.

RISP 3242 Professional Development (2 Credits)

Interactive course focusing on critical job search skills and professional development in healthcare.

RISP 3253 Radiographic Procedures III (3 Credits)

A study of alternate radiographic projections, pediatric radiography, geriatric radiography, and trauma radiographic procedures. The procedures covered are more complex than the routine studies discussed in Radiographic Procedure I and II.

RISP 3253 requires a pre-requisite of RISP 2332.

RISP 3351 Special Imaging Procedures (3 Credits)

A study of advanced radiologic procedures of the skeletal, cardiovascular, genitourinary, and gastrointestinal systems emphasizing pharmacology, the use of radiologic contrast media, and the equipment used during these procedures.

RISP 3352 Radiation Protection & Radiobiology (3 Credits)

A study of the principles and practices of the safe application of radiation and of the responses of biological systems to irradiation.

RISP 3461 Radiologic Pathology (3 Credits)

A study of disease processes emphasizing major organ-related and multiple system disease from a clinical and radiologic standpoint.

RISP 3541 Clinical Practicum III (4 Credits)

Supervised clinical experience emphasizing radiographic procedures of the cranium, gastrointestinal system, and genitourinary system.

RISP 3554 Clinical Practicum IV (5 Credits)

Supervised clinical experience emphasizing pediatric and trauma radiographic procedures and the refinement of radiographic skills in orthopedic, gastrointestinal, and genitourinary procedures.

RISP 3663 Clinic Practicum V (5 Credits)

Supervised clinical experience emphasizing geriatric and advanced skeletal, genitourinary, and gastrointestinal radiographic procedures; and the demonstration of competency on all required clinical skills.

RISP 4102 Independent Study (1 Credit)**RISP 4375 Mammographic Fundamentals (3 Credits)**

The study of mammographic fundamentals includes a detailed introduction to equipment and instrumentation, methods for producing quality images, breast anatomy and physiology, and breast pathology.

RISP 4376 Mammographic Procedures and Techniques (3 Credits)

This course focuses on advanced mammographic imaging, diagnostic procedures, and breast cancer treatments. Emphasis is placed upon current and upcoming technologies, quality control, and patient care during intensive situations.

RISP 4376 requires a prerequisite of RISP 4375.

RISP 4377 Cardiac Interventional I (3 Credits)

Advanced cardiac angiographic procedures performed using angiographic equipment. This course includes an in-depth study of cardiac imaging equipment, the use of sterile technique and supplies, the study of pharmacology, vascular access, cardiac anatomy and cardiac hemodynamics.

RISP 4378 Cardiac Interventional II (3 Credits)

Advanced cardiac angiographic procedures performed using angiographic equipment. This course includes an in-depth study of cardiac anatomy, cardiac hemodynamics, diagnostic cardiac catheterization, cardiac interventional procedures, cardiac pathologies, and a brief introduction to electrophysiology.

RISP 4378 requires a prerequisite of RISP 4377.

RISP 4381 Imaging of Special Populations (3 Credits)

Imaging of special populations can be challenging. This course is designed to discuss various populations and the imaging techniques needed for them.

RISP 4382 Adv. Patient Care (3 Credits)

A study of advanced patient care skills emphasizing the cardiovascular and respiratory systems.

RISP 4386 Physics of Computed Tomography (3 Credits)

A study of the instrumentation of computed tomography, computed tomographic image formation, and radiation dose and safety concerns.

RISP 4387 Computed Tomographic Procedures (3 Credits)

A study of computed tomographic procedures of the head, neck, vertebral column, chest, extremities, abdomen, and pelvis. Anatomy, positioning, scanning procedures, post-processing procedures, and patient care are emphasized.

RISP 4387 requires a prerequisite of RISP 4386.

RISP 4392 Physics of Magnetic Resonance Imaging (3 Credits)

A study of the instrumentation of magnetic resonance imaging, magnetic resonance image formation, and magnetic field safety concerns.

RISP 4393 Magnetic Resonance Imaging Procedures (3 Credits)

A study of magnetic resonance imaging procedures of the head, neck, vertebral column, chest, extremities, abdomen, and pelvis. Anatomy, positioning, scanning procedures, post-processing procedures, and patient care are emphasized.

RISP 4393 requires a prerequisite of RISP 4392.

RISP 4394 Current Issues in Health Care (3 Credits)

An emphasis on the critical evaluation of ethical, legal, and economic problems associated with health care delivery.

RISP 4395 Vascular Intervention I (3 Credits)

Advanced vascular angiographic procedures performed using angiographic equipment. This course includes an in-depth study of vascular imaging equipment, cerebral angiography, abdominal visceral angiography, and upper and lower extremity angiography.

RISP 4396 Vascular Interventional II (3 Credits)

Advanced vascular angiographic procedures performed using angiographic equipment. This course includes an in-depth study of pulmonary and thoracic angiography, cardiac catheterization, the venous system, and non-vascular special procedures.

RISP 4396 requires a prerequisite of RISP 4395.

RISP 4399 Research in the Radiologic Sciences (3 Credits)

An introduction to research in the radiologic sciences, including literature review, research design, methodology, data collection, scientific writing, and research publications.

RISP 4579 Cardiac Interventional Practicum (5 Credits)

Supervised clinical experience in cardiovascular interventional imaging.

RISP 4579 requires a prerequisite of RISP 4377 and a corequisite of RISP 4378.

RISP 4585 Mammography Practicum (5 Credits)

Supervised clinical experience in mammography.

RISP 4588 CT Practicum (5 Credits)

Supervised clinical experience in computed tomography.

RISP 4594 MRI Practicum (5 Credits)

Supervised clinical experience in magnetic resonance imaging.

RISP 4597 Vascular Interventional Practicum (5 Credits)

Supervised clinical experience in vascular interventional imaging.

RISP 4597 requires a prerequisite of RISP 4395 and a corequisite of RISP 4396.



College of Medicine

College of Medicine

Contact Information

4301 W. Markham St.
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Academic Affairs	501-686-8499
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Dean's Office	501-686-7599
Faculty Affairs	501-686-4661
Graduate Medical Education	501-296-1159
House Staff & COM Registrar	501-686-5356

College of Medicine Administrative Officers

Christopher Westfall, M.D., Dean and Vice Chancellor
Stephen Mette, M.D., Executive Associate Dean, Clinical Services
Richard Morrison, Ph.D., Executive Associate Dean, Research
Robin Dreisigacker, J.D., Associate Dean, Administration and Chief Operating Officer
James A. Clardy, B.S., M.D., Associate Dean, Graduate Medical Education
James Graham, M.D., Executive Associate Dean, Academic Affairs
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Tom G. South, B.A., Assistant Dean, Admissions
Dwana McKay, B.S., Assistant Dean, Housestaff Affairs and COM Registrar
Sharanda Williams, M.A., Director, Academic Affairs
Jeanne McLachlin, Ph.D., Director, Admissions and Recruitment
Puru Thapa, M.D., Director, Student Wellness
Laurie Ann Ross, B.A., Director, Development

A Letter from the Dean

The UAMS College of Medicine is dedicated to providing you, tomorrow's physicians, with the very best medical education in a highly professional, supportive environment that enables you to succeed academically, professionally and personally. Our curriculum constantly evolves to reflect the ongoing advances in biomedical knowledge and, importantly, the increasing body of scholarly work on medical education itself.

Our first- and second-year curriculum will immerse you in engaging learning experiences that foster critical thinking. You will gain a solid understanding of the scientific principles and concepts that are fundamental to medicine – and how they are relevant to clinical practice. You will also have opportunities to participate in research that could lead to better health care for your own patients in the future.

UAMS was an early leader in clinical skills and simulation education, and we continue to serve as a model for hands-on learning in a safe and nurturing environment. Clinical skills education is emphasized throughout medical school, providing myriad opportunities for practicing both clinical techniques and the patient communication skills that are essential to being a great physician.

As you spend more time in actual clinical settings in your third and fourth year, you will work side by side with faculty physicians who are passionate about helping you become a skilled and confident doctor. Moreover, they will help you grow as a compassionate physician who always puts patients first.

Indeed, since 1879, the College of Medicine has existed for one crucial reason – the patients. We care for the patients of today in our hospital and clinics and at our partnering institutions. We are here for the patients of tomorrow who will benefit from our research. Most importantly, we are here for those who will receive care from tomorrow's physicians – your patients.

Welcome to the College of Medicine.



Christopher T. Westfall, M.D., FACS

Dean, College of Medicine

Pat Walker Professor and Chair

Department of Ophthalmology

Director, Harvey & Bernice Jones Eye Institute Director, UAMS Surgical Subspecialties Service Line

Historical Synopsis

The medical school was conceived by a small group of prominent and dedicated Little Rock physicians. With the support of the Arkansas Medical Society, eight founding stockholders convinced the Arkansas Industrial University (renamed the University of Arkansas in 1899) to accept the school as its Medical Department; there was to be no attendant financial responsibility. The school was housed in a three story remodeled building at 113 West Second Street in Little Rock and the doors were first opened in 1879 to twenty students. Dr. P.O. Hooper was named the first Dean. The only related practical education occurred at a free clinic (dispensary) located in the back of a nearby hardware store.

By 1890, a new building was completed at Second and Sherman Streets, six blocks to the east, contracted by the original stockholders. These more spacious quarters permitted the addition of laboratory studies in histology, chemistry and physiology, plus expanded activities in anatomical dissection. The stockholders also donated land to the city to build the Logan H. Roots Hospital adjacent to the new school. Although construction of the Hospital was completed in 1896, it was not used until 1898 because of insufficient funds; even then the use of the Hospital for clinical instruction was meager since emphasis was placed on the theoretical study of disease and *materia medica*.

When the state legislature and several state agencies moved to the new state capitol building in 1913, much of the old statehouse on West Markham at Louisiana Street was turned over to the Medical Department. In it were housed the library, the administrative offices and some of the basic science laboratories. Several laboratories remained at the Sherman Street building connected to the Roots Hospital. In 1915 an outpatient clinic building was built next to the school specifically for the instruction of medical students, funded from the trust of Dr. Isaac Folsom. To this day, all medical graduate diplomas note that instruction has been received in the Isaac Folsom Clinic. In 1918 the Medical Department was renamed the School of Medicine.

In 1934 the Public Works Administration began construction of the fourth medical school building adjacent to the Little Rock City Hospital on the east end of MacArthur Park. The City Hospital had been built in 1927 and contributed much improved clinical teaching facilities. In 1940 it first received state support and was renamed the University Hospital.

Present Facilities

After the Second World War, a larger student body, a growing full-time faculty and many new programs, gradually led to the concept of still another building plan. With the support of the University, the State Medical Society and Governor Sid McMath, the Legislature appropriated funds in 1951 to relocate the Medical Center to its present location near War Memorial Stadium. The UAMS Medical Center and its associated clinics were the first units occupied in 1957. Since that time, almost continuous construction has led to a modern, state-of-the-art academic medical center, dwarfing the original complex and housing nationally and internationally recognized programs in education, research and patient care. In July 1975 the Medical Center was renamed the University of Arkansas for Medical Sciences (UAMS) and designated as one of the five campuses within the University of Arkansas system, including the University of Arkansas at Fayetteville, the University of Arkansas at Little Rock, the University of Arkansas at Pine Bluff and the University of Arkansas at Monticello. In conjunction with this reorganization, the School of Medicine became the College of Medicine.

The medical school utilizes the UAMS Medical Center, the Arkansas Children's Hospital and the Veterans Administration Hospitals in Little Rock and North Little Rock as primary teaching units. Additionally, there are valuable educational affiliations with the Baptist Medical System Hospitals, the St. Vincent Infirmary, the St. Vincent Doctors Hospital, the Little Rock Hospital of the Arkansas Mental Health Services and the Baptist Rehabilitation Institute. The Family Medical Centers located within six of the Regional Centers serve as principal educational facilities. Since 1973, seven Research Centers have developed as outreach training sites for predoctoral, postdoctoral and continuing physician education programs. Other educational sites are available, through prearrangement, in many locations throughout the state. A completely new UAMS Medical Center and Psychiatric Research Institute were opened in January 2009. Junior and senior students began to use the new UAMS Northwest Medical Center in Fayetteville, Arkansas, in 2009.

Human Resources

Medical students are taught by a full-time faculty of more than 500 members, augmented by a voluntary faculty of more than 1,000 practicing physicians throughout Arkansas. Approximately 500 interns, residents and fellows are in specialty postdoctoral training and participate in medical student instruction. Under the health team concept, faculty, students and trainees work alongside community physicians in assuming teaching and patient care responsibilities. Medical students also learn from associating with other members of the health care team – nurses, pharmacists and numerous other health-related professionals.

White Coat Ceremony

The White Coat Ceremony was established in 1993 by Dr. Arnold Gold at the College of Physicians & Surgeons of Columbia University to impress upon students, physicians and the public the important symbolic role of the white coat in patient-doctor interactions. It provides a mechanism by which values of compassion, excellence and integrity can be openly articulated and carefully considered in the company of friends, family and faculty.

Medical Student Oath

In order to contribute to a spirit of moral and intellectual development; affirming that honor, integrity, and compassion are my highest ideals; and endeavoring to create a community of sensitivity and commitment, I (name of student), pledge to my future patients, my colleagues and my mentors the following:

That in all instances I shall maintain a state of sensitivity and compassion; realizing always that my greatest commitment is to my patients. I will henceforth preserve the confidentiality of my patients, and I will render to them the highest possible standard of care. In short, I will conduct myself with unquestionable integrity in all of my professional relations.

Realizing the power of cooperation, and the common bond between practitioners of the healing arts, I will respect the contributions of my brothers and sisters in medicine, pharmacy, nursing, and in the health related professions. I will in no way breach this bond of respect, and I will strive to realize our collective commitment to heal and comfort the poor of body and spirit.

I will honor the rich tradition embodied in learning the art and the science of medicine. I will always seek to learn from the knowledge, wisdom, and experience of my mentors. May I never forget that medical education is a privilege bestowed on me by those who have entrusted their well-being and the well-being of others to me. Further, let me never forget that it is my responsibility to learn the science and the art of medicine; and that my learning within the noble profession of medicine is a lifelong process. May I be worthy of this trust and may I always remember that henceforth I must put others before myself.

I affirm this day before my future colleagues in medicine that I, (name of student), will be true to this pledge.

Admissions

Certain personal attributes are of fundamental importance to the individual who desires to enter the medical profession. These include curiosity, compassion, integrity, stamina, dedication to human service and a sustained ability to learn. Beyond these are the cognitive needs and requirements of an adequate intellectual capacity. A physician is expected to have a large fund of information in the disciplines of medical science in order to fulfill the basic expectations of his/her patients. Thus, the student of medicine must have the ability to absorb, integrate and use a large body of knowledge. Physicians likewise must understand the role of socio cultural and environmental events in illness and the impact of sickness on the family and community. Premedical education contributes significantly to an understanding of the interaction of these factors.

It is therefore valuable to have as broad an education as possible to prepare for the intensified study of human biology encountered in medical school. A minimum of three years (90 semester hours) of college work is required to provide this and four years leading to a baccalaureate degree are strongly recommended. If only three years of work are presented at application, at least 18 semester hours must be in courses of junior or senior standing. However, it should be noted that it is rare for an applicant to medical school to matriculate without a baccalaureate degree. Applicants with "premedical" majors will have no particular advantage over applicants majoring in other fields. The value of a broad cultural background for each student cannot be overemphasized. Some of the paramount goals of the premedical experience should be mastery of the art of study and the intellectual maturity to understand, utilize and synthesize facts into concepts.

Pre-matriculation Requirements

Accepted applicants must have successfully completed the following courses prior to matriculation to the College of Medicine.

Pre-matriculation Course Requirements:

2 semesters of Biology

3 semesters of Chemistry (to include Organic Chemistry with lab, and Biochemistry)

1 semester of Genetics*

2 semesters of Physics

2 semesters of English

1 semester of Statistics

2 semesters of Social Sciences **

* The required semester of Genetics is a minimum of a 3.0 hour semester course or its equivalent. In order to meet this requirement, the course must be a course in General Genetics. More narrowly defined genetics classes such as molecular genetics are not of sufficient breadth to cover the intent of this requirement. A General Genetics course should include – but not be limited to – the following: Mendelian inheritance, chromosome structure and function, meiosis and mitosis, linkage and gene mapping, molecular structure and organization of genes, DNA replication, transcription, translation, basic population and quantitative genetics (including Hardy-Weinberg).

**Psychology and Sociology are strongly *recommended*--but courses listed in the AMCAS Course Classification Guide for Behavioral Sciences (Anthropology, Economics, Family Studies, Psychology, Sociology), and Philosophy and Religion (Ethics, Logic, Philosophy, Religion and Theology) are acceptable.

Advanced Placement credit may be used to satisfy pre-matriculation course requirements listed above, provided the AP credit is accepted by your university/college and posted on your transcript. One AP credit will be the equivalent of one semester of coursework. However, the Admissions Committee strongly encourages those using AP credit to satisfy the pre-matriculation requirements to pursue the opportunity to take more advanced level courses leading to the baccalaureate degree. The Admissions Committee looks favorably on the advanced level courses an applicant successfully completes during his/her undergraduate training. CLEP, exempt, or correspondence courses cannot be used to satisfy the pre-matriculation requirements.

The College of Medicine will accept online courses to meet our pre-matriculation requirements, with the exception of Organic Chemistry lab, provided the course is accepted and given credit/letter grade on the applicant's academic transcript from an accredited university. In addition to the specific pre-matriculation courses required for admission, the College of Medicine faculty believes the following courses would be beneficial and are therefore strongly recommended: BIOLOGY: Embryology, Histology, Cellular and Molecular Biology. PHYSICS and MATH: Computer Science. BEHAVIORAL SCIENCE: Sociology, Physical or Cultural Anthropology, Human Ecology, General and Special Psychology. HUMANITIES: Facility in understanding written and spoken English is fundamental to precise communication. This is valuable to the student not only in classroom activities, but also in dealing with individuals as patients and colleagues. Courses in Composition and other communication skills, including Speech, are excellent. A background in foreign languages is helpful to the prospective physician who will encounter an ethnically and culturally diverse population. Studies in World Literature and World History are desirable to enhance the student's understanding and appreciation of human heritage, societal forms, values past and present and the intrinsic merits of scholarship and lifelong learning. A course in Logic will be advantageous in understanding the approach to sound reasoning and systematic thought in the solution of problems.

Arkansas Resident Status for Initial Classification

Preference is given to Arkansas residents. State law permits the Admissions Committee to accept a limited number of non-Arkansas resident applicants. Preference is given to non-Arkansas residents demonstrating strong ties to the state of Arkansas. Non-Arkansas resident applicants with less than 3.5/4.0 grade point average and MCAT scores below the national average are rarely considered. Individuals with strong ties must communicate this information to the Office of Student Admissions by November 15.

All applicants who submit the AMCAS application will be sent instructions on how to complete the College of Medicine online Supplemental Application. Applicants who indicate on the AMCAS application that their legal state of residence is Arkansas will be required to upload the "Arkansas Resident Status for Initial Classification" form as part of the UAMS COM online Supplemental Application. The Office of Admissions will verify the applicant's residency status and congressional district. Applicants are forewarned that the falsification of one's application with regard to either Arkansas residency or congressional district is a serious matter and will be closely scrutinized by the Admissions Committee.

Permanent Residents

An applicant must be a U.S. citizen or a Permanent Resident of the U.S. at the time of application. Permanent residents must provide the Office of Admissions with the required documentation prior to being granted a faculty interview, i.e., I-551 card. The Admissions Committee will not review an applicant's file until the Office of Admissions verifies the applicant's Permanent Residency status. Contact the Office of Admissions regarding the specific criteria required by the Association of American Medical Colleges (AAMC) and UAMS to determine Permanent Residency status.

Application Procedures

AMCAS APPLICATION

The College of Medicine at UAMS requires applicants to submit the American Medical College Application Service (AMCAS) application to the Association of American Medical Colleges (AAMC). AMCAS is a non-profit centralized application service operated by and as a part of the AAMC. Approximately 147 US medical schools participate in this centralized application service. All applicants must apply online at the Association of American Medical College's website, www.aamc.org. Applicants may begin to certify and submit their AMCAS application beginning in early June. The deadline for submitting your AMCAS application to AMCAS is November 1. However, we strongly recommend that all applicants, particularly non-Arkansas residents, submit their AMCAS application by September 30.

MEDICAL COLLEGE ADMISSIONS TEST (MCAT)

For the 2021 admissions cycle, we will continue to require a valid MCAT.

The MCAT is required of all applicants and must have been taken no earlier than three years prior to the year of application, i.e., applicants applying for the 2021 freshman class must have taken the MCAT after January 1, 2018. It is the responsibility of the applicant to register and take the exam. AMCAS will forward the applicant's MCAT scores to the College of Medicine. Applicants must register for the MCAT electronically through the AAMC's web site at www.aamc.org/mcat. The MCAT test dates and testing center locations for the calendar year are posted on the AAMC website. The four sections on the new MCAT include: Biological and Biochemical Foundations of Living Systems, Chemical and Physical Foundations of Biological Systems, Critical Analysis and Reasoning Skills, and Psychological, Social and Biological Foundations of Behavior.

ACADEMIC TRANSCRIPTS

You must submit an official transcript to AMCAS from each college of registration in the United States and Canada. AMCAS is responsible for ensuring that the application materials are complete and correct by verifying information on your application against the official transcripts. You should contact your registrar's office(s) and obtain a personal copy of your transcript(s). You should resolve any questions about your transcript with the appropriate registrar before you submit the AMCAS application. You will need your transcripts when you complete the academic record in your AMCAS application. After any problems with your transcripts have been resolved, have the registrar forward an official copy to AMCAS. All

official transcripts must be received at AMCAS by our deadline of November 15. AMCAS will verify the official transcript grades, as well as the MCAT scores, and forward their report to the College of Medicine.

If you are accepted for admission to the College of Medicine, you must contact the appropriate registrars and request official academic transcripts, complete with degree(s) conferred, be forwarded to the Office of Admissions. All transcripts must be received in the Office of Admissions by June 30. Any applicant who fails to meet all pre-matriculation requirements will not be allowed to register and his/her position in the freshman class will be given to the next highest-ranking applicant on the Alternate List.

UAMS COLLEGE OF MEDICINE SUPPLEMENTAL APPLICATION

Upon notification from AMCAS that you have applied, we will send you instructions to complete a UAMS College of Medicine online Supplemental Application that provides an itemized list of other steps you must follow to complete your medical school application. A non-refundable fee of \$100.00 must accompany your Supplemental Application. Applicants pre-approved for the AMCAS fee assistance program (FAP) are eligible for a 50 percent discount of the Supplemental Application fee. The Supplemental Application includes a section for self-reporting felony or misdemeanor convictions, actions by a college, university, or professional school for unacceptable academic performance or a violation of an Institutional Code of Conduct, disciplinary action by a licensing agency, authority or board, etc. A criminal background check will be conducted on all applicants accepted for admission and Alternates placed on the Alternate List.

CRIMINAL BACKGROUND CHECK

All conditionally accepted applicants must consent to, submit to, and successfully complete a criminal background check through the AMCAS-facilitated criminal background check vendor as a condition of matriculation to the University of Arkansas for Medical Sciences College of Medicine. Failure to do so will constitute failure to meet the pre-matriculation requirements established by the College of Medicine and will result in the withdrawal of a conditionally accepted offer. Matriculation and continued enrollment in the College of Medicine is contingent upon a completed criminal background check with acceptable results. Failure to consent to a criminal background check; refusal to provide necessary information to conduct a criminal background check; failure to provide additional information wherein an investigation is warranted; and failure to comply with the investigatory procedures when a cause for further review is warranted due to 1) the discovery of previously undisclosed information; 2) the discovery of more egregious information than was previously disclosed; or 3) the discovery of conflicting information between or among the AMCAS application and/or Supplemental Application and/or Criminal Background Check Report and/or any and all documents considered part of the applicant's application, will result in disciplinary action up to, and including, withdrawal of a conditional offer of acceptance, refusal of admission, or dismissal from the College of Medicine.

PREMEDICAL ADVISORY COMMITTEE COMPOSITE EVALUATION (Mandatory)

At the time of application, if it has been two years or less since you last attended or graduated from a college, you must request a letter of evaluation from the school's Premedical Advisory Committee. It is your responsibility to investigate and determine if your school has a Premedical Advisory Committee. You must meet all established deadlines of that committee for requesting a letter. The College of Medicine participates in the AMCAS Letters Service and all letters of recommendation must be submitted through the AMCAS Letters Service. Applicants who fail to satisfy this pre-matriculation requirement will not be allowed to proceed with their application. Therefore, their application will be rejected. If it has been over two years since you last attended or graduated from a college, you have the option to either request a letter of evaluation from the Premedical Advisory Committee or to ask three individual faculty members to submit letters of evaluation. If your school does not have a Premedical Advisory Committee, you must ask three individual faculty members familiar with your classroom performance to submit letters of evaluation.

PERSONAL LETTERS OF RECOMMENDATION (Optional)

In addition, you may include up to three personal letters of recommendation in your file, letters that attest to your performance outside the classroom, i.e., motivation, integrity, leadership abilities, work ethic, professionalism, volunteerism, etc., from individuals who know you well, preferably over an extended period of time. The College of Medicine participates in the AMCAS Letters Service. Therefore, personal letters of recommendation should be sent to AMCAS through the AMCAS Letters Service by November 15.

GRADUATE OR PROFESSIONAL DEGREE PROGRAM

If currently enrolled in, or accepted to, a Graduate or Professional Degree Program, your program director or major advisor must submit a letter granting permission to review your application for medical school. The letter must indicate the projected date of completion for all degree requirements. Without this letter, the Admissions Committee will not review your file. A letter of recommendation from your Program Director/Major Advisor will be considered by the College as constituting such a letter. If you are accepted to the college under the conditions noted above and then do not complete the Graduate and/or Professional Degree program, the College of Medicine Admissions Committee will review the circumstances. The Admissions Committee most likely will rescind the offer of acceptance. If an applicant who applies to medical school during the first year of a two-year graduate degree program is offered an acceptance, he/she will be required to defer admission to medical school for one year, complete the two-year graduate degree program, and then enter medical school following the completion of the graduate degree.

FACULTY INTERVIEWS

Please note, because of COVID-19, all interviews for the 2021 admissions cycle will be Virtual. Details will be shared on our website.

Each Arkansas resident applicant, who is a U.S. citizen or Permanent Resident of the U.S., is personally interviewed by members of the College of Medicine faculty. The interview gives applicants an opportunity to relate facts about themselves that cannot be conveyed by the AMCAS application form and to visit and ask questions about the College of Medicine. The College of Medicine conducts team interviews (two faculty

members will interview the applicant at the same time – with some teams including a third interviewer, a senior medical student) on designated admissions interview days (Saturday mornings during the fall). Our interviews are “blind,” meaning the interviewers do not have access to your records—they will not know your MCAT or GPA, etc. Applicants should plan to spend approximately four hours on campus for their admissions interview. The interview morning will include an orientation session with the Dean and a campus tour led by medical students. It is the responsibility of each Arkansas resident applicant to contact the Office of Admissions to schedule a faculty interview. An applicant who indicates on the AMCAS application that he/ she is not an Arkansas resident, but advocates strong ties to Arkansas, must submit a letter by November 15 describing in detail strong ties to the state. It is strongly suggested that non-Arkansas residents submit their AMCAS application to AMCAS well in advance of the November 1 deadline, i.e., September 30. The College of Medicine online supplemental application, along with the application fee, should be submitted by no later than November 15. With regard to the interview of non-Arkansas residents, the Admissions Committee will determine at its December meeting which non-Arkansas residents will be extended an invitation to come to UAMS for faculty interviews. Email notification will be sent by December 20 to let non-Arkansas residents know if they will be invited for an interview in early January. **It is the responsibility of the applicant to ensure that his/her application is complete by the established deadlines.**

Technical Standards for Admission

The College of Medicine at UAMS believes that earning a Doctor of Medicine degree requires mastery of a coherent body of knowledge and skills. Because the M.D. degree signifies that the holder is a physician prepared for entry into the practice of medicine within postgraduate training programs, it follows that graduates must be prepared to function in a broad variety of clinical situations and to render a wide spectrum of patient care. Therefore, there are certain minimum technical standards for physicians and medical students that must be met by applicants and students. A medical student must acquire substantial competence in the principles and facts of all of the curriculum’s required basic science courses, must understand and appreciate the principles and practice of all of the basic fields of clinical medicine and must be able to relate appropriately to patients and other health care professionals. The following technical standards describe the non-academic qualifications, required in addition to appropriate academic achievements which the College considers essential for successful completion of the educational objectives of its curriculum. This list of required skills and qualifications is not all inclusive, but is meant to be representative:

Attitudinal, Behavioral, Interpersonal and Emotional Attributes

Because the medical profession is governed by ethical principles and by state and federal laws, a medical student must have the capacity to learn and understand these values and laws and to perform within their guidelines. Medical students should be able to relate to patients, as well as staff and colleagues, with honesty, integrity, non-discrimination, self-sacrifice and dedication. Medical students must be able to develop mature, sensitive and effective relationships with patients. Medical students must be able to identify personal reactions and responses, recognize multiple points of view and integrate these appropriately into clinical decision making. Medical students must be able to communicate and care for, in a non-judgmental way, persons whose culture, sexual orientation, or spiritual beliefs are different than their own. A medical student must be able to examine the entire patient, male or female, regardless of the medical student’s social, cultural, or religious beliefs. A medical student must be of sufficient emotional health to utilize fully his/her intellectual ability, to exercise good judgment, to complete patient care responsibilities promptly and to relate to patients, families and colleagues with courtesy, compassion, maturity and respect for their dignity. The medical student must be able to display this emotional health in spite of stressful work, changing environments and clinical uncertainties. The medical student must be able to modify behavior in response to constructive criticism. He/she must be capable of being non-judgmental when caring for a patient and not let his/her own personal attitudes, perceptions and stereotypes compromise care of the patient. An individual with a diagnosed psychiatric disorder may function as a medical student as long as the condition is under sufficient control to allow accomplishment of the above goals. In the event of deteriorating emotional/behavioral functioning, it is essential that a medical student be willing to acknowledge the disability and accept professional help.

Intellectual Skills

Medical students must possess a range of intellectual skills that allow them to master the broad and complex body of knowledge that comprises a medical education. They must be able to recall large amounts of information, perform scientific measurements and calculations and understand and cognitively manipulate three-dimensional models. Medical students must be able to learn effectively through a variety of modalities including, but not limited to: classroom instruction, small group discussion, individual study of materials, preparation and presentation of written and oral reports and use of computer based technology. The ultimate goal of the student will be to solve difficult problems and to make diagnostic and therapeutic decisions. Reasoning abilities must be sophisticated enough to analyze and synthesize information from a wide variety of sources.

Communication

Medical students must be able to communicate in an appropriate fashion with a patient in order to obtain a medical history. This communication with patients must, at times, involve hearing the patient and speaking with the patient because some patients do not read or write, or at least they may not be able to do so under certain medical situations. Medical students must be able to read and write inpatients’ charts in standard format and must be able to interact with a variety of standard computers networked to hospital information systems to obtain patient information, order test and document patient progress. Medical students must be able to prepare a legible, comprehensive patient work-up and present a new patient’s case orally in a focused manner to fellow classmates, resident physicians and attending physicians as appropriate.

Observation

Medical students must be able to observe a patient and detect and interpret non-verbal communication from the patient. Each student must be able to use a microscope to, as examples, view and interpret a blood smear, a bacterial stain, a urine sample, identify normal tissues and identify pathologic changes in tissues which are brought about by disease processes, as well as studying other microscopic specimens. Medical students

must be capable of viewing and interpreting such diagnostic modalities as various radiological imaging techniques (X-ray films, angiograms, CT scans, etc.) and electrocardiograms, in order to assess the accuracy and importance of the examination. Medical students must be able to perform auscultation of the patient and do such things as describe normal and abnormal heart sounds, detect bruits (sound of abnormal blood flow) and detect abnormal abdominal sounds. Medical students must be able to hear the history of a patient and respond appropriately to the patient verbally.

Motor Skills

Medical students must be able to position a patient properly for a physical examination. Medical students must be able to perform a physical examination on a patient, including the ability to inspect various physical signs and recognize normal versus abnormal findings, including fine visual differentiations such as the ability to see a non-palpable skin lesion to determine its malignant potential and to perform a fundoscopic examination to evaluate the retina of the eye for changes suggestive of diabetes mellitus or hypertension. They must be able to elicit information from patients using the techniques of palpation, auscultation, percussion and other diagnostic maneuvers. They must be able to execute motor movements reasonably required to provide general care and emergency treatment to patients. Examples of treatment reasonably required of physicians are cardiopulmonary resuscitation, the administration of intravenous medication, the application of pressure to stop bleeding, the opening of an obstructed airway, the introduction of intravenous catheters, the drawing of arterial and venous blood samples, the suturing of simple wounds and the performance of simple obstetrical maneuvers. Medical students must be able to utilize gross and fine manual palpation, touch, vibratory sensation and temperature sensation to describe and evaluate lymph nodes, thyroid nodules, breast tissue, the pulse, joints and other body parts.

General

Medical students must demonstrate the ability to tolerate physically challenging workloads and to function effectively under stress. The unpredictable needs of patients are at the heart of becoming a physician. Academic and clinical responsibilities of medical students may require their presence during day and evening hours and on any day of the week. In evaluating candidates for admission and candidates for the M.D. degree, it is essential that the integrity of the curriculum be maintained, that those elements deemed necessary for the education of a physician be preserved and that the health and safety of patients be maintained. While compensation, modification and reasonable accommodation can be made for some disabilities on the part of the candidate for admission or for the M.D. degree, candidates must be able to perform the duties of a medical student or physician in a reasonably independent manner. The use of a trained intermediary would result in mediation of a candidate's judgment by another person's powers of selection and observation. Therefore, the use of trained intermediaries to assist students in meeting the technical standards for admission or graduation is not permitted. The College of Medicine will consider for admission any candidate who demonstrates the ability to perform or to learn to perform the skills and abilities specified in these technical standards. Candidates for the M.D. degree will be assessed on a regular basis, according to the Academic Standards of the College of Medicine, not only on the basis of their academic (cognitive) abilities, but also on the basis of their scholastic noncognitive abilities to meet the requirements of the curriculum. Approved by the Academic Standards Committee, approved by the Basic Science Chairs, approved by the Clinical Clerkship Directors, and approved by the Executive Committee.

Admission Standards approved by the General Faculty, December 2000.

The Americans With Disabilities Act

The College has policies in place for students with disabilities. If you would like to discuss this information, please inquire in the College of Medicine Academic Affairs Office. James Graham, M.D., the Executive Associate Dean for Academic Affairs, is the designated individual in the College of Medicine to contact. All students must be able to comply with the "Technical Standards" of the College with or without reasonable accommodations. The campus policy on accommodations can be found in the College of Medicine Student Handbook, which is given to all entering Freshmen, or is available at all times on the College of Medicine website. When a student submits a request, the College may request additional information. The College has a Committee to review the requests.

CPR Policy

Freshman Medical Students must be certified in Basic Life Support Cardiopulmonary Resuscitation (CPR), American Heart Association Program, before the end of the Fall Term of their Freshman year. Students already CPR certified must show proof of American Heart Association certification during Freshman Orientation. Students may be certified elsewhere as long as the certification is that of the American Heart Association and certification is documented before the end of the fall term. Students must be ACLS certified to graduate.

Student Handbook

Each student admitted to the College of Medicine at UAMS receives a Student Handbook containing detailed policies and procedures of the College. Students are responsible for everything in the Student Handbook. Before individuals may register for the freshman year, they are required to acknowledge in writing (on a form supplied by the College) that they have received the handbook, understand the policies and procedures contained therein and agree to abide by them. Further, they acknowledge that policies and procedures of the College may be changed and that new policies supersede old ones as soon as notification occurs. Anyone having questions concerning these policies and procedures is encouraged to contact Dr. James Graham, the Executive Associate Dean for Academic Affairs.

Admissions Committee Review and Action

Arkansas Code 6-64-405 states the College of Medicine Admissions Committee shall be composed of fifteen (15) members to be appointed by the Board of Trustees of the University of Arkansas. Act 515 of 2013 modified the makeup of the Admissions Committee from the four congressional

districts and allows for the majority of the Committee to be faculty. Eight of the members, at least four of whom shall have faculty appointments in the University of Arkansas for Medical Sciences College of Medicine, shall be appointed from each of the four congressional districts and shall be apportioned on the basis of two members from each congressional district. One member will be designated at large. The Board shall promulgate reasonable rules and regulations necessary to the fair and competitive selection of freshmen medical students with due consideration being given scholastic standings, recommendations of the premedical advisory committees of the various schools where the applicants pursue their premedical studies, their performance on the Medical College Admissions Test, and any other procedures that can be developed that would deal fairly with the applicant group as a whole.

The minimum number of Admissions Committee members necessary to constitute a quorum is eight (8) of the total fifteen (15) members. Faculty members must constitute the majority of voting members at all meetings. The Admissions Committee meets one day in both December and January and for a week in early February. At both the December and January meetings, the Committee reviews a limited number of Arkansas resident applicants for possible early acceptance. At the December meeting, the Committee also screens all non-Arkansas resident applicants to determine who will be invited to come to UAMS in January for faculty interviews and be considered in February for possible admission. The primary work of the Committee is conducted at its week-long “retreat” in early February. Following the individual review of all applications by each of the fifteen committee members, the committee meets with the Dean to finalize the Acceptance List, the Alternate List, and determines the maximum number of non-Arkansas residents who may be admitted. With the exception of the small number of applicants who are offered early acceptances in December and January, letters are mailed to all applicants by February 28 advising them as to whether or not they have been accepted for admission, placed on the Alternate List, or not accepted for admission. As necessary, the Admissions Committee may subsequently meet to review applicants who failed to meet the pre-matriculation requirements. Based on a case-by-case review by the Committee, the offer of acceptance may be rescinded or the applicant may be required to defer for one year to complete all pre-matriculation requirements.

The final authority for selecting the entering freshman class rests with the College of Medicine Admissions Committee. All information, both objective and subjective, is reviewed by the Admissions Committee in determining the relative strength of an applicant’s qualifications. The number of places in the first year class is limited and the committee is responsible for selecting, on a competitive basis from the total applicant group, those individuals best qualified.

Arkansas law mandates the College of Medicine admit at least 150 students to the entering freshman class. Preference is given to Arkansas residents. Seventy percent (70%) of the first 150 enrollment positions must be equally distributed among the four federal Congressional Districts. The remaining 30% of the first 150 enrollment positions may be from any Congressional District or up to 15% of the first 150 allotted positions may be non-Arkansas residents. Preference is given to non-Arkansas residents who have “strong ties” to Arkansas. Any enrollment positions exceeding 150 may be granted to the best qualified applicants, regardless of Arkansas residency or congressional district. The College of Medicine may increase the number of freshman enrollment positions as deemed necessary to address a projected shortage of practicing physicians in the state. The number of allotted positions in the freshman class is 174.

After acceptance, an applicant is expected to complete his/her proposed educational program, maintain the same level of scholarship and continue to demonstrate the high moral standards required for entrance to the College of Medicine. The application folder will be kept current. In the event a college degree will be awarded prior to matriculation in medical school all accepted applicants must provide a transcript verifying that requirements have been met and that the degree has been or will be awarded. Official transcripts from all colleges and universities from which degrees have been received and/or from which college credit has been received after the application is filed at AMCAS must be received prior to matriculation, i.e., June 30. All conditionally accepted applicants, and alternates placed on the Alternate List, must consent to, submit to, and successfully complete a criminal background check through the AMCAS- facilitated criminal background check vendor as a condition of matriculation. Failure to do so will constitute failure to meet the pre-matriculation requirements established by the College of Medicine and will result in the withdrawal of a conditionally accepted offer. Matriculation and continued enrollment in the College of Medicine is contingent upon a completed criminal background check with acceptable results.

When an applicant is accepted by the Admissions Committee into the College of Medicine, the Admissions Committee makes the decision to accept the applicant based on the applicant’s file at the time of consideration. If an applicant’s circumstances change from what could have been reasonably expected from the application file, i.e., fails or withdraws from a course, has a failing grade, drops out of a program, fails to obtain a degree or a major or minor, that they indicated they would receive, or in general does not sustain the level of academic achievement upon which the Admissions Committee made their initial decision, then the facts of the application are no longer valid and the acceptance will be reviewed and possibly withdrawn.

In addition to those applicants approved for the incoming class, a group of additional applicants will be designated as alternates. Alternates may be promoted to full acceptance status should there be subsequent withdrawal of any of the students from the class previously selected. Legislation designed to increase the number of physicians in rural Arkansas gives preference to Alternates who contract to practice medicine in rural underserved communities in Arkansas. Applicants must be Arkansas residents to participate in the Arkansas Rural Medical Practice Student Loan and Scholarship Program. Please refer to the section on Student Financial Aid “Service-Connected Scholarships” for additional information. The UAMS College of Medicine does not require a non-refundable deposit to hold one’s position in the entering class.

Modification of AAMC Application and Acceptance Protocol Policy

Statement from the AMCAS Instruction Manual for medical school applicants:

"I understand that I am required to inform the Office of Admission of each AMCAS-participating medical school to which I apply if I matriculate into any degree-granting program after submission of my application to AMCAS and prior to matriculation at an AMCAS-participating medical school. I understand that this communication must be in writing. (A "degree-granting program is any educational program that leads to a definitive degree: this does not include a certificate of participation or completion. Examples of degree-granting programs are BA, BS, MS, MD, DO, PhD, JD, DDS, etc.)."

In keeping with the spirit of the AAMC Application and Acceptance Protocols (Traffic Rules), the University of Arkansas for Medical Sciences College of Medicine has adopted the following policy that expands the "traffic rules" that currently apply to matriculation at any AMCAS-participating allopathic medical school to also include osteopathic medical schools regardless of location, i.e., in the United States, Canada or elsewhere. UAMS College of Medicine Policy Change: An applicant to the University of Arkansas for Medical Sciences College of Medicine must withdraw his/her application from consideration as soon as he/she enrolls, matriculates, or starts an orientation program prior to enrollment, at any allopathic or osteopathic medical school, located in the United States, Canada, or elsewhere. Upon receipt and verification of the information, the UAMS College of Medicine Admissions Committee will no longer consider the application.

If the Admissions Committee extends an offer of acceptance to an applicant, or places an applicant on the Alternate List, and subsequently discovers the applicant failed to notify the UAMS College of Medicine admissions office that he/she was enrolled, had matriculated, or started an orientation program at any allopathic or osteopathic medical school regardless of its location, at the time the College of Medicine Admissions Committee made its offer of acceptance, the acceptance offer will be rescinded.

Option to Defer Admission

ARKANSAS RESIDENTS

Any Arkansas resident applicant who is offered a position in the freshman medical class can enter the next class as customary, or can elect to defer the start of medical studies for one year, knowing that a position is guaranteed in the next subsequent class. Notification to the Dean's Office should be given in writing as soon as the student has reached a decision to defer admission. However, notice must be received no later than April 30 in the year for which the applicant has been accepted for admission. Applicants offered positions in the freshman class after April 30 must provide notice of their intent to defer no later than June 30.

Request to extend deferment for an additional year: If an applicant who is approved for a one-year deferment has a compelling reason to request an additional one-year deferment, the applicant must submit a detailed letter to the Office of Admissions by January 15 asking the Admissions Committee to consider his/her request. The Admissions Committee will review the request at its February meeting and will notify the applicant by February 28 if the request to extend the deferment will or will not be approved. A deferment extension will only be granted for compelling reasons. If the Admissions Committee denies the applicant's request to extend the deferment for an additional year, the applicant will be expected to complete all pre-matriculation requirements and matriculate in the next subsequent class or relinquish his/her position in the class. An applicant may only request to defer up to a maximum of three (3) years pending approval by the Admissions Committee.

Arkansas Rural Medical Practice Student Loan and Scholarship recipients: Alternates interviewed and approved for the Arkansas Rural Medical Practice Student Loan and Scholarship program, who subsequently gain admission to medical school by virtue of being advanced to the top of the alternate list, do not have the option to defer. Only Arkansas residents may apply for this scholarship program.

NON-ARKANSAS RESIDENTS

Non-Arkansas residents accepted for admission do not have the option to defer.

NON-DISCRIMINATION

Technical standards for admission are described at the end of this section. Applications are evaluated on the basis of academic qualifications, special achievements and personal attributes only, without preference to race, color, creed, sex, ethnic background, handicap or economic situation. Members of under-represented minority groups are encouraged to apply and such applications will be given consideration equal to all other applicants. Once accepted, all students are eligible to apply for financial assistance and may be awarded financial aid on the basis of financial need and/or merit within the resources available to the College of Medicine for that purpose.

Accreditation, Degree and Licensure

The Doctor of Medicine program offered by the College of Medicine at the University of Arkansas for Medical Sciences is accredited by the Liaison Committee on Medical Education. The College of Medicine, through the University of Arkansas, grants the M.D. degree to those students who successfully complete its requirements. However, in order to practice medicine, a license to practice must then be obtained. The license to practice is issued by the Arkansas State Medical Board, an entity separate and distinct from the University of Arkansas. The issuance of the academic degree does not confer upon the recipient any guarantee of licensure.

Advanced Standing or Transfer Policy

The University of Arkansas for Medical Sciences will sometimes consider a few well-qualified applicants for potential transfer into the third year of the college. Transfer applicants must be Arkansas residents or have strong ties to the state of Arkansas. Applicants must be in good standing and making satisfactory academic progress at an LCME-accredited allopathic medical school located within the United States. Applicants will be considered beginning March 1. The deadline for receiving all application materials is April 1 of the year in which request for transfer is considered. Since such transfers are rare, interested individuals should contact the Office of Admissions for more detailed information.

Special Students

An individual will be permitted to enroll as a special student in basic science courses of the College of Medicine for purposes of enhancing his/her vocational potential provided there is agreement of (1) the department chair concerned; (2) the Executive Associate Dean for Academic Affairs; and (3) the Admissions Committee of the College. The applicant should be employed full-time and have academic prerequisites appropriate for the requested basic science course(s).

Students enrolled in any Graduate School program of the University of Arkansas or in a UAMS college other than Medicine are permitted to enroll as special students (1) with the permission of his/her major professor, (2) the approval of the chair of the department offering the course, (3) the approval of the Executive Associate Dean for Academic Affairs (4) the permission of the Admissions Committee.

Registration

During the summer, information will be mailed to each student concerning the registration process, payment of tuition and fees and other matters. For this reason the Office of Student Admissions must have on file a current mailing address at which mail can be received with certainty. It is the applicant's responsibility to maintain his/her current address in AMCAS throughout the application cycle. Each accepted applicant must submit transcripts of all college, university and professional school records to the UAMS College of Medicine Office of Admissions 4301 W. Markham St., Slot #551, Little Rock, AR 72205 by June 30.

The Americans With Disabilities Act

The College has policies in place for students with disabilities. If you would like to discuss this information, please inquire in the College of Medicine Academic Affairs Office. Richard Wheeler, M.D., the Executive Associate Dean for Academic Affairs, and James Graham, M.D., the Associate Dean for Undergraduate Medical Education are the designated individuals in the College of Medicine to contact. All students must be able to comply with the "Technical Standards" of the College with or without reasonable accommodations. The campus policy on accommodations can be found in the College of Medicine Student Handbook, which is given to all entering Freshmen, or is available at all times on the College of Medicine website. When a student submits a request, the College may request additional information. The College has a Committee to review the requests.

CPR Policy

Freshman Medical Students must be certified in Basic Life Support Cardiopulmonary Resuscitation (CPR), American Heart Association Program, before the end of the Fall Term of the freshman year. Students already CPR certified must show proof of American Heart Association certification during Freshman Orientation. Students may be certified elsewhere as long as the certification is that of the American Heart Association and certification is documented before the end of the fall term. Students must be ACLS certified to graduate. While compensation, modification and reasonable accommodation can be made for some disabilities on the part of the candidate for admission or for the M.D. degree, candidates must be able to perform the duties of a medical student or physician in a reasonably independent manner. The use of a trained intermediary would result in mediation of a candidate's judgment by another person's powers of selection and observation. Therefore, the use of trained intermediaries to assist students in meeting the technical standards for admission or graduation is not permitted.

The College of Medicine will consider for admission any candidate who demonstrates the ability to perform or to learn to perform the skills and abilities specified in these technical standards. Candidates for the M.D. degree will be assessed on a regular basis, according to the Academic Standards of the College of Medicine, not only on the basis of their academic (cognitive) abilities, but also on the basis of their scholastic non-cognitive abilities to meet the requirements of the curriculum.

Curriculum: Overview

The primary objective of the curriculum is to assist the student in acquiring the knowledge, skills, and attitudes necessary for the competent practice of medicine. The College has a student-centered, integrated curriculum aimed at optimal learning. This includes not only normal and abnormal structure and function of the human body, but a wide variety of other objectives, such as the social determinants of health, strong team work skills, and health care quality improvement.

In the first two years, the curriculum provides the student with a broad overview of human systems in health and disease. The freshman year begins with 3 modules focusing on foundational science; this is followed by modules organized by major organ system throughout the remainder of the freshman and sophomore years. In addition, a Practice of Medicine course runs throughout the first two years. The grading in the first two years is pass - fail to encourage the primary emphasis to be on learning rather than on grades or points in courses.

The junior year clerkships provide training in the primary specialties of medical practice. Students apply scientific principles to the examination, diagnosis, and treatment of human disease. Students, under supervision, assist clinical teams in the care of patients in a variety of practice settings. The practical, hands-on learning is supplemented by seminars, conferences, and clinical rounds. In July, 2016, the College will begin offering a series of electives in the junior year to allow students an earlier opportunity to explore their career specialty interests.

The senior year is mostly elective in order to provide each student the opportunity to choose a program best suited to his or her individual needs. There are a large number of electives each student can choose from in a 33 week course of study in the senior year. Research may be taken as an elective. Off campus studies, including at other medical schools and international, may be elected. The degree, Doctor of Medicine, is conferred upon graduating seniors.

A complete listing of courses for the College of Medicine is found at the end of this section.

Summary of Hours in the Curriculum for the 2020-2021 Academic Year

Year 1: Fall

Course ID	Title	Credit Hours
MODU 8103	Human Structure	6
MODU 8104	Molecules to Cells	7
MODU 8105	Practice of Medicine I	3
Total Credit Hours		16

Year 1: Spring

Course ID	Title	Credit Hours
MODU 8106	Hematology	3
MODU 8102	Disease and Defense	3
MODU 8101	Brain and Behavior	8
MODU 8105	Practice of Medicine I	3
Total Credit Hours		17

Year 2: Fall

Course ID	Title	Credit Hours
MODU 8208	Cardiovascular	4
MODU 8201	Musculoskeletal/Skin	3
MODU 8204	GI/Nutrition	4
MODU 8202	Pulmonary	3
MODU 8207	Practice of Medicine II	2
Total Credit Hours		16

Year 2: Spring

Course ID	Title	Credit Hours
MODU 8205	Endocrine/Reproduction	4
MODU 8210	Renal	2
MODU 8207	Practice of Medicine II	7
MODU 8206	Medicine Across Generations	4
MODU 8211	Independent Step I Study	1
Total Credit Hours		18

Year 3: Fall

Course ID	Title	Credit Hours
	Medicine	8
SGRY 8301	Surgery	8
PEDI 8301	Pediatrics	8
MODU 8301	Practice of Medicine III	1
Total Credit Hours		25

Year 3: Spring

Course ID	Title	Credit Hours
	Neuro/Ophthalmology	4
PSYC 8301	Psychiatry	6
	Family Medicine	4
	Obstetrics/Gynecology	6
MODU 8301	Practice of Medicine III	1
	2-Two Week Selectives	4
Total Credit Hours		25

YEAR 4

Semester Hours

A four-week Acting Internship, 4 weeks of Geriatrics and a one-week, end-of-the-year summary course are required. The College of Medicine at UAMS, reserves the right to change any provisions, offerings or requirements at any time within the student's period of study. During the time between the printing of this announcement and the administration of the courses noted above, the exact make-up of the curriculum, as well as the contact time for courses in the curriculum will almost certainly change due to faculty decisions. When this occurs, semester hours will also change. This is important, since the semester hours are used to calculate grade point averages. Exact information concerning the curriculum as well as the semester hours can be obtained immediately before any semester begins by contacting the Dean's office.

Off-Campus Experience

The majority of students in the College of Medicine will be assigned to mandatory rotations requiring them to live away from Little Rock for between four to twelve weeks and sometimes longer, depending on individual circumstances and faculty decisions regarding curriculum. These off-campus experiences usually take place in the third and fourth year of the curriculum.

The UAMS Northwest campus in Fayetteville, Arkansas, started in 2008 as the first regional medical campus for UAMS, has allowed the UAMS College of Medicine to expand class sizes and provide an opportunity for community based education for a group of students. Students selected to train at the northwest campus complete the first two years of medical school in Little Rock and then complete their M3 and M4 years on the NW campus. The curriculum at UAMS Northwest is longitudinally integrated where clinical subjects are scheduled together in a semester rather than block fashion. Training is accomplished in community based medical facilities and private practices where students work directly and more one-on-one with physicians in practice in the Northwest Arkansas area. Although in two geographically different sites, student services available on the main campus are available at the NW campus. Both sites are under the direction of the same Clerkship Directors and share the same goals and objectives, evaluation systems, and expected outcomes. Through the active use of interactive video networks, the two campuses are linked for many common educational experiences. At the current time, the number of students assigned to the NW campus each year is between 14 and 18. Selection for the northwest campus begins shortly before the M1 year begins with an open enrollment for volunteers. At the end of the open enrollment period, a lottery system can be used to either fill the list to the minimum number or reduce the list to the maximum number, whichever may be necessary.

Because it is the policy of the College of Medicine that a certain number of sophomore students will be required to transfer to the UAMS Northwest Regional Campus in Fayetteville, Arkansas, at the conclusion of their sophomore year for their third and fourth years of medical school, it is, therefore, further our policy that we will increase the sophomore financial aid budgets of those students transferring to the NW campus to include a reasonable amount for moving expenses. The exact amount will be determined by the Student Financial Services office after considering typical moving costs in the community.

Honor Council

All academic work in the College of Medicine is conducted under an honor system. Representative members of each class comprise the Honor Council and are responsible for insuring that all students understand the Honor Code and participate in maintaining its standards.

Medical Student Research

Recognizing the role of research as a part of scholarly accomplishment, opportunities exist for selected students to gain experience in this type of endeavor. Individual arrangements are made with a faculty member by mutual agreement. The research program may continue throughout the academic year and into the summer vacation months if desirable and feasible. Additionally, it is possible to participate in research projects as part of senior electives.

Grading System

With a few exceptions, which will be made known to students before courses and clerkships begin, grades assigned in the M1 and M2 year will be pass - fail. Grades in the M3 year are traditional "A" (outstanding achievement), "B" (very good achievement), "C" (satisfactory achievement), "D" (poor achievement, less than satisfactory and is considered in the College of Medicine to be a marginal performance), "F" (unsatisfactory achievement and failure in a course). Grades in the M4 year are Pass/Fail. A grade of "I" (Incomplete) indicates that some portion of the course work has not yet been completed.

Laptop Computer Requirement

A laptop computer is essential for study in the College of Medicine at UAMS and all enrolled students are required to have a computer. Students will use their laptop computers extensively during their studies for tasks such as: accessing the campus learning management system, taking online examinations, access to virtual microscopy and other study materials, reading online textbooks, etc. Many of our courses have extensive online study materials which students will need to have ready access. Minimum technical standards for the laptop will be distributed to students prior to matriculation.

Promotions

The requirements and standards for promotion and graduation applied by the Promotions Committee of the College of Medicine are contained in a document, the Academic Requirements for the Promotion of Medical Students. Each student is provided with a copy of this document in the Student Handbook and additional copies are available on request from the Office of the Dean. In addition to the usual forms of scholastic achievement, the Committee considers the ethical and behavioral characteristics of students as a part of total academic performance. Satisfactory performance for promotion at each level and for graduation at the end of the senior year requires that each student demonstrate not only an adequate knowledge of medical subjects, but also the skills and personal attributes necessary to become a physician. These include honesty, compassion, a demonstration of responsibility and the ability to relate satisfactorily with other individuals (patients, peers, faculty and members of other professions). The Promotions Committee is charged to recommend remedial work as necessary for individual students or dismissal from the college if circumstances warrant such action.

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Withdrawal from School

A student may withdraw from school by submitting a formal application to the Office of the Executive Associate Dean for Academic Affairs for permission to do so. If approved and all financial obligations to the College have been met, the withdrawal will be granted. If withdrawal from school occurs between the midpoint of a given course and its completion, a passing or failing grade will be recorded (i.e., WP, or WF). Prior to the midpoint of the course, only the withdrawal (W) will be noted. A student who withdraws without approval will receive failures (F's) in all uncompleted courses. Withdrawals are permanent. Re-entry into the College of Medicine following a withdrawal would require readmission by the Admissions Committee.

Dismissal from School

A recommendation to the Dean of the College of Medicine that a student be dismissed from the College of Medicine may occur in several ways:

A. Dismissal of a student may be recommended by the Promotions Committee if a student's performance does not meet the minimal requirements prescribed by the Academic Requirements for the Promotion of Medical Students or other minimum requirements as determined by the faculty.

B. Dismissal of a student may be recommended by the Promotions Committee based upon documented information of improper attitudes and/or behavior. The landmark case in this regard is the Horowitz case which involved a medical student at the University of Missouri, Board of Curators of the University of Missouri vs. Horowitz, 98 U.S. Supreme Court (1978).

C. Dismissal may be recommended by the Promotions Committee when the Honor Council, as a result of a trial conducted according to the constitutional procedures of the Honor System, has found a student guilty of social, moral, or professional misconduct. The student participates in the trial and knows in advance that the recommendation will be made.

D. Under certain circumstances, when an Academic Standard calls for an action of dismissal, or when a motion is passed by a Student Promotions Committee calling for an action of dismissal, the action may be applied administratively without the need for a Student Promotions Committee meeting unless one is specifically requested by the affected student or the Administration feels a Promotions Committee meeting is warranted. Any student whose dismissal has been recommended by the Promotions Committee or through administrative mechanisms will be informed of the fact, in writing, by the Executive Associate Dean for Academic Affairs.

Drug Testing and Criminal Background Checks

A critical part of medical education involves learning experiences in hospitals and other health care facilities. Use of these facilities in training is essential and students must be able to complete their assigned rotations. Many hospitals and health care facilities have policies requiring drug testing and/or criminal background checks for employees, students and volunteers. Facilities that provide instruction to College of Medicine students may have, or may adopt in the future, drug testing and/or criminal background check policies. Some facilities provide that students who test positive for drugs, or who have certain types of information in their criminal background checks, are ineligible to work in that facility.

Because the use of these health care facilities is a part of the curriculum and essential to medical education, students should be prepared to comply with the policies and procedures at any facility where they engage in rotations or learning experiences. Student may not request facility assignments in an effort to avoid criminal background checks or drug screening requirements. Students may not refuse to participate in training in these facilities because they do not want to submit to drug testing/criminal background checks. Students who fail to attend assigned training or who are terminated from training in these facilities because they violate the drug testing or drug use policies of the facilities, or are found to have objectionable information in their criminal background checks, will be unable to complete the college requirements for graduation and will be subject to dismissal from the College of Medicine on academic grounds.

In addition to the criminal background checks noted above, the Association of American Medical Colleges (AAMC) and the American Medical College Application Service (AMCAS), performs routine criminal background checks on all accepted students and alternates on the Alternate List, providing results to UAMS College of Medicine. A detailed explanation is provided in the section "For the Applicant" under "Criminal Background Checks."

Policy on Appearance/Dress

The College of Medicine does not have a dress code of its own. We believe it is enough to point out that students in our College are in a professional school to become physicians, and the need for appropriate dress and appearance should be self-evident. However, in order to train students to become physicians, it is necessary to assign them to various clinical sites, such as hospitals, physician's offices, clinics, etc. These health care facilities may have dress codes or policies on appropriate appearance (such as the prohibition of certain types of tattoos, piercings, clothing, etc.).

Because the use of these health care facilities is a part of the curriculum and essential to medical education, students should be prepared to comply with the policies and procedures at any facility where they engage in rotations or learning experiences. Students may not request facility assignments in an effort to avoid such dress/appearance policies. Students may not refuse to participate in training in these facilities because they do not want to comply with the facility's dress/appearance policies. Students who fail to attend assigned training or who are terminated from training in these facilities because they violate dress/appearance policies will be unable to complete the college requirements for graduation and will be subject to dismissal from the College of Medicine on academic grounds.

Limit on Years in Medical School

Understanding the rigors of the practice of medicine and acknowledging that the practice of medicine requires an individual to understand the material presented in medical school as an integrated whole, rather than in isolated blocks of information, the College of Medicine faculty feels that one of the requirements for the M.D. degree is the ability to assimilate the material and skills presented within a reasonable period of time. Therefore, a student, once enrolled as a freshman medical student, must graduate from the College of Medicine with the M.D. degree by the spring graduation ceremony concluding the seventh year following the initial enrollment. This "clock" is not stopped for any reason, including leaves of absence, failure to pass internal examination requirements, repeat years required by the Promotions Committee, or additional time required for USMLE testing. The only exception is that the clock will stop during the time a student officially enrolled in the M.D./Ph.D. program is out of the

College of Medicine pursuing the Ph.D. portion of their degree. A student who has not completed all degree requirements within the time frame noted above will be dismissed.

Student Grievance Procedure

A student having a complaint concerning terms and conditions of their student status with UAMS may present this matter to and discuss it with, the person in charge of that part of the university where the issue arises (e.g. Course Director, Department Chair, Associate Dean for Academic Affairs, Dorm Director, etc.). Such presentation and discussion shall be entirely informal. The person in charge shall attempt to resolve the complaint. A complaint may, but need not, become a grievance. Academic, disciplinary, administration action, and grievance procedures are all discussed in detail in the Student Handbook, a copy of which all students receive. A copy can be obtained at any time from the Office of the Executive Associate Dean for Academic Affairs.

In addition, the University of Arkansas for Medical Sciences fully supports, both in spirit and practice, Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Executive Order 11246, the Rehabilitation Act of 1973 (Sections 503 and 504), Titles I and II of the Americans with Disabilities Act of 1990 and Section 402 of the Vietnam Era Veterans Readjustment Assistance Act of 1974, which prohibit discrimination on the basis of race, sex, color, national origin, religion, age, marital status, ethnic origin, disability and/or disabled veterans and veterans of the Vietnam era. Student complaints concerning any policy, procedure or practice prohibited by these acts should be addressed to Richard P. Wheeler, M.D., Executive Associate Dean for Academic Affairs in the College of Medicine Dean's Office (501-686-5348) for assistance in addressing such concerns. UAMS has established a special grievance procedure for any student who alleges the existence of any policy, procedure, or practice prohibited by these laws. This grievance procedure is included as an appendix at the back of this bulletin.

Transcripts

Transcripts and other items submitted by (or in behalf of) an applicant or student, become a permanent part of that person's records at the College of Medicine. Release of this information, as well as other academic and directory information, to the student or others, is regulated by the "Family Educational Rights and Privacy Act of 1974" as amended, 20 U.S.C. Section 1232g and the regulations of the Department of Education, codified in Part 99 of Title 34 of the Code of Federal Regulations. A copy of the University of Arkansas Policy Concerning Student Educational Records is available from the office of the Executive Associate Dean for Academic Affairs. Transcripts of a student's scholastic record in medical school can be made and released only upon the written authorization of the student, or as stipulated in the policy noted above.

Privacy of Student Records

The College of Medicine insures students' access to their official academic and disciplinary records and prohibits release of personally identifiable information, other than directory information, from those without their permission except as specified by law. Complaints regarding alleged violations of students' rights with regard to privacy of records or access thereto should be sent directly to the Family Educational Rights and Privacy Act Office, Department of Health and Human Services, 330 Independence Avenue SW, Washington, D.C. 20201.

Student Governance

The Student Council of the College of Medicine consists of two elected representatives from each of the four classes. The objectives of the Council include the encouragement of social interchange among students and the promotion of good will among students, faculty and administration. The Associated Student Government (ASG) encompasses all students in good standing in the five colleges of the University of Arkansas for Medical Sciences. The Council of the ASG includes two medical students elected as representatives from each of the four classes. The ASG schedules campus wide social events and serves as a communication link between the students and the administration.

Parents Club

The College of Medicine Parents Club was established in 1976 for the sole purpose to "improve the quality of lifestyle of medical students." Over the last 40 years, the Parents Club has contributed thousands of dollars to benefit their sons and daughters during their four years of medical school education. The Parents Club's annual fundraising activities provides free photocopying in the student room in the Dean's office and the refurbishing of medical student lounges at UAMS and the Arkansas Children's Hospital.

The Parents Club contributed \$50,000.00 to furnish the medical student room located on the first floor of the Central Building adjacent to the Dean's Office for the College of Medicine. The Parents Club also provides travel grants to students presenting research at national meetings, financial support for the Student Advocacy Council and the Academic Houses, awarding of several scholarships, financial support for Senior Week for the graduating class, and many other worthwhile projects to support the medical students.

College of Medicine Academic Houses

The Academic House program was established in 2016 in an effort to promote student success and wellness, and strengthen faculty-student relationships. UAMS has created 7 academic houses, which include medical students and faculty, who spend time mentoring, sharing ideas and enjoying each other's company. The Houses are named after luminaries who contributed to improving the health of Arkansans:

The Lowe House

Dr. Betty Ann Lowe developed Arkansas Children's Hospital in Little Rock (Pulaski County) into a nationally known, competitive hospital by acting as an advocate, enlisting the help of a famous family, procuring state funding, and adding new, innovative departments. In addition to being a prominent figure in Arkansas pediatrics, she became the first Arkansan to become a pediatric rheumatologist. She was a fierce advocate for children and an inspiring mentor for our students.

The Beall House

Ms. Ruth Olive Beall was superintendent of Arkansas Children's Hospital and Home from 1934 to 1961. She was largely responsible for the hospital's survival during the financial difficulties of the Great Depression and for its expansion and improvement in the following years. Beall was concerned not only for people who suffered from tuberculosis but also for people who lived in poverty. At her own expense, she provided toothbrushes and toothpaste to children she met while traveling to rural schools throughout the county and taught children how to use them.

The Tank House

Dr. Patrick Tank received his Ph.D. in anatomy at the University of Michigan. He joined the College of Medicine faculty in 1978. Dr. Tank rose through the ranks of what is now the Department of Neurobiology and Developmental Sciences. He directed the Medical Gross Anatomy course and the Anatomical Gift Program for 27 years. More than 4,000 future physicians studied the intricacies of the human body with Dr. Tank, benefiting tremendously from his expertise and his passion for teaching. He received numerous teaching awards. He was a pioneer in web-based medical education in the 1990s. More recently, Dr. Tank was internationally known as the editor of three editions of "Grant's Dissector."

The Abernathy House

Dr. Robert S. Abernathy has been called the "ultimate university citizen" by UAMS leaders and colleagues in appreciation of nearly 50 years of service to the campus. Abernathy, along with his wife, Dr. Rosalind Abernathy, arrived in 1957, when he was recruited from the University of Minnesota to the Department of Internal Medicine. Ten years later he was named department Chairman, a post he held for a decade. Dr. Abernathy directed the Division of Infectious Diseases after his term as Chairman, and he retired in 2002. In honor of Dr. Abernathy's dedication to Internal Medicine, the Arkansas Chapter of the American College of Physicians named its annual laureate award after the highly respected physician and leader. Dr. Abernathy trained many of the state's physicians, educators and leaders in internal medicine and public health with warmth, kindness and compassion.

The Ish House

George William Stanley Ish was a prominent Black physician in Little Rock (Pulaski County) who cared for citizens of the capital city and overcame much adversity to achieve his position in this state. He graduated from Harvard Medical School and was instrumental in founding both United Friends Hospital and the J. E. Bush Memorial Hospital, primary centers for the medical care of black patients. He was also largely responsible for the inception of the McRae Memorial Tuberculosis Sanatorium in Alexander, the state's separate black sanatorium. He served as a staff member at predominantly white hospitals in Little Rock. Physicians of all races held him in the highest regard for his vision, his compassion and tenacity.

The Compton House

Neil Ernest Compton of Bentonville (Benton County) was a physician of obstetrics by profession and a conservationist by avocation. He is widely recognized as the founder of the Ozark Society to Save the Buffalo River, which he and his associates initiated in 1962, at a meeting in Fayetteville (Washington County). Today, it is known as the Ozark Society, Inc. Its original goal was to stop the construction of two proposed U.S. Army Corps of Engineers dams on the Buffalo River. Dr. Compton was passionate advocate for preserving the beauty of our state.

The Bruce House

Dr. Thomas A. Bruce served as Dean of the UAMS College of Medicine (COM), Inaugural Dean (Dean pro tem) of the College of Public Health (COPH) and Dean pro tem of the Clinton School of Public Service. He also served as the first Director of the COPH Office of Community-based Public Health. Those at UAMS and in the greater medical and public health community who were fortunate to know Dr. Bruce remember him as a true friend, champion and visionary. Dr. Bruce has been described as a truly unique and wonderful "renaissance man" who had unbounded compassion. He was not only known for his leadership and philanthropy, but his wise words, kindness and humility.

Leave of Absence

The purpose of this policy is to confirm UAMS is in compliance with federal regulations, 34 CFR 668.22 (d), regarding the process for students requesting a leave of absence. Current UAMS Leave of Absence Policy information is available online at <https://academicaffairs.uams.edu/policy-search/>.

Students may be granted/approved a Leave of Absence (LOA) by the appropriate authority in the College of Medicine. It is important for those interested in requesting a LOA to consult with the Financial Aid Office as outlined by the official UAMS Leave of Absence policy to determine how their financial aid will be affected. Schools may neither credit a student's account nor deliver loan proceeds to the student borrower while the student is on an official leave of absence. A student who is approved for a leave of absence after receiving financial aid for the semester may be required to return a portion of the aid previously received. Federal educational loan regulations state that when a student borrower ceases to be enrolled at least half-time for 180 days (6 months) in any 12-month period, the borrower will be considered as withdrawn from school for loan repayment purposes. At that point, the school is required to calculate the amount of financial aid the student earned and the amount of financial

aid that must be returned. These calculations are based on the time the student was enrolled. The percentage of the semester the student completed is the percentage of aid the student can keep. The percentage of the semester the student did not complete is the percentage of aid that must be returned. Once a student completes more than 60% of the semester, the student has earned 100% of the aid they received for that semester.

Student borrowers are given a six month grace period on most types of federal loans starting at the date enrollment ceases. During this time, lenders will treat the borrower's loans as if the borrower were still enrolled in school full-time. Once a grace period is used on a specific loan, it will not be given again. At the end of this six month grace period, the student will be required to enter repayment on their federal educational loans until they return to school; however, deferment or forbearance options are available if the student makes a request to their lender.

Scholarships

SERVICE CONNECTED SCHOLARSHIPS

Arkansas Rural Medical Practice Student Loan and Scholarship Program

Since the program's inception in 1949, Arkansas law has provided for the granting of scholarships to medical students willing to commit to practicing full time primary care medicine in a rural community in Arkansas, in the hopes of increasing the number of physicians in rural areas of our state. The program is administered by the Arkansas Rural Medical Practice Student Loan and Scholarship Board. Applicants must be Arkansas residents to participate.

Rural is defined as "an area reasonably determined by the Arkansas Rural Medical Practice Board to be medically underserved." Primary Care is defined as Family Medicine, General Internal Medicine, General Pediatrics, General Internal Medicine/Pediatrics, General Obstetrics/Gynecology, General Surgery, Emergency Medicine, and Geriatrics.

Interested students (and alternates awaiting admission) must be interviewed and approved by the Board. Applicants approved for the Rural Practice Program may receive a maximum of \$16,500 per academic year, pending the availability of funds. The assistance given during medical school is considered a loan until the student completes residency training and begins practicing primary care in the rural community of their choice. The loan is then converted to a scholarship/grant on a one-to-one ratio; one year of assistance is forgiven after one year of service. Under this program, the recipient does not have to commit to a specific rural community until the end of his or her residency training.

Special provisions apply to alternates who are on the waiting list for acceptance into medical school who wish to apply for the Rural Practice Program. Interested alternates should contact Tammy Henson, Administrator, Rural Practice Programs, 501- 686-5354.

Ethel Brickey Hicks Rural Practice Scholarships

The late Ethel Brickey Hicks of Knox County, Tennessee, established the Ethel Brickey Hicks Endowment Fund to provide scholarships for deserving medical students who would agree to practice medicine in the state of Arkansas and preferably "away from the large population centers of Arkansas and in cities and towns where doctors are few in number." A portion of the endowment fund has been set aside for this purpose. The endowment fund provides scholarships to sophomore, junior or senior medical students. The scholarship becomes a loan that must be repaid with interest should a recipient default on the scholarship contract. Applicants must be bona fide residents of the United States of America. Both Arkansas and non-Arkansas resident medical students may apply for this program. Students approved for the scholarship sign a contract promising to practice full time medicine in a rural community in Arkansas. For this scholarship program, rural is defined as a community in Arkansas with a population of 15,000 or less. Funds received through this endowment will be converted to grants, one year of service for each year of assistance. The inaugural awards were presented in 1994 and currently provide approximately \$19,000.00 per student for each year approved for the scholarship. The scholarship is renewable provided the recipient maintains a high level of academic performance and sufficient funds are available each year. Applicants interested in applying for the Hicks Rural Practice Scholarship program should contact the Office of Admissions or Tammy Henson, Administrator, Rural Practice Programs.

Armed Forces Health Professions Scholarship Programs

The Army, Air Force and Navy offer scholarship programs for medical students who are willing to commit to military service. Students interested in a military scholarship should contact an appropriate recruiting officer. Scholarships are competitive and students are advised to apply early (one year in advance of matriculation to medical school). Military scholarships generally cover the cost of tuition, fees, books and equipment, and provide a monthly stipend. Recruiting officers can provide additional details.

National Health Service Corps Scholarship Program

The Department of Health and Human Services administers a scholarship program designed to place primary care physicians in health professions shortage areas. The NHSC Scholarship pays for tuition and fees as well as a monthly stipend. Contact the NHSC Scholarship Program for more information at <http://nhsc.hrsa.gov/scholarship>.

INSTITUTIONAL SCHOLARSHIPS

Students who wish to be considered for an institutional scholarship must submit the College of Medicine Scholarship Application to the Office of Medical Student Admissions by May 15. Scholarship applications are available at www.medicine.uams.edu/for-medical-students/financial-aid/. Freshmen must complete and submit the "Entering Freshman Scholarship Application" and rising Sophomores, Juniors and Seniors must complete and submit the "Upperclassman Scholarship Application." Below is a listing of College of Medicine institutional scholarships awarded by the College of Medicine Scholarship Committee.

George Link Ackerman Scholarship

An anonymous donor established a scholarship in 1997 to honor Dr. George Ackerman. Dr. Richard P. Wheeler, Executive Associate Dean for Academic Affairs, College of Medicine, shared the following comments about his mentor and friend: "Dr. George Link Ackerman is a 1954 graduate of the University of Arkansas for Medical Sciences College of Medicine. He did his internship at the Philadelphia General Hospital and completed his residency in medicine and took further training in Diabetes and Metabolic Diseases at UAMS. He joined the faculty in 1961 and quickly rose through the academic ranks, caring for patients, teaching and publishing. He has received the 'Golden Apple Award' from students as the outstanding clinical teacher. He has also received the Distinguished Faculty Award from the Medical Alumni Association, the Outstanding Faculty Award from the Medicine Interns and Residents, and the Abernathy Award for Excellence in Internal Medicine from the Arkansas Chapter of the American College of Physicians. He has even had the UAMS yearbook, the Caduceus, dedicated to him. His ability to teach and inspire young physicians is legendary. His secret is his passion for life and learning." Upon learning that a scholarship had been anonymously given to honor Dr. Ackerman, he requested that the name of the scholarship be the Dr. George Link Ackerman Scholarship. According to Ackerman, "George S. Link was a successful small businessman in West Texas in the first half of the century. He married my father's cousin who had been reared in my grandparent's home and was more a foster sister to my father than a cousin. My father and Mr. Link became close friends and I was named for him. Their son, George S. Link, Jr., was a handsome, charming fellow, a Naval Aviator in World War II during my teenage years, and a boyhood idol of mine. He financed my medical education so it pleases me to include the Link name in the formal description of this scholarship." When reflecting on the criteria for the scholarship recipient, Dr. Ackerman stated, "I have always been an avid reader and literature is perhaps my chief avocation." Therefore, he would prefer the recipient be a student who has demonstrated a keen interest in literature and/or scholarly approach to his or her studies. The inaugural award was presented in 1997 to Amy Wiedower-Lamb of Guy, Arkansas.

Betsy Ledbetter Askew Scholarship

This scholarship was established in 2008 with a very generous bequest from Dr. Askew who graduated from the College of Medicine in 1950. After practicing anesthesiology in Shreveport, Louisiana for many years, she retired to her hometown of Jonesboro, Arkansas where both of her brothers practiced medicine. It was her fervent wish to help medical students and she requested that preference be given to a female student or students at the direction of the scholarship committee. The inaugural awards were presented in 2010.

David Littleton Baker, Sr. Scholarship

The establishment of the David Littleton Baker, Sr. Scholarship for students in the College of Medicine is to provide a scholarship to a deserving student in loving memory of David Littleton Baker, Sr. by his family David and Nina Baker (donors), John and Karen Baker, James and Hollie Baker, and Mark and Julie Ferguson. The funds have come from philanthropic motivations of the family. The student who receives this scholarship will be enrolled in good standing in the College of Medicine at the University of Arkansas for Medical Sciences. The student will be selected by the Scholarship Committee within the College of Medicine. The inaugural award was presented in 2012-13 to Shyann Renfroe of Watson.

Eddie Ball Memorial Scholarship

The friends and family of E.B. Ball of Eudora, Arkansas, founded a scholarship in memory of Eddie Ball, who was killed in an automobile accident in 1984 during his sophomore year of medical school. The scholarship is awarded annually to a member of the sophomore class who excelled academically during his or her freshman year of medical school and who demonstrates a willingness to serve others. The student must exemplify "diligence in the pursuit of becoming a humane and compassionate physician" in keeping with the wishes of the Ball family. The inaugural award was presented in 1985 to Richard Lochola of Mena.

Barton Foundation Scholarship

The income from an endowment given to the College of Medicine in 1964 by Mrs. T.H. Barton of El Dorado is used to recognize students based on their previous year's academic performance. Barton Scholarships are given each year to rising sophomores, juniors and seniors. Barton Scholarships are awarded to students who completed the prior year of medical school with the highest GPA or class ranking. The Barton Foundation Scholarships are among the oldest and most prestigious awards offered by the College of Medicine. Since its creation in 1964, approximately 1000 students have received 1.8 million dollars in Barton Foundation Scholarships.

Robert and Dorothy Bowling Scholarship

Robert E. Bowling, Ph.D., established a scholarship fund in 1991 to honor the memory of his wife, Dorothy, and to celebrate his retirement after 34 years as a member of the faculty of the College of Medicine, which included 17 years as Associate Dean for Admissions. Dr. Bowling passed away in 2000. The Bowling scholarship is awarded annually to a rising sophomore who demonstrates academic promise, a desire to serve others, and has financial need. The inaugural award was presented in 1992 to James Kevin Rudder of El Dorado.

Harold Braswell Challenge Scholarship

Dr. Harold Braswell graduated from the College of Medicine in 1955. He attended his 35-year reunion in 1990 and enjoyed his alumni weekend so much that he designated the Arkansas Caduceus Club, the College of Medicine alumni organization, as beneficiary of a new insurance policy. Upon his death in 1992, part of his gift was used to endow a scholarship for medical students. The inaugural scholarship was presented in 1995 to Michael Wells of Hensley. The scholarship is awarded annually to a student on the basis of academics, character and financial need.

Hetty Sue and Mike Bridger, M.D. Scholarship

W. Mike Bridger, M.D., Class of 1967, received a Barton Scholarship during his time at the UAMS College of Medicine and established this scholarship in appreciation of the financial assistance. The Barton Scholarship is awarded to medical students earning the top grade point average during the prior year of medical studies. Dr. Bridger believed he received an excellent education at UAMS, and the atmosphere that existed then was conducive to receiving an excellent training which enabled him to go anywhere and practice medicine. The award is made at the discretion of the College of Medicine Scholarship Committee. The inaugural award was presented in 2011 to Laura Johnson of Little Rock.

Aristo Brizzolara, Sr., Scholarship Fund

In August, 1980, Charles M. Brizzolara, M.D. sent a letter to then Associate Dean for Finance, Mr. George Warner, wishing to establish a scholarship fund in memory of his uncle Aristo Brizzolara, Sr. It was the desire of Dr. Charles Brizzolara, Class of 1936, who attended medical school during the Great Depression, to provide financial aid to medical students who were in need of assistance. Dr. Brizzolara lived with his uncle during medical school. Aristo Brizzolara was born in Milan, Italy and immigrated to the United States and became a respected businessman in Little Rock, dealing primarily in real estate. He is the progenitor of the distinguished Little Rock family, which includes a nephew, grandson and great grandson who became physicians. Over the years, hundreds of medical students have been assisted by the Brizzolara Fund. Initially, the intent was to establish a scholarship fund and monies received were awarded as scholarships on an annual basis until 1990. However, the trust agreement document subsequently received referred to the fund as a "loan" rather than a "scholarship". Brizzolara funds were disbursed to medical students as loans until 2005. In 2005, Mr. John Coffin, Director of UAMS Institutional Development, conversed with A.J. Brizzolara, M.D. who approved converting the fund back to a scholarship. As loans have been repaid and sufficient interest has accrued, the College of Medicine resumed awarding scholarships to medical students beginning with the 2014 academic year.

Dr. King David Brown Scholarship

Dr. King David Brown left a substantial part of his estate to be used to provide scholarships for college students at three of the schools he attended: Meharry Medical College; the University of Arkansas at Pine Bluff; and the College of Medicine at UAMS. Dr. Brown, whose own background necessitated financial assistance to medical school, established this scholarship for a student, preferably from his hometown of Magnolia, with a demonstrated need for financial assistance. The inaugural award was presented in 1998.

Rita and Robert Homer Bryant Memorial Scholarship

Mrs. Frances Bryant Edens of Corsicana, Texas, established a memorial fund in memory of her parents, Rita and Robert Homer Bryant. Robert, a 1915 College of Medicine graduate, joined the Army during World War I and was stationed in France. His surgical team operated much like a MASH unit. Dr. Bryant was impressed by the successful treatment of physical wounds but distressed by the lack of understanding of mental illness. Thereafter, Dr. Bryant and his wife made psychiatry their life work. Dr. Bryant retired from the Little Rock Medical Division of the Veterans Affairs Regional Office in 1958. The scholarship is awarded annually to an entering first-year student on the basis of remarkable achievement both inside and outside the classroom. The inaugural award was presented in 1988 to Belinda Shirkey of Lonoke at the first scholarship banquet hosted by the College of Medicine.

Buchanan Key

The Buchanan Key is among the oldest and most prestigious awards presented by the College of Medicine. According to Anna Buchanan, the late Dr. A. S. Buchanan (known in the family as Dr. Al), Class of 1905, established the Buchanan Keys in 1939 in memory of his brother, Dr. Gilbert Buchanan. One student is selected annually from each class, based on the vote of his/her classmates. After Dr. Buchanan's death in 1953, the award was continued by his daughters, Mrs. Carl Dalrymple and Miss Katherine Buchanan, in honor of their father who practiced nearly 50 years in Prescott, Arkansas. The award consists of an engraved Buchanan Key. Beginning in 1999, the College of Medicine Founders Society voted to provide a \$1,000.00 scholarship for each Buchanan Key recipient. In recent years, the Key was replaced with a commemorative plaque. The College of Medicine regards the award as a significant accomplishment because the winners are chosen not only on the basis of superior academic achievement but also by the vote of their classmates.

Fred T. Caldwell Jr., M.D. College of Medicine Scholarship

Bettye Caldwell, educator who helped pave the way for Head Start, established an endowed scholarship in the College of Medicine in loving memory of her husband, Fred T. Caldwell, Jr., M.D., who served a long and distinguished career at UAMS as a Professor of Surgery and as Director of the Burn Center at Arkansas Children's Hospital. Dr. Fred Caldwell's skill as a surgeon and teacher contributed greatly to care and healing of patients and to the recruitment and training of outstanding residents for the UAMS Department of Surgery. UAMS is very grateful for this Gift and for the many outstanding professional contributions of Dr. and Mrs. Caldwell. The inaugural scholarship was awarded to Blake St. Clair of Fayetteville in 2017.

Class of 1937 Alumni Scholarship

The Class of 1937, a product of the Great Depression, remembered the adversity of its medical-school years and recognized a continuing need to assist students with the costs of a medical education. Fourteen of the original 62 members of the Class of 1937 attended their 50-year Alumni Reunion in 1987 and decided to fund the first scholarship ever presented by an alumni class to the College of Medicine. Dr. J.A. Henry, who was instrumental in establishing the annual scholarship stated: "The chief reason for establishing the scholarship was in recognition of the School of Medicine which has provided for us the opportunity to become doctors. The remembrance of the austerity which characterized and tempered our medical school days no doubt influenced this scholarship. We only hope that any future recipient of this scholarship will feel gratitude and pride in his/her medical school alma mater which has prompted the creation of the Class of 1937 Scholarship." The scholarship is awarded to an entering first-year student on the basis of outstanding academic achievement and need. This scholarship, along with the Class of 1981 Alumni Scholarship, is recognized as the genesis of the successful alumni scholarship effort spearheaded by Mrs. Janet Honeycutt, past Executive Director of the Arkansas Caduceus Club, and Dr. I. Dodd Wilson, former Dean of the College of Medicine and UAMS Chancellor. The inaugural award was presented in 1989 to Alan Newman of Benton.

Class of 1942 Alumni Scholarship

Members of the Class of 1942 returned to Little Rock in 1992 to celebrate the golden anniversary of their graduation from medical school. During this time, they also decided to fund an endowed scholarship for the College of Medicine, and they accomplished their goal in only two years. The inaugural award was presented in 1994 to Chris Gibert. The Class of 1942 Scholarship is given annually to an upperclassman who has demonstrated superior academic achievement throughout medical school.

Class of 1945 Alumni Scholarship

The Class of 1945 determined at its 45-year reunion in 1990 to establish a scholarship by the time of its 50-year reunion. Class agents campaigned for contributions from their classmates. The class presented its endowment to the College of Medicine during its golden anniversary celebration in 1999. The scholarship is awarded each year to a medical student on the basis of financial need and academic excellence. The inaugural award was presented in 1995 to Peter Ball of Springdale.

Class of 1946 Alumni Scholarship

The Class of 1946 decided in 1991 to fund a scholarship and, like the Class of 1945, present it to the College of Medicine on the occasion of the 50th anniversary of their graduation. The class presented the scholarship to the College of Medicine in June 1996. The scholarship is awarded to a student on the basis of outstanding academic achievement. The Class of 1946 reserved the right to amend the selection criteria in the future. Kay Kinneman was the inaugural recipient in 1996.

Class of 1947 Alumni Scholarship

In the midst of World War II, the accelerated class matriculated about 60 students in 1944 (Class of 1947) - the smallest medical school class since the depths of the Depression. Many of the members of the class were actually in the military (Army Specialized Training Program or Navy V-12 Program) while medical students, and school was held year-round so they graduated in a little over three years. Most were discharged after the end of the war while they were still in medical school, and were not called to active duty during World War II. However, many members of the Class of 1947 served during the Korean conflict. When they returned for the golden anniversary of their graduation at Alumni Weekend in 1997, the class decided to fund an endowed scholarship for the College of Medicine. In 2002, the Class of 1947 presented an endowed scholarship to Dean I. Dodd Wilson on the occasion of their 55th anniversary of their graduation. The inaugural award was presented in 2002 to Theresa Wyrick.

Class of 1949 Alumni Scholarship

The scholarship of the Class of 1949 is awarded annually to an upperclassman on the basis of superior academic achievement, both inside and outside of the classroom. Class agents, Dr. Bernard Thompson, retired professor of surgery, and his wife, Dr. Dola Thompson, retired professor and Chair of Anesthesiology, were influential in establishing this fund. The inaugural award of the Class of 1949 Alumni Scholarship was presented in 1994 to Ruth Ann Blair of Carlisle.

Class of 1950 Alumni Scholarship

The Class of 1950 was the first post-war class. Most were veterans and most were living on the GI Bill Stipend. They were an older group. Many were married before they started medical school, and almost all were married by the time they graduated. Class President Tom Ed Townsend recalls that some of the students were older than the faculty and were accused of having a cavalier attitude toward school and life. For instance, June Cross and Hal Black charged Frank Cantrell a quarter to ride the elevator up to the top floor for Gross Anatomy. Tom Ed rode free. When Cantrell protested, they explained that he wasn't a vet. Sixty-two graduated in Fayetteville - the last class to do so. The inaugural award was presented in 2000 to Tommy Moseley.

Class of 1952 Alumni Scholarship

The Class of 1952 made plans during its 1992 reunion to endow a scholarship in recognition of the high cost of medical education and the indebtedness of many medical students. Dr. Rex Morgan, Class Agent, presented the College of Medicine with a generous scholarship endowment during the 1997 Alumni Weekend to provide encouragement and financial aid to their younger colleagues. The Scholarship Committee selects a worthy student each year to receive the award. The inaugural award was presented in 1997 to Jeri Mendelson of Roland.

Class of 1953 Alumni Scholarship

Members of the Class of 1953 established an endowed scholarship fund for the College of Medicine during its 40th anniversary celebration of their graduation from medical school. Dr. Purcell Smith, Class Agent, presented this generous endowment to the College during Alumni Weekend in 1998. The inaugural award was presented in 1998 to Michelle Rodgers of Fayetteville.

Class of 1954 Alumni Scholarship

Dr. Harold Hyder initiated a drive among his classmates to fund a medical student scholarship in 1989. After the untimely death of Dr. Hyder, Dr. Joe Bennett, Dr. George Ackerman and other members of the Class of 1954 spearheaded efforts to continue. A remarkable 81% of class members supported the scholarship fund. The inaugural presentation of the scholarship was made in 1994 to Shannon Turner of Russellville. The award is presented annually to a freshman or sophomore.

Class of 1955 Alumni Scholarship

Dr. Robert L. Chester's love of the outdoors was equaled only by his affection for the University of Arkansas and his love of medicine. As an anesthesiologist in the class of 1955, he was exemplary in his care for patients. Their well-being always came first. The respect he had for his profession also found expression in the fondness he felt for his medical school class. He was, therefore, pleased that through his estate he could make arrangements to add significantly to the funds available for scholarships awarded on behalf of his class. The scholarship is awarded annually at the discretion of the College of Medicine scholarship committee. The inaugural scholarship was awarded in 2008 to Eric Wright of Quitman.

Class of 1956 Alumni Scholarship

The Class of 1956 established its College of Medicine endowment in 1991. The class elected to fund a scholarship initially, but reserved the right to designate the income for other specific purposes as institutional needs change. The inaugural award was presented in 1996 to Drew Finkbeiner of Little Rock. The scholarship is awarded on the basis of scholastic achievement.

Class of 1957 Alumni Scholarship

The Class of 1957 presented an endowed scholarship to the College of Medicine during its 45-year reunion. They designated the scholarship to be awarded annually at the discretion of the College of Medicine Scholarship Committee. The inaugural award was presented in 2002 to Naveen Pemmaraju, sophomore class president from Hot Springs.

Class of 1958 Alumni Scholarship

The Class of 1958 decided to fund an endowment for the College of Medicine during its 1998 Alumni Weekend. Dr. James Basinger guided those early efforts. The class decided during the 2003 reunion to fund a medical student scholarship from its endowment. The inaugural award was presented in 2003 by Dr. R.H. Nunnally, Camden, and his wife Anne, to Matt Sellars of Bryant.

Class of 1961 Alumni Scholarship

At the 1991 Alumni Weekend, the Class of 1981 announced the culmination of their ten-year effort to endow a scholarship. Sitting at the front table was Dr. Asa Crow, Class Agent for the Class of 1961, who asked for a chance at the microphone. Dr. Crow declared his class wasn't going to "let those young whippersnappers out do us" and announced without consultation with his classmates that five years hence, the Class of 1961 would present an endowed scholarship to the College of Medicine ... and they did! The inaugural award was presented in 1996. The Class would like for the Scholarship Committee to consider three things: 1) Need, 2) Record of volunteerism and Leadership, and 3) personal commitment to make contributions to a UAMS College of Medicine endowed fund when he/she is able to do so in the future. The inaugural award was presented in 1996 to Jacob Kaler, Hot Springs.

Class of 1963 Alumni Scholarship

The Class of 1963 decided to endow a scholarship for the College during the 30th anniversary of their graduation from medical school in 1993. Dr. J. Malcolm Moore, Class Agent, presented an endowment to the College of Medicine in June 1998. The class determined that the recipient must be a sophomore who is an Arkansas resident, who has financial need and whose grades fall in the mid-range of the class. The recipient is eligible for renewal of the scholarship until graduation if the financial need continues. Michael E. Barnett, M.D., a leader in establishing this scholarship was selected by his class to make the inaugural presentation in 1998 to Nat Robertson of North Little Rock.

Class of 1964 Alumni Scholarship

Class Agent, Rex Easter, M.D., and his fellow classmates presented a scholarship to the College of Medicine during the 1999 Alumni Weekend marking the 35-year anniversary of their graduation from medical school. The scholarship recipient must be an Arkansas resident with financial need who is in the mid-range of his/her class. The scholarship is awarded to a sophomore and will be renewed until graduation providing the recipient continues to meet the criteria. The inaugural award was presented in 1999 to Mark Dyer of Little Rock.

Class of 1965 Alumni Scholarship

The Class of 1965 established a scholarship fund in 1995 and class members continue to make contributions to this fund. Upperclassmen who have

demonstrated outstanding academic achievement are given priority consideration. The Class of 1965 reserves the right to modify scholarship selection criteria. The inaugural award was presented to Lori Cheney of Mountain Home in 1995.

Class of 1968/A.J. Thompson, M.D., Memorial Scholarship

The Class of 1968 was deeply saddened by the 1988 death of its admired classmate, Dr. A.J. Thompson, who once had been selected as Outstanding Intern and then Outstanding Resident at UAMS. Later, he became the personal physician to the United States Air Force Thunderbirds. Dr. Thompson founded the Little Rock Cardiology Clinic and is credited with bringing state-of-the-art cardiology to central Arkansas. He also helped organize several missions through his church to benefit those less privileged in other countries. Dr. Thompson was named the College of Medicine Distinguished Alumnus, one of the most prestigious honors bestowed by the College of Medicine, only one year before his valiant struggle with cancer ended his life. Dr. Jack Blackshear and Dr. Frederick E. Joyce led the effort to establish a scholarship fund in his memory. The inaugural award based on outstanding academic achievement was presented in 1993 to Torin Gray of Waldron.

Class of 1969 Alumni Scholarship

The Class of 1969 began contributing to its scholarship fund in 1994. They accomplished their goal after five years. Class Agent, Dr. Jerry Kendall, presented the College of Medicine with the Class of 1969 Alumni Scholarship at its 30-year reunion during Alumni Weekend in 1999. Marcus Smith of Texarkana was awarded the scholarship in 2000.

Class of 1971 Alumni Scholarship

The Class of 1971 voted unanimously to establish an endowed scholarship during their 25th reunion in 1996. Rallied by class agents Dr. John C. Jones and Dr. Hugh Burnett, classmates contributed generously to the endowment fund over the next several years to build a lasting gift for future medical students. Class members were pleased to present the inaugural scholarship in 2006, marking their 35th reunion year. Patrick Brown of Dierks was the recipient for 2007.

Class of 1973 / Hank Jordan Memorial Scholarship

Following the death of Dr. Harry J. Jordan of Jonesboro, his medical school classmates and many other northeast Arkansas physicians contributed to a scholarship fund in his memory. Members of the Class of 1973 note that they were blessed to have had the late Harry J. Jordan as a classmate: "In studying with him, we learned to admire him; in working with him, we learned to respect him; in knowing him, we loved him." This scholarship gives preference to a freshman student from Jonesboro or northeast Arkansas who, like Dr. Jordan, demonstrates integrity, character and compassion. The inaugural award of the Class of 1973 Hank Jordan Memorial Scholarship was presented in 1994 to Rodney McDonald of Paragould.

Class of 1974 Alumni Scholarship

A year after the Class of 1974 celebrated its 35th anniversary of their graduation, class members agreed that it was important to establish a scholarship fund as a permanent means to assist in recruiting and retaining top medical students for the College of Medicine. Carroll Chappell, M.D. and Ron Hardin, M.D. led the appeal with initial pledges and the campaign was launched. The recipients of this scholarship will be selected at the discretion of the College of Medicine Scholarship Committee.

Class of 1976 Alumni Scholarship

The Class of 1976 began efforts to endow a scholarship at its twentieth reunion. The Class officially presented its scholarship to Dean I. Dodd Wilson in 2001, in celebration of the Silver Anniversary of their graduation from medical school. However, the class members accumulated sufficient funds by 1999 and did not want to delay another two years when students had need now. Therefore, the inaugural presentation was made in 1999, two years prior to their Silver Anniversary celebration, at the College of Medicine Scholarship Banquet held in the Grand Ballroom of the Excelsior Hotel in Little Rock on September 17, 1999. Members of the Class of 1976 were on hand to make the inaugural presentation including Dr. Richard P. Wheeler, Dr. William Henry, and Dr. LeRoy LeNarz. The inaugural award was presented in 1999 to Morris Kelley of Pine Bluff.

Class of 1977 Alumni Scholarship

The class consisted of students from a wide range of ages and experiences, including many Vietnam veterans, a record number of women and a variety of personalities. The Class of 1977 donated its scholarship simply to help reduce the debt of their colleagues in medicine. The College of Medicine Scholarship Committee selects the recipient. The inaugural scholarship was presented in 2002 to Reta Graham of Clarksville.

Class of 1978 Alumni Scholarship

At the 35th anniversary of their graduation, a decision was made to award their scholarship fund as a permanent means for the class to help medical students today and into the future. Under the leadership of class agent Sharron Leslie, M.D., the criteria for their scholarship was developed to benefit students with financial need. Recipients are selected at the discretion of the Scholarship Committee. The inaugural award was presented in 2014 to Robert O'Neal of Fort Smith.

Class of 1979 Alumni Scholarship

The Class of 1979 Alumni Scholarship fund was established in 1994 to provide an annual scholarship based on demonstrated academic

achievement and character. The class also established a fund in memory of classmate, Susan Campbell Rector, to award a scholarship to an outstanding senior woman who chooses a career in Obstetrics and Gynecology. The inaugural award was presented in 1994 to Paige Cash of North Little Rock.

Class of 1981 Alumni Scholarship

The Class of 1981 voted to establish a scholarship fund as a graduation gift to the College of Medicine. Contributions and accrued interest were significant enough to begin awarding scholarships in 1992. The class goal is to earn sufficient interest on the principal in order to present a full-tuition scholarship annually. The recipient should be a rising senior. Members of the senior class vote for a classmate who is seen as a promising young physician and one who has never received a scholarship or grant during medical school. The student with the majority vote receives the award. This scholarship, along with the Class of 1937 Alumni Scholarship, is recognized as the genesis of the successful alumni class effort to endow scholarships for the College of Medicine. The inaugural award was presented to Timothy Eric Bowen of Little Rock in 1991.

Class of 1982 / Dr. Morris Hughes Memorial Scholarship

The Class of 1982 created a scholarship in memory of classmate, Dr. Morris Hughes, who was killed in an airplane crash in 1988. Dr. Hughes had experience in many fields before coming to medical school, including electrical engineering, construction, ambulance services and volunteer fire services. Dr. Hughes' classmates often joked that he would be able to operate on his patient, repair the patient's car, and then go to the patient's home, rewire it, repair the plumbing and add a room. To memorialize his spirit of selflessness and excellence in diverse fields, this scholarship fund was established to be awarded to the Junior Medical Student who, in the eyes of his or her classmates, best exhibits the qualities of selflessness, creativity and energy in solving problems of his or her classmates. The junior class selects the recipient of this scholarship each year through a class vote during registration. The inaugural award was presented in 1992 by Dr. Lee Archer on behalf of his classmates. The inaugural award was presented in 1992 to Robert Haley Shaw of North Little Rock.

Class of 1983 Alumni Scholarship

The College of Medicine Class of 1983 awards a yearly scholarship to a medical student who exhibits leadership, shows compassion, and has good academic standing. The scholarship is awarded at the discretion of the College of Medicine scholarship committee. The inaugural award was awarded in 2009 to Daniel Shepherd of St. Paul, Arkansas.

Class of 1984 Alumni Scholarship

The College of Medicine Class of 1984 determined during its first Alumni Weekend in 1994 to fund a scholarship in five years to be presented to the College of Medicine at its next reunion. The goal was met and the inaugural scholarship was presented by Dr. Kris Shewmake on behalf of his classmates in 1999. The 2008 recipient was Samuel House of Conway.

Class of 1985 Alumni Scholarship

The Class of 1985 decided at the 25th anniversary of their graduation to establish a scholarship fund as a permanent means for the class to help medical students today and into the future. The cost of tuition in 1985 was \$3,500.00 compared to \$17,980.00 in 2010. Under the leadership of James Graham, M.D., Associate Dean for Undergraduate Medical Education, a campaign was launched with his generous contribution. The recipients of the scholarship will be selected at the discretion of the College of Medicine Scholarship Committee.

Class of 1987 / Dana A. Martin Memorial Scholarship

The Class of 1987 established a memorial scholarship in honor of its classmate, Dana Austin Martin, who died in 1986 in an automobile accident during his sophomore year of medical school. Donations from his classmates and the Martin family created the scholarship. Two scholarships are awarded annually to entering first-year medical students with the hope the recipients will someday realize Dana's dream of becoming a caring and compassionate physician. The inaugural awards were presented in 1989 to Karen Beard of Newport and Lawrence Dodd of Paragould.

Class of 1991 Alumni Scholarship

The Class of 1991 established a scholarship for medical students attending the University of Arkansas for Medical Sciences College of Medicine. The Class gave discretion to the College of Medicine Scholarship Committee to award the scholarship to a deserving student but reserved the right to modify the selection criteria in the future. The inaugural Class of 1991 Alumni Scholarship was awarded in 2017 to Tyler Rives of Hamburg.

Class of 1994 Alumni Scholarship

The Class of 1994 established a scholarship for students attending the University of Arkansas for Medical Sciences College of Medicine. The Class gave discretion to the College of Medicine Scholarship Committee to award the scholarship to a deserving student. The Class reserved the right to modify the selection criteria in the future. The inaugural Class of 1994 Alumni Scholarship was awarded in 2017 to Logan McCracken of Little Rock.

Class of 1995 Alumni Scholarship

The Class of 1995 established a scholarship to be awarded to a senior medical student. The student should be active in school life and demonstrate a spirit of volunteerism. Preference is to be given to a senior who has not received any prior scholarship. The Class requested that the College of Medicine Scholarship Committee identify appropriate students based on the above criteria and submit the names of classmates to the class for a

vote to determine the scholarship recipient. The inaugural award was presented in 2017 to Ashley Bartels of Cabot and Kirby Von Edwins of Little Rock.

Class of 1996 Alumni Scholarship

The Class of 1996 established a scholarship to be awarded to a deserving medical student. The selection criteria are at the complete discretion of the College of Medicine Scholarship Committee. More specific selection criteria may be established at a later date by the Class of 1996. The inaugural award was awarded to Ranger Guillory, Junior, of Hot Springs, in 2017.

Class of 1998 Alumni Scholarship

The Class of 1998 established a scholarship to recognize a medical student who has excelled both inside and outside the classroom. Selection of the scholarship recipient is to be at the discretion of the College of Medicine Scholarship Committee. The inaugural award was presented in 2016 to Aaron Hittson, a senior from Fort Smith.

Class of 1999 Alumni Scholarship

The Class of 1999 initiated a scholarship for a deserving medical student. The selection of the scholarship recipient was left to the complete discretion of the College of Medicine Scholarship Committee. The inaugural award was presented in 2016 to Robert Oneal, a senior from Fort Smith.

Class of 2000 Alumni Scholarship

When the Class of 2000 graduated, they voted to donate the balance of their class treasury to the College of Medicine as an endowed scholarship for a future student. At their first class reunion, under the leadership of Todd Clements, M.D., they launched a campaign to increase their scholarship endowment in order to have a positive and lasting impact on the increasing need for larger scholarships. The selection criteria will be made at the discretion of the College of medicine Scholarship Committee. The inaugural award was presented in 2017 to Connor Gessert.

Class of 2001 Alumni Scholarship

The scholarship fund was established to provide scholarship support of medical students attending the University of Arkansas for Medical Sciences College of Medicine. The Scholarship Committee selects a student recipient based on academics, character and financial need. The inaugural Class of 2001 Alumni Scholarship was awarded in 2017 to Hunter Bane, sophomore.

Class of 2002 Alumni Scholarship

When the Class of 2002 graduated, they graciously voted to donate the balance of their treasury to the College of Medicine as an endowed scholarship for future medical students. The award is made at the discretion of the College of Medicine Scholarship Committee. The inaugural award was presented in 2010 to Heather Delahunt- Moore, a senior from Cabot.

Class of 2004 Alumni Scholarship

The Class of 2004 established a scholarship for deserving students attending the University of Arkansas for Medical Sciences College of Medicine. The Class gave discretion to the College of Medicine Scholarship Committee to award the scholarship but reserved the right to modify the selection criteria at a later date. The inaugural Class of 2004 Alumni Scholarship was awarded in 2017 to David Catlin, sophomore from Fort Smith.

Marianna Clift Memorial Scholarship

Dr. Steven A. Clift, Class of 1977, along with family and friends, established this scholarship in memory of his mother, Marianna Campbell Clift, who instilled in her children the importance of education although she herself could not afford to attend college. She was unselfishly dedicated to helping others. The Clift family hopes the annual recipient will be encouraged to give unselfishly to those less fortunate and to honor the legacy of ideals, values and goals that mothers continue to pass down to their children from generation to generation. The annual award, first presented in 1995, is made to a student who ranks in the upper one-half of his/her class and has demonstrated financial need. The inaugural recipient was Jason Stewart of Hope.

Cooper Family Memorial Scholarship

The Cooper Scholarship is presented in memory of Dr. Burpee Cooper, Class of 1912, and in honor of his grandson, Dr. Curt A. Cooper, Class of 1973. The scholarship was endowed by Dr. Burpee Cooper's son, Mr. Arnold Cooper (the father of Dr. Curt A. Cooper) and by Burpee Cooper's daughter and her husband, Mr. and Mrs. Louis Weichselfelder. The Cooper Scholarship was established to acknowledge their debt of gratitude to their father and to benefit outstanding medical students. Preference is given to Boone County/Harrison area students who have demonstrated superior academic achievement, good citizenship and whose families work in order to assist them. The inaugural award was presented in 1993 to Aaron Janos of Flippin.

Dean's Office / College of Medicine Scholarships

In response to the University of Arkansas for Medical Sciences' "Invest in Life" Capital Gifts Campaign to raise \$5,000,000 in scholarship funds for

students, the Dean's Office/College of Medicine staff employees established a scholarship fund designed to recognize and reward humanitarian public service. Three scholarships were awarded beginning in 1992, one each to a rising sophomore, junior and senior medical student. Students are nominated by their classmates and must demonstrate a superior awareness of and accomplishment in community and civic activities. A scholarship committee in the Dean's office makes the final selection.

Dr. Edward Forrest Ellis Scholarship

In 1989, Dr. Ruth Ellis Lesh of Fayetteville established the Dr. Edward Forrest Ellis Scholarship as a loving memorial to her father who practiced medicine until his death in 1957 at the age of 93. Dr. Ellis was the first physician to perform major surgery in northwest Arkansas. Dr. Ellis was born August 19, 1863 and moved

to northwest Arkansas in 1866. In 1885, he graduated from Missouri Medical College in St. Louis, which later became Washington University Medical School. In 1885, he became a member of the Washington County (Arkansas) Medical Society and the Arkansas Medical Society (President 1918-19). Dr. Ellis practiced in Hindsville for ten years, Springdale until 1904 and Fayetteville until his death in 1957. Dr. Lesh, a respected member of the Arkansas medical community, established the scholarship to assist medical students who demonstrate superior academic achievement and who possess character qualities to become outstanding physicians. Preference may be given to a female student who desires to pursue a career in Surgery. The inaugural award was presented in 1990 to Tamara Hlavaty.

Ruth Elizabeth Ellis, M.D. Scholarship

Mary Carolyn Ellis, granddaughter of Dr. Edward Forrest Ellis and sister of Dr. Ruth Elizabeth Ellis, left a bequest for "scholarships for needy and deserving medical students at the University of Arkansas College of Medicine, such scholarships to be awarded regardless of race, color, sex, age or national origin." The Ellis physicians were widely known and respected in the Arkansas medical community. Dr. Ruth Elizabeth Ellis was a member of the Class of 1948 University of Arkansas College of Medicine. The inaugural award was presented in 2012 to Kevan Tucker of Batesville.

Dr. E. T. Ellison Scholarship

This scholarship was established in memory of Dr. E.T. Ellison of Texarkana by his children, Dr. E.T. Ellison, Jr., Class of 1973, and Mrs. Mary Ellison Becker. Dr. Ellison was chairman of the Department of Obstetrics and Gynecology at UAMS (1947-1948) when he left to help found the Collum-Carney Clinic in Texarkana. He continued to maintain his academic interests while pursuing his career as an excellent clinician. He loved both the intellectual mastery of the medical sciences and the application of that mastery to the relief of human suffering. In addition to publishing numerous articles in his field, Dr. Ellison had a well-developed grasp of all aspects of medicine. He was an extremely gifted technical surgeon and attributed his skill in that area to his emphasis on economy of motion. He was always very energetic, open to new ideas, and attentive to the complaints of patients and suggestions of colleagues. Above and beyond his love of medicine and patient care, he had a wide range of interests. He was an accomplished artist, civic supporter, and an avid golfer—one of the few people ever to score a hole-in-one playing left-handed and later to score one playing right-handed. It is the desire of the Ellison family that this scholarship be provided to medical students who share his passions and ideals. Preference is given to an entering first-year student from the Texarkana area who demonstrates academic excellence and financial need. The inaugural award was presented in 1994 to Robert Lloyd Stuckey of Texarkana.

Dr. Thomas Formby Scholarship

Dr. Thomas Formby, Class of 1950, served in World War II and was a member of the first post-war class to enter the College of Medicine. He established a family practice in Searcy, Arkansas, and was especially instrumental in establishing a community-based hospital, the White County Medical Center, at a time when other community hospitals were closing. He recognized the need for specialists in small towns and the benefits of group practice. He helped start the first and now one of the largest, multi-specialty groups in the state. He encouraged a heart of service among his colleagues through his guidance in their professional, personal and spiritual development. Dr. Formby established this scholarship in 2000, the same year he received the College of Medicine's most prestigious honor, the Distinguished Alumnus Award. Dr. Formby died in August 2006. The inaugural award was presented in 2000 to Angela Grace Hughes of Searcy.

Samuel L. Gaston, M.D., Memorial Scholarship

This scholarship was established upon Dr. Gaston's death in 1994 to commemorate his dedication to academic excellence, medicine and family. Dr. Gaston attended Arkansas Tech on a football scholarship and, afterwards, coached high school sports for nine years in Harrison, his hometown. He entered medical school in 1960 despite the responsibilities associated with raising three small children. Dr. Gaston graduated from medical school with high honors and was selected by his classmates to receive the Buchanan Key Award his senior year. The Gaston family prefers the recipient to be a student who was married and had a family before entering medical school. The inaugural award was presented in 1995 to Richard Alexander White of Sherwood.

Jean C. Gladden, M.D., and William King Gladden Memorial Scholarship

Dr. Jean Gladden, Class of 1944, was the first board-certified surgeon to practice in north central Arkansas. He often joined his father, who was also a physician, as he made rounds delivering babies and caring for the sick in rural areas surrounding Harrison. Dr. Gladden served as president of the Arkansas Caduceus Club and chaired its Medical Student Loan and Scholarship Committee. He was concerned about medical student debt and wanted to assure no qualified medical school applicant would be prevented from becoming a doctor due to lack of funds. Family and friends chose to establish a scholarship in his memory upon his death. The inaugural award of this scholarship was presented in 1995. Dr. Gladden's son's name was added to the scholarship title in 2005, when he passed away at the age of 50. William King Gladden had been involved in the banking industry

for over 23 years and was the founding Chairman and Chief Executive Officer of Community First Bank. The recipient must be a student with financial need and who has an aptitude for working with people as demonstrated through volunteerism and community service. The inaugural award was presented in 1995 to Teresa Clark of Morrilton.

Dr. and Mrs. Edwin F. Gray Scholarship

Dr. and Mrs. Edwin F. Gray established a scholarship fund to assist medical students in 1986. Dr. Gray, Class of 1935, was the first residency-trained radiologist in Arkansas. He worked in private practice in Little Rock for thirty years while also serving as an Associate Clinical Professor of Radiology at UAMS. Dr. Gray was named Honorary Professor of Radiology in 1983. Dr. and Mrs. Gray were actively involved in many medical, civic, church and volunteer organizations. The Grays were committed to assisting deserving medical students with scholarship support. Dr. and Mrs. Gray, along with their daughter and son-in-law, were killed in an airplane crash in 1991. The College of Medicine continued to recognize their special contributions to mankind by honoring them at the annual Scholarship Banquet. This scholarship is awarded to an outstanding freshman who demonstrates a caring and compassionate spirit and enjoys serving others – those qualities that reflect a lifetime of devotion and commitment by Dr. and Mrs. Ed Gray. In 1987, the inaugural award was presented to freshman medical student, Scott Cooper.

Dr. E. M. Gray Memorial Scholarship

Dr. E.M. Gray, of Mountain Home, died July 27, 1973, leaving a will which bequeathed 85 acres of land in Mississippi County to the College of Medicine. Money from the sale of this land established both scholarship and cancer research funds for the school. It was Dr. Gray's desire to help young people become better citizens and to help students complete college. He was a Scout leader and received the Silver Beaver award in 1956, the highest award for an adult in scouting. He worked in scouting until age 85. The Grays had no children but adopted a son who had lost both parents at an early age, Mr. Lyndell Norton of Batesville. Students selected should demonstrate leadership, community service and financial need. The inaugural scholarship was presented in 1976 to Frances Norfleet and David Nixon.

Ralph B. Hamilton, M.D., Endowed Scholarship

The Ralph B. Hamilton, M.D. Endowed Scholarship was presented in 2013 by and through the authorized representatives of the Ralph B. Hamilton, M.D., Scholarship Board, Steve Schoettle, M.D., President of the Board, Ann N. Goss, Secretary of the Board and Robert L. Goss, Treasurer. The scholarship was given to the UAMS College of Medicine to honor the life and career of Ralph B. Hamilton, a 1934 graduate of the UAMS College of Medicine, who was appointed as the first Chief of Staff at the Crittenden Memorial Hospital and who served the Crittenden County area with great distinction as a physician for 57 years. The purpose of the scholarship will be to support students enrolled in the UAMS College of Medicine who meet the following criteria: The student is a native of Crittenden County, Arkansas by virtue of being born in, or is otherwise from or once resided in, Crittenden County, Arkansas; and as long as the student is enrolled in the UAMS College of Medicine, the student will be granted a scholarship award, subject to the policies of UAMS and the UAMS College of Medicine; and in the event there are more qualified applicants than funds sufficient to grant awards in the number and amount desired by the College of Medicine, the College of Medicine may use the additional criteria of financial need to determine the final scholarship recipients in any given year. The selection of the scholarship recipients shall be made by the UAMS College of Medicine scholarship selection committee, consistent with applicable policies and guidelines of UAMS and the UAMS College of Medicine. If in the judgment of the scholarship selection committee, there are no qualified applicants to receive a scholarship in any given year, scholarship awards will not be distributed and may be returned to the endowment, or awarded together with the monies available for expenditure in subsequent years. The scholarship then may be awarded when a qualified student applies and is eligible for the scholarship award. The inaugural award was presented in 2014 to Jesse Wray of Crawfordville.

Marvin and Evelyn Hayenga Scholarship

It was the expressed desire of Marvin Hayenga, Ph.D. and Evelyn Hayenga to give a gift to the University of Arkansas Foundation, Inc. to establish a non-endowed scholarship. In consideration of the donor's interest in the advancement of education and medicine, the stated purpose of the generous gift was to provide scholarships to help students from low income families to attend and graduate from the College of Medicine with a lessened student debt and to encourage those students to become practicing physicians in areas serving low income families. The donors also wish to recognize students who have an interest in or previous history of performing humanitarian or pro bono work. Recipients selected by the College of Medicine Scholarship Committee must meet the following criteria: the students must be enrolled in the College of Medicine at UAMS; the students must have high academic accomplishments and show an economic hardship or significant financial need; and preference is to be given to those who state an interest in locating and practicing in rural areas of the state, or to those who state an interest in or have a previous history of providing health-related services in a humanitarian or pro bono capacity. Two inaugural scholarships for \$15,000.00 each were awarded in 2017 to Heath Mitchell and MiKaila Calcagni.

Dr. Paul Heerwagen, Jr. Scholarship

An endowed scholarship fund was established by Dr. Paul Heerwagen, Jr., College of Medicine Class of 1952, as agreed upon by the donor and approved by the University of Arkansas Board of Trustees at its December 13, 1975 Board meeting. Specifically, the endowment must be used for scholarships awarded to students with financial need attending the University of Arkansas for Medical Sciences. The inaugural award was awarded to Alexandria Dunn, senior, Paragould, in 2018.

Dr. Fred W. Henker Memorial Scholarship

Dr. Fred Henker graduated from the College of Medicine in 1945, and served as a member of the faculty of the Department of Psychiatry, specializing in patient interview, psychosomatic illness, death and dying, and treating patients dually diagnosed with mental and physical illnesses.

He served on the College of Medicine Admissions Committee and on a number of medical boards. Dr. Henker and his wife established a scholarship for medical students in 2003. Dr. Henker passed away in March of 2005 following a long battle with Parkinson's disease. The inaugural scholarship was presented in 2005 to Benjamin Carlyle of Newport.

John R. and Wilkie Dolby Hogan Endowed Scholarship

John Rean Hogan and Wilkie Frost Dolby Hogan were married in January 1992 in North Little Rock. Mr. Hogan died March 7, 1999 at the age of 96 and Mrs. Hogan died November 27, 2009 at the age of 94. "Wilkie" was born February 17, 1915 in Huttig, Arkansas, the daughter of Amos Virgil and Wilkie Matilda Frost. She was a member of Immanuel Baptist Church, where she was a member of the Tele-Bible Class. Previously, she had been a member of Central Baptist Church and Pike Avenue Baptist Church, both in North Little Rock. She was preceded in death by her first husband, A. J. Dolby, after 56 years of marriage; her second husband, John R. Hogan, after seven years of marriage; her first born son, John F. Dolby at age 39, three brothers and four sisters. Mrs. Hogan established an annuity and expressed her desire to "support the work of the College of Medicine of the University of Arkansas for Medical Sciences and in particular scholarships for students enrolled in the College of Medicine". Upon termination of the annuity, the principal was distributed to establish the John R. and Wilkie Dolby Hogan Endowed Scholarship Fund. Her daughter, Annette Dolby Hester of Little Rock, stated it was her mother's desire that scholarships be awarded to medical students on the basis of need and merit. The inaugural scholarship was awarded in 2012 to Tammy Binz of Charleston.

Dr. W. Mage and Janet Honeycutt Memorial Scholarship

Dr. Wesley Mage Honeycutt, a native of Nashville, Arkansas, graduated from the University of Arkansas School of Medicine in 1956, interned at the University of Arkansas Hospital, served in the United States Navy, then completed a residency in Dermatology at the University of Michigan and returned to Arkansas to enter the private practice of dermatology in Little Rock. He served as Professor of Dermatology in the College of Medicine where he made valuable contributions to his profession, particularly in the field of mycology. He earned the affection and appreciation of his patients. In his teaching career at the College of Medicine, he was demanding of and devoted to his students and residents, who called him "Attila the Honey." Dr. Honeycutt was honored with the College of Medicine Distinguished Service Award after his untimely death at age 48. His friends and family, led by a former student, Paul S. Greenberg, M.D., chose to honor him by presenting a scholarship in his name to be awarded annually to a medical student of character, compassion, collegiality and scholastic achievement.

Mrs. Janet Honeycutt served as the Executive Director of the Arkansas Caduceus Club for 20 years. She graduated from the University of Arkansas in Fayetteville where she met and subsequently married Dr. Honeycutt while he was in medical school. Janet was also awarded the College of Medicine Distinguished Service Award in 2004, making Dr. and Mrs. Honeycutt the only husband and wife team to win this award. Mrs. Honeycutt's poise and determination have been instrumental in earning the Arkansas Caduceus Club the reputation as one of the most exceptional alumni associations in the nation. Janet's grace, endearing charm, her infectious character, boundless energy, and her enthusiasm for life were the foundation of her many accomplishments. Janet passed away after a brief illness in 2004. She will be greatly missed by all whose lives she has touched. Dr. and Mrs. Honeycutt's children chose to honor both their father and mother with this scholarship. The inaugural Honeycutt award was presented in 1997 to William McDonnell of Hot Springs. The inaugural scholarship to honor both Dr. W. Mage and Janet Honeycutt was awarded in 2004 to Shawn Marvin of Fort Smith.

Linda Yaeger Hough Endowed Scholarship

Linda Yaeger Hough, a North Little Rock native, graduated from Ouachita Baptist University with a major in music. She married Dr. Aubrey Hough in 1968, and when Dr. Hough came to UAMS in 1980, Linda became extremely active in the UAMS Auxiliary. In addition to many other duties, she served for many years as the Vice President for the University Hospital Gift Shop whose profits go into projects to benefit students and staff. She endowed a scholarship in 2004 for a deserving student with preference given to women pursuing a career in medicine. The inaugural scholarship was presented in 2005 to Lindsey Erin Bell of Conway.

Dr. Michael Jennings and Paula Jennings Endowed Scholarship

In consideration of an abiding interest in the University of Arkansas for Medical Sciences, Dr. Michael L. Jennings and his wife Paula M. Jennings, gave a gift to the University of Arkansas Foundation in 2019 to establish an endowed scholarship for medical students entering their third year of medical school. One recipient will be chosen each academic year by the College of Medicine on the basis of financial need and experience or interest in medical or health-related research. After five years, the College of Medicine has the option to open the scholarship to all medical students using the same criteria. It is anticipated that the inaugural Jennings scholarship will be awarded to a deserving junior medical student in 2020.

LeNarz / Ingram Endowed Scholarship

LeRoy LeNarz, a 1976 graduate of the College of Medicine, was concerned that he would be prevented from attending medical school because of lack of funding. However, Mr. and Mrs. Fred Ingram of Pine Bluff offered interest-free loans through their private foundation, as well as their friendship, during his years in medical school. Dr. LeNarz repaid the loans by the time he finished his residency and became a respected cardiovascular surgeon. Later he served as a research advisor for Eli Lilly and Company. Dr. LeNarz determined to endow a major medical school scholarship through the Arkansas Caduceus Club for which he served as trustee in order to honor Mr. and Mrs. Ingram in the most appropriate way. The Board of Trustees of the University of Arkansas formally acknowledged Dr. LeNarz's gift and the generous matching gift from the Lilly foundation and established the LeNarz/Ingram Endowed Scholarship for the College of Medicine. The inaugural award was presented in 1999 to Jeffrey Graham of Rogers.

Dr. and Mrs. Frank Maguire, Sr., Memorial Scholarship

The Maguire Scholarship is one of the earliest scholarships established for College of Medicine students. Dr. Frank Maguire, Sr., and his son, Dr. Frank Maguire, Jr., provided over 100 years of service to Woodruff County and northeast Arkansas. Dr. Frank Maguire died September 30, 1997, just a couple of weeks before his 88th birthday. According to his obituary, "Frank Carroll Maguire, Jr., M.D., was born November 14, 1909, in Johns, Alabama, and was preceded in death by his parents, Dr. Frank Carroll Maguire and Lucie Ferguson Carrel Maguire. He attended the University of Arkansas where he was a member of the Rifle Team, Scabard and Blade, and Sigma Alpha Epsilon fraternity. From 1936 until 1941 he held various positions, including physician for the Civilian Conservation Corps (CCC) at Jasper, Public Health Director at Clarendon and Blytheville, and private practice with his father at Augusta. Affectionately known as "Dr. Frank" to his many friends and patients, he returned to private practice in Augusta following WWII where he retired in 1991. Anonymous donors established this scholarship in 1966 to honor Dr. Maguire and his wife who also served the Augusta area through many civic activities. The inaugural scholarship was awarded to Johnathan G. Sarlin in 1970. Interestingly, the student's parents, Mr. and Mrs. Murray Sarlin, out of their gratitude for Johnathan's experience at the University of Arkansas College of Medicine, established the Dr. George S. Wise Scholarship in 1974. The annual Maguire scholarship is presented to a rising sophomore who excelled academically during his or her freshman year of medical school.

McClain Family College of Medicine Scholarship

Charles M. McClain, Jr., M.D. and Patricia E. McClain of Batesville, Arkansas jointly pledged a gift to the University of Arkansas Foundation for the benefit of supporting medical students at the University of Arkansas for Medical Sciences College of Medicine. They have established 1) an endowed scholarship fund and 2) an annual scholarship award in a non-endowed fund to support medical students at the UAMS College of Medicine. The purpose of the scholarship is to support students who have a financial need. If applicable, preference will be given to students who have provided sufficient information to demonstrate they have, through their own perseverance, overcome adversity or financial hardship, and who have an interest in medical mission work. The Scholarship Committee for the College of Medicine will select the scholarship recipients using these criteria. Dr. McClain graduated from the College of Medicine in 1967. After graduation from UAMS, the couple moved to Tulsa where he did a rotating internship at St. John's Hospital. His original interest was in Family Practice and he moved to Santa Rosa, California where he completed a Family Practice Residency at Community Hospital of Sonoma County. He later returned to UAMS to begin a residency in Radiology. His first position was in Searcy with Drs. Bell and Elliott. After the first year in Searcy, he was recruited to Batesville where he was the sole radiologist. His eldest son, Chuck, graduated from the College of Medicine in 1997 and followed in his father's footsteps by becoming an interventional radiologist. In 2003 when Dr. McClain was preparing for retirement, his son joined his practice. Dr. and Mrs. McClain have a long history of philanthropy and giving. They recently joined the Legacy Society by making a planned gift to the 1967 Class Fund and are members of the Dean's Society. "UAMS played an important role in the growth and success of my profession and my family's life. I consider my medical school education at UAMS a tremendous gift and privilege." The inaugural award was presented in 2014 to Lawson Smith of Mt. Ida.

Betty Jane McClellan, M.D. Scholarship

The McClellan Scholarship was established in 2009 for the purpose of providing recognition and financial assistance to UAMS College of Medicine students who meet the following criteria as determined by the College of Medicine Scholarship Committee: a full-time student at the UAMS College of Medicine, an Arkansas resident, who demonstrates superior academic achievement, with a cumulative grade point average of 3.25 or higher. Preference may be given to eligible female students in the College of Medicine. The inaugural award was presented in 2010 to Lauren Licatino of Conway.

McCracken Family Foundation Scholarship

The McCracken Family Foundation Scholarship was established in August 2006 by Dr. John D. McCracken, his wife Marlise, and children, John Destin and Chase Fendley. Dr. McCracken is a 1958 graduate of the University of Arkansas College of Medicine. He served as Professor of Surgery at UAMS prior to entering private practice. He retired several years ago to manage family investments. It is the desire of the McCracken family to award the scholarship to a student with an exceptional academic record. The inaugural award was presented August 24, 2007, at the 20th annual College of Medicine Scholarship Banquet in the Grand Ballroom of the Peabody Hotel in Little Rock. The inaugural recipient was Darren Freeman of Clarksville.

M.D./Ph.D. Scholarship

The dual M.D./Ph.D. program at UAMS was developed to respond to the need for medical students trained in multiple medical and scientific arenas. Students selected for this program must first complete the initial two pre-clinical years of medical school. Students then study in a specific discipline in the Graduate School for two to four years. After completing requirements for the Ph.D., students return to the College of Medicine to finish their junior and senior years of medical school. The College of Medicine confers the M.D./ Ph.D. degree at graduation. The M.D./Ph.D. Scholarship pays full tuition while in the College of Medicine and tuition plus a stipend when in Graduate School.

Medical Alumni Scholarships

The Medical Alumni Association of the College of Medicine awards scholarships each year to entering first year medical students. Students selected for these awards must demonstrate superior academic performance as well as proven leadership qualities as evidenced by extensive volunteerism and community service. These scholarships are among the most prestigious awards presented by the College of Medicine. The inaugural scholarship, known then as the Caduceus Club Scholarship, was awarded in 1987 to Frankie Griffin. Beginning in 2009, one of the Medical Alumni Scholarships pays full tuition for all four years of medical school. The full-tuition scholarship was awarded to Jace Bradshaw of Arkadelphia in 2017.

Raymond P. Miller Memorial Scholarship

Dr. Miller was a beloved physician who graduated from UAMS College of Medicine in 1963. He was born November 26, 1936, in Cotton Plant, Arkansas. He graduated in 1955 from Cotton Plant Vocational High School and enrolled at Arkansas AM&N College in Pine Bluff where he received a B.S. degree in 1959. In 1972, Dr. Miller became the first black member of the University of Arkansas Board of Trustees. He served on many other boards throughout his career, including Worthen Bank and its successors, Entergy Corporation, and the Razorback Foundation. He received many honors in recognition of his professional practice and civic service. He was a member of Alpha Omega Alpha medical honor society, Sigma Pi Phi fraternity, the American Thoracic Society, and a Diplomate of the American College of Physicians, and the American College of Chest Physicians. Dr. Miller died in 2005. In 2007, several friends of Dr. Miller convened to raise money that would endow a scholarship in his name. The endowment was established in 2008 and the inaugural award was presented in 2009 to Carla Brown of Wynne.

Jewel Minnis Trust Fund Scholarship

Miss Jewel Minnis, a former student at the University of Arkansas, bequeathed the proceeds of her rice farm to the University of Arkansas when she passed away in 1964. A perpetual trust was established that draws income from the sale of rice, soybeans and cotton crops. The proceeds are divided among the University of Arkansas campuses. Miss Minnis, an only child, was cultured and well-traveled. Though she lived in Monroe County, Arkansas, most of her life, she made many trips to the Mediterranean area as early as the 1920s. Freshman students in the College of Medicine are awarded this scholarship on the basis of academic excellence and financial need. The inaugural scholarship was awarded in 1990 to Todd Callahan of Little Rock and John Richard Duke of Searcy.

Captain and Mrs. Charles Roy Moon Endowed Scholarship

Charles Roy Moon was born in 1900 in Murfreesboro, Arkansas, and was reared in Nashville, Arkansas. He served in the Navy during his teenage years and after discharge, attended the University of Arkansas School of Medicine, graduating in 1926. He rejoined the Navy in the 1930s. He was on the U.S.S. Enterprise on December 7, 1941, stationed at Pearl Harbor, but was shuttling planes to Guam on that date and did not return to Pearl Harbor until December 9. Captain Moon retired in 1961 and practiced in a college setting in San Diego County until his death in 1970. In 1929, he married Marjorie, who had been a teacher of the deaf. They had no children. Mrs. Moon died in 2000 and her trust, after a few small personal bequests, designated half of her remaining estate to endow medical student scholarships for the College of Medicine, University of Arkansas for Medical Sciences. The first Moon scholarship was awarded in 2002 to Lolita Palmer of Little Rock.

Nolie Mumey, M.D. Endowed Scholarship

Nolie Mumey, M.D., was born in 1891 and grew up on a farm in Jenny Lind, Arkansas. When he was a senior medical student, he was appointed to the faculty as "assistant in surgical technique." He graduated from the University of Arkansas-Medical Department in 1916. After serving as a surgeon in the U.S. Army, he established a general private practice in Denver, Colorado in 1924. He held professional appointments at Presbyterian Hospital, Denver General Hospital and the University of Denver. He also served as company doctor for Continental Airlines for 32 years. He lectured on medical history at the University of Colorado School of Medicine from 1935 to 1960. Dr. Mumey died in 1984 at the age of 93. He and his wife, Norma L. Mumey, left a bequest to UAMS and the College of Medicine upon their deaths. A portion has been designated for scholarship support to students as a testimony of their love of medicine, learning and his alma mater. The inaugural award was presented in 2008 to Amy Taylor of North Little Rock.

Dr. and Mrs. Lee Nauss Endowed Scholarship

Dr. Lee Nauss and his wife Maria graduated from UAMS colleges. Dr. Nauss is a graduate of the College of Medicine, Class of 1971, and Maria is a graduate of the College of Nursing, Class of 1971. Dr. Nauss is an anesthesiologist and specialist in pain medicine at the Mayo Clinic. Dr. and Mrs. Nauss have endowed scholarships for their respective colleges in the hope of providing for a better future for medical and nursing students. The inaugural award was given in 2005 to Leticia Jones of Little Rock and Jennifer Short of North Little Rock.

Durwood E. Neal, M.D., Class of 1945 and Howard Lucy Endowed Scholarship

It was the expressed desire of Durwood E. Neal, M.D. to give a generous gift to the University of Arkansas Foundation, Inc. for the benefit of the University of Arkansas for Medical Sciences College of Medicine. The Gift will be used for a scholarship endowment for the purpose of making scholarship awards to eligible students of the College of Medicine at UAMS who are in good standing with the College of Medicine, with preference for those students who state an interest in and commitment to practicing Family Medicine. The scholarship honors the Donor's father, Durwood E. Neal, M.D., a 1945 graduate of the University of Arkansas College of Medicine, and the Donor's uncle, Mr. Howard Lucy. The name of the scholarship will be the Durwood E. Neal, M.D. and Howard Lucy Endowed Scholarship. The inaugural award was presented in 2016 to Andrew DeClerk, Junior, from Little Rock.

Dr. Robert H. Nunnally Endowed Scholarship

Dr. Robert Nunnally, Class of 1958, began practicing medicine in Camden, Arkansas, in 1975. He was sponsored by the United States Air Force during medical school and served five years as a Medical Officer after graduation. Dr. Nunnally became a charter diplomat of the American Board of Family Practice in 1970. He was recognized with the W. D. Hussman Man of the Year Award in 1998 for his community service. This scholarship to honor Dr. Nunnally, was provided by his wife, Anne Geddie Nunnally, and their children, Robert Nunnally, Bruce Nunnally and Shanna N. Reed, as a Father's Day gift to him and the College of Medicine in 2000. Preference for this scholarship will be given to an Ouachita County resident who plans a career in Family Medicine. The inaugural award was presented in 2000 to Bridgette Jones of Camden.

W. Robert Orr, Jr., M.D. Endowed Scholarship

Dr. W. Robert Orr, Jr. established a Medical Missionary Scholarship fund at the College of Medicine in 1988 to honor his parents, Dr. and Mrs. William Robert Orr, Sr. The inaugural scholarship was awarded to John Richard Duke in 1990. At the bequest of the donor, the scholarship was not awarded from 1995 to 2005. In 2006, the scholarship was renamed the W. Robert Orr, Jr., M.D. Endowed Scholarship. Dr. Orr was a member of the College of Medicine Class of 1952 who worked selflessly as a medical missionary in several countries during the 1950s and 1960s. Dr. Orr grew up in Helena where his father was a surgeon. After his many years of service as a missionary, Dr. Orr lived in Salt Lake City, Utah, Little Rock and in Tyler, Texas where he died in June, 2005. His generous endowment to the College of Medicine was made in memory of his father, his mother, Helen Mays Orr, and other family members including Helen Pearsall Orr, Stuart Pearsall Orr, and Dr. William Clark Russwurm and Florence Russwurm. It was Dr. Orr's desire that preference be given to help fund the education of students who are interested in the medical mission work that he found so fulfilling and important during his own lifetime. The inaugural award was presented to John Richard Duke in 1990.

Dr. Debra Velez Owings Scholarship

Dr. Debra Velez Owings graduated from the College of Medicine in 1985 and completed her residency at Beth Israel Hospital in Boston before returning to Little Rock. She was a skilled pathologist with a genuine concern for her patients. As a wife and mother, she acknowledged that her family was her greatest accomplishment and most cherished gift. The untimely death of Dr. Owings in 1995, at the age of 42, prompted her partners, colleagues, classmates and friends to commemorate her life and accomplishments with an endowed scholarship to be awarded annually to a deserving medical student. The inaugural award was presented in 1997 to Sage Vermont Thurlby of Prescott.

Alex A. Pappas, M.D. and Ann W. Maners, M.D. Endowed Scholarship

Drs. Alex Pappas and Ann Maners have been a part of the UAMS community and strong supporters of the College of Medicine for over two decades. Dr. Pappas was an associate professor and professor in the Department of Pathology from 1984 until he retired in July 2005. Known as a passionate teacher and beloved by his students, he won the Red Sash award seven times and the Golden Apple Award twice. Students also honored him with the Humanism in Medicine Award by the Association of American Medical College's Organization of Student Representatives. Dr. Maners has been with the Central Arkansas Radiation Therapy Institute (CARTI) since 1995 and has also served on the College of Medicine faculty. The couple has generously contributed to UAMS in many ways, including this scholarship endowment, which is intended to directly support deserving students. The inaugural presentation was announced by then UAMS Chancellor I. Dodd Wilson at the 19th annual College of Medicine Scholarship Banquet on September 9, 2006, at the Peabody Hotel in Little Rock. The inaugural recipient was Carl Mitchell.

Eva and James J. Pappas, M.D. Endowed Scholarship

The selection of the recipients of the Eva & James J. Pappas, M.D. Endowed Scholarship shall be in accordance with the scholarship review process and criteria established by the College of Medicine, subject to applicable laws and regulations and the policies of UAMS, the College of Medicine, and the Board of Trustees of the University of Arkansas. An equal weighting of "need" and "merit" will be applied to select each year's "Pappas Scholar" from among Arkansas residents in good academic standing. The College of Medicine will award the Pappas Scholarship to one (1) eligible student each year, with the understanding that the College of Medicine has the option to award the Pappas Scholarship to more than one student each year, if the college determines that it is more beneficial to do so, especially as the endowment grows in value over time increasing the amount of the spendable funds available for scholarship awards. If there are no qualified applicants to receive a scholarship in any given year, scholarship funds will not be distributed and shall be returned to the principal of the endowment or awarded together with the monies available for expenditure in subsequent years. The scholarship funds may then be awarded when a qualified scholarship recipient applies and is eligible for the scholarship award. The inaugural award was presented in 2017 to John Patterson of Jonesboro.

Paul and Dorothy Reese Pelko Endowed Scholarship

Growing up in Fort Smith, Dorothy Reese wanted to attend the University of Arkansas College of Medicine to become a doctor. Unfortunately, times were difficult and financial circumstances prevented her from realizing her dream. As a young woman, Dorothy married Paul Pelko and moved to southern California. More than a half century later, Mrs. Pelko, who died in 2002, named UAMS among her beneficiaries. She generously bequeathed more than \$300,000.00 to the College of Medicine to support scholarships for medical students and research in aging and Alzheimer's disease. The purpose of the Pelko endowed scholarship is to make medical school a reality for young students who, like Dorothy Reese Pelko, dream of becoming a physician. The inaugural presentation was announced by then UAMS Chancellor Dr. I. Dodd Wilson at the 19th annual UAMS College of Medicine Scholarship Banquet in September, 2006, at the Peabody Hotel in Little Rock. The inaugural recipient was Tiffany Shelton of Little Rock.

Tommy and Mamie Polk Scholarship

Dr. Tommy Polk is a 1972 graduate and former anesthesiologist resident and intern of the UAMS College of Medicine. He and his wife, Mamie, have been loyal to the college throughout their years of practice, returning often to visit with friends and colleagues. When asked why he would endow a scholarship, Dr. Polk replied "Without financial help, I would not have been able to attend medical school. Now I want to help others to decrease their financial burden and give them some financial security during those difficult years." This scholarship is awarded based on financial need and at the discretion of the College of Medicine Scholarship Committee. The inaugural award was presented in 2011 to Dennis Wells of Collierville, TN.

Primary Care Scholarship

In 2017, an anonymous donor presented a gift to the University of Arkansas for Medical Sciences College of Medicine. The Gift is to be used for a scholarship for the purpose of making scholarship awards to eligible students of the College of Medicine at UAMS who are in good standing with

the College of Medicine, with preference for those students who show a financial need and who state an interest in practicing Family Medicine in rural areas of Arkansas. The inaugural award will be presented in 2018.

Phillip Leon Rayford, Ph.D., Endowed Scholarship

Dr. Phillip Rayford was professor and chairman of the Department of Physiology and Biophysics at UAMS from 1980-1994 and Associate Dean in the UAMS College of Medicine from 1991 to 1998. He served two years in the U.S. Army in the Philippines during World War II between his second and third years of college. Dr. Rayford's first research position was with the National Institutes of Health. Eventually, he was assigned by NIH to help build a new medical school in Ghana, West Africa. When he was recruited to UAMS in 1980, Dr. Rayford became the first African American department chairman in the College of Medicine. Dr. Rayford's family and friends, led by his wife, established a scholarship in his name in recognition of his extraordinary achievements as a scientist, educator, and mentor. Preference is given to a student who expresses an interest in research in physiology or endocrinology. Every effort will be made to identify deserving recipients from underrepresented groups based on academic achievement, community involvement and financial need. The inaugural award was presented in 2004 when the auditorium in the newly dedicated Biomedical Science Building was named after Dr. Rayford. The inaugural award was presented in 2004 to Frederick Johnson of Hope.

Edward Roberson, M.D., Endowed Scholarship

Dr. Edward Roberson, an El Dorado native, served as a B-29 pilot with the Army Air Corps in the Pacific theater in World War II. Returning from the war, he pursued his dream of becoming a physician by completing his undergraduate education and graduating from the College of Medicine in 1952. He was the founder of the Houston Northwest Medical Center and served as the first chief of staff and later as chair of the governing board. He was dedicated and committed to providing a higher and more efficient level of patient care. The Houston Northwest Medical Center and the Tenet Healthcare Foundation endowed a scholarship bearing his name at his medical school alma mater. The inaugural award was presented in 1999 to Nicole Bowen Lawson of Greenbrier.

Annie Schoppach, M.D. Memorial Scholarship

Annie Schoppach, M.D., Class of 1901, was the first female to graduate from the Medical Department of the University of Arkansas. The April 13, 1901 edition of the Arkansas Gazette news article read "WOMAN GRADUATED, Member of University of Arkansas Medical Class, Exercises Held Last Night." The article went on to say "The twenty-second commencement (sic) exercises of the Arkansas University medical department were held last night in the Capital Theater. The graduating class was twenty in number among whom was Miss Annie Schoppach of this city, a lady of refinement and culture, who will doubtless prove to be a physician of great service and ability." Annie Schoppach, M.D., was a woman with grit and determination.

Born in 1858, she grew up along the shores of Lake Erie in Ontario, Canada and learned lessons in strength and perseverance. She lost her mother when she was just nine years old and lost her sister six years later. She was again faced with death at the age of 18 when her father and grandfather passed away just two months apart. She subsequently married James Cutting, and delivered two children, Herwald and Ada. The marriage ended and she moved to Michigan, taking Herwald with her and leaving Ada, Bonnie's grandmother, behind. In Michigan she met James Schoppach of Saline county, Arkansas and married him. The three moved to Arkansas and Annie gained admission to the Medical Department of the University of Arkansas in 1897. During the next four years, she endured not only the grueling rigors of medical school, but also the pranks of her predominantly male classmates. In 1901, she became the first woman medical graduate from this institution. After two years of postgraduate work, she went into the private practice of Obstetrics/Gynecology in Little Rock, running her own maternity home at 1401 State Street. Her son, Herwald Cutting, joined her practice after he graduated from her alma mater in 1912. She practiced OB/GYN for forty-eight years in Little Rock where she died in 1949 at the age of 91.

With the support of the UAMS Library's History of Medicine Associates, the Pulaski County Historical Society, the College of Medicine Alumni Association, Mr. and Mrs. Roy Axelson, and the Oakland Fraternal Cemetery, a monument was erected in the Oakland Cemetery in 2006 and formally dedicated on September 9, 2007, honoring Dr. Schoppach, her son, and daughter-in-law, who are buried there. Her great-granddaughter, Bonnie Axelson of Jamestown, Rhode Island, has honored Dr. Schoppach by endowing a scholarship in her name. To honor their ancestor, Dr. Annie Schoppach, the first female graduate of UAMS, the family intends that, consistent with applicable law and to further the articulated diversity goals of the College of Medicine at UAMS, the College of Medicine Scholarship Committee may give preference to a rising female sophomore with financial need who has exhibited character and scholarship.

The inaugural scholarship was presented in 2007. Dr. and Mrs. Richard Clark represented the donor's family at the College of Medicine Scholarship Banquet and presented the inaugural scholarship award to Jennifer Doyle of Fort Smith.

Dr. and Mrs. Bill Scurlock Endowed Scholarship

Dr. Bill Scurlock, Class of 1960, served for twenty years on the voluntary faculty of the Area Health Education Center in El Dorado while maintaining his private practice as a surgeon. The tradition of selfless service to patients and to the medical profession runs strong in the Scurlock family. Mrs. Scurlock is a registered nurse and their sons, David Ross Scurlock, M.D., and John Preston Scurlock, M.D., and daughter-in-law, Amy Jennifer Martin Scurlock, M.D., are also graduates of the College of Medicine. Dr. and Mrs. Scurlock desire to promote a dedication to professionalism based on principles inherent in the Judeo-Christian tradition and have established a scholarship to be awarded to a senior medical student who demonstrates a commitment to professionalism and ethics. The inaugural award was presented in 1999 to Jason Merrick of Cabot.

Dr. Winston K. Shorey Scholarship

One of the oldest scholarships at the College of Medicine, the Dr. Winston K. Shorey Scholarship was established in 1976 by the Women's Auxiliary of the UAMS Medical Center. Dr. Shorey was the 16th Dean of the College of Medicine and is remembered for his role in the development of the Arkansas Caduceus Club, the medical alumni organization for the college, and the Area Health Education Center plan for Arkansas, among his many other accomplishments. The scholarship is awarded annually to an entering first-year medical student whose character and ability indicate a career of professionalism and humanitarian service in the practice of medicine. The inaugural awards were presented in 1976 to Thomas Briggs, Rebecca Edge and Henry Simon.

The Neil and Clara Spain Endowed Scholarship

This scholarship was established in 2011 through a generous bequest to UAMS. Little is known about their connection to the University of Arkansas College of Medicine. However, this does not in any way diminish the College of Medicine's appreciation for their generous scholarship for medical students. The memorials for Neil Spain and Clara Spain listed below provide additional information about their lives. The purpose of the scholarship is to provide assistance to students with financial need. Mr. Neil O. Spain, 81, of Springdale, Arkansas passed away 2006 in Springdale, Arkansas. He was a former U.S. Navy veteran serving in World War II and a retired navigator for the U.S. Air Force serving in the Vietnam War. Clara J. Spain, 73, of Springdale, Arkansas, died Friday, August 27, 2004 in Springdale. She worked and retired from the Southern California Gas Company and moved from California to Arkansas after retiring. She did volunteer work at the Walton Art Center and was an IRS tax volunteer. She was active in the Single Parent Scholarship Program in Benton, County. The inaugural award was presented in 2013 to Kevan Tucker of Batesville.

Alan James Stevenson, M.D., Scholarship

Dr. Alan James Stevenson graduated from the College of Medicine in 1947, completed residency training in urology at St. Louis University Medical School and went into private practice following his service in the U.S. Air Force. He served as Chief of Urology at Tampa General Hospital and at St. Joseph's Hospital. Dr. Stevenson established a trust fund for the benefit of medical students with financial need in 1984. Dr. Stevenson passed away in 2002. The inaugural award was presented in 2005 to Jennifer McLaughlin of Hamburg.

Carlton Sturms Memorial Scholarship

Mrs. Louise Amelia Winther Sturms of Hot Springs named the College of Medicine as the beneficiary on several certificates of deposit with the notation that the gift should fund a scholarship in honor of her late husband, Carlton A. Sturms. The gift was discovered in a safety deposit box upon the death of Mrs. Sturms in 1994. The inaugural award was presented in 1996 and is awarded annually to a medical student on the basis of merit and need. The inaugural recipient was Ronald Brian Owens of Hot Springs.

Howard K. Suzuki, Ph.D., Scholarship

Dr. Howard Suzuki was a professor in the College of Medicine Department of Anatomy from 1958 until 1970. Students who studied under him will tell you he was one of the hardest professors they had—and one of the most loved. Dr. Suzuki is noted for his investigations on the interactions of steroid hormones on bone metabolism in reptiles, birds and mammals. At the UAMS College of Medicine, students take the Introduction to Clinical Medicine class in their freshman and sophomore years. The goals of the class are to teach the student to correlate basic sciences with clinical medicine and to use both at the bedside, instill values of professionalism and ethics in everyday patient care, and optimize verbal and non-verbal communication with the distinct goal of facilitating problem solving and patient care. Because Dr. Suzuki believes strongly in this integrative approach to diagnose and treat a patient, he has designated the earnings of this scholarship to be awarded to the sophomore who scores the highest grade on the Introduction to Clinical Medicine scoring system of the College of Medicine. The inaugural award was presented in 2012 to Emily Erstine of Rison.

Patrick W. Tank Memorial Scholarship

Dr. Patrick W. Tank, a pillar in the Department of Neurobiology and Developmental Sciences since 1978, died on July 29, 2012. Dr. Tank joined our faculty after receiving his Bachelor of Science from Western Michigan University and his Ph.D. from the University of Michigan. He directed the Medical Gross Anatomy course and the Anatomical Gift Program from 1985 to 2011. He also served as Director of Education and Director of Anatomical Education. Dr. Tank held the Charles H. and Charles M. Lutterloh Medical Excellence Professorship from 1998 to 2001. He served as interim Chairman of the Department of Neurobiology and Developmental Sciences in 1999-2000. More recently, he oversaw the crucial expansion of the Gross Anatomy Laboratory. Dr. Tank taught Gross Anatomy to more than 4,000 freshman medical students, in addition to vast numbers of graduate students, through the years and was a highly respected and beloved educator. He is internationally known as the author of three editions of "Grant's Dissector." Among many accolades, Dr. Tank received the College of Medicine Distinguished Faculty Service Award this past April for his profound impact on College of Medicine students. He also has received five Golden Apple awards, 24 Red Sash awards and two Gold Sashes. He has received the Alumni Award, and the Chancellor's Faculty Teaching Award. In 2012, the College of Medicine established a scholarship in Dr. Tank's memory through the generous donations of his colleagues, including Dr. Bill Wright, Dr. Tank's former graduate student. In addition, a foundation fund was established by the Class of 2012 which will be allowed to grow until it reaches a sufficient size to provide a scholarship bearing Dr. Tank's name. The primary selection criteria for the Patrick W. Tank Memorial Scholarship are: Status as a senior medical student in the top quartile of his or her graduation class; Evidence of leadership or successful organizational traits, and Indication that the applicant plans to pursue a career in a medical specialty that substantially utilizes and applies clinical anatomy, such as pathology, radiology, or surgery and its subspecialties. The inaugural scholarship was awarded in 2017 to Steven Mehl of Fort Smith.

John Samuel Taylor Memorial Scholarship

This scholarship is made possible by the contributions of Dr. and Mrs. George D. Taylor of Arkadelphia, Arkansas, as well as the family and friends of the Taylors, in memory of their son, John Samuel Taylor. This scholarship was first presented in 1993, the year John Samuel Taylor would have completed his pre-medical training at the University of Arkansas at Fayetteville and enrolled in the College of Medicine to follow in the footsteps of his father, who graduated from the College of Medicine in 1963. The annual scholarship is awarded to a junior medical student who exemplifies the character traits found in John Samuel Taylor: high ethical standards, compassion and the potential to become a people-oriented physician. The inaugural award was presented in 1993 to Tim Goodson of Arkadelphia.

James Gentry Thomas Memorial Scholarship

Dr. James Thomas grew up in Prescott, Arkansas. He graduated from Hendrix College and received his medical degree from the College of Medicine in 1956. He then entered private practice in neurology in Little Rock. He was greatly influenced by his grandfather who practiced medicine in rural areas in the early 1900s. Dr. Thomas believed physicians were in a position to serve people in their time of greatest need. Dr. Thomas perished in a home fire, along with his wife and three children, in 1965. This scholarship, one of the oldest at the College of Medicine, was established in his memory with a gift from his parents, Mr. and Mrs. Charles C. Thomas of Prescott, and family friends. The award is presented annually to a senior student who demonstrates academic excellence. The inaugural award was given to Sebastian Spades in 1970.

A. J. Thompson, M.D., Scholarship

The untimely death of Dr. A.J. Thompson moved his friends and colleagues in the Class of 1968 to establish its class scholarship as a memorial to him. Dr. Thompson's wife, Mrs. Linda Thompson, and their children funded this separate scholarship to also honor his memory. Dr. Thompson was awarded the prestigious Distinguished Alumnus Award and his family would hope the recipient of this scholarship would also be gifted, humane, conscientious, and well-regarded as was Dr. Thompson. The inaugural presentation of the award was given in 1998 to Joe Colclasure of Little Rock.

Bernard W. Thompson, M.D. and Dola S. Thompson, M.D., Scholarship

"Dola Searcy Thompson, M.D., Class of 1949, began her career in anesthesiology in the 1950's, when few physicians entered the specialty and anesthesia departments were few and far between at medical schools around the nation. Thompson went on to serve UAMS and the College of Medicine for six decades, as a resident, professor, department chair and finally as an energetic alumna who is recognized for her scholarship, academic leadership and excellence in anesthesia care. As a medical student, the Little Rock native met and married Bernard W. "Bernie" Thompson, a classmate who later became a professor of surgery at UAMS. After graduating, the Thompsons moved to California, where Dola interned at Women's and Children's Hospital of San Francisco. 'The hospital was founded by women physicians, because at that time it was difficult for women to get on a hospital staff. It was comfortable working in a hospital with so many women'. Thompson was leaning toward a career as a pediatrician, but an anesthesiologist with whom she was working demonstrated various anesthesiology procedures and encouraged her to pursue the discipline. 'It was a new and challenging field of medicine. There was a dire need for anesthesiologists, and there just weren't many in practice.'

In 1950, Thompson returned to Little Rock and became the first resident physician in the newly established UAMS Department of Anesthesiology. After residency training, she went into private practice in Little Rock for a few years. In 1959, she became the chief of the Division of Anesthesiology at the Little Rock's Veteran's Hospital and an assistant professor of anesthesiology at UAMS, where she later was promoted to associate professor. In 1974, Thompson was named professor and Chair of the Department of Anesthesiology—becoming only the second full-time female department head at UAMS. Her contributions included providing anesthesia care in University Hospital, directing the residency program and teaching medical students. Thompson updated anesthesia equipment in the operating rooms, improved monitoring capability, established a post-anesthesia care unit and opened and directed the Surgical Intensive Unit. She also expanded the anesthesia teaching service at Arkansas Children's Hospital and the VA Hospital. 'I fully retired in 1991 so I could lend a hand in other ways, and I've enjoyed what I've done since then'.

She has remained active in UAMS and the College of Medicine Alumni Association—including serving with Bernard Thompson as 1949 class agents, and becoming founding members of the Founders Society and the UAMS Society of the Double Helix. Bernard died in 2003. Dola now serves on the Dean's Alumni Advisory Board. In 2006, a new chapter began in Thompson's life. She married John Pauly, Ph.D., a professor emeritus in the Department of Anatomy at UAMS who had served as chairman from 1967 to 1983 and then as vice chancellor for academic affairs and sponsored research until 1992. Also in 2006, Thompson was inducted into the College of Medicine Hall of Fame. 'It was the most prestigious recognition in my long career.' But the greatest satisfaction of all? That, Thompson said, 'comes from having a big part in teaching residents who went on to provide excellent anesthesia care to many patients in Arkansas and various places in the country.' "

The inaugural Bernard W. Thompson, M.D. and Dola S. Thompson, M.D. Scholarship was awarded in 2015 to Venusa Phomakay, a medical student attending the UAMS College of Medicine, based upon financial need without regard to sex, race, creed, or national origin.

A. T. and Gladys Walker Memorial Scholarship

When Ambrose Walker, M.D., Class of 1946, endowed a generous scholarship for the College of Medicine, he chose to name it for his parents. Dr. Walker shared the following brief memoir: "Before she married my father, Gladys McKamie taught school in a small rural community located by the Red River near Texarkana. A.T. Walker was a salesman during his lifetime. He worked for a family-owned wholesale grocery company in Stamps, Arkansas. My parents were very supportive of me. They helped me financially the best they could and encouraged me in every way. One of the happiest moments was when I received my M.D. degree. They were proud of me. I am proud of them." Dr. Walker also stated, "Qualities I would want considered would be financial need and character—not just grades in school." Dr. Walker was a Family Practitioner in Thayer, Missouri, prior

to his retirement and lived in Springfield, Missouri, after his retirement. The Inaugural award was presented in 1995 to James L. Workman of Bradley, Lafayette County.

Dr. Richard P. Wheeler Scholarship

This scholarship was endowed by UAMS colleagues, friends, and family of Dr. Wheeler in 2015 to honor his long-term, outstanding service to the College of Medicine. Dr. Wheeler began medical school in 1972, graduated from UAMS in 1976, then completed his internal medicine residency and nephrology fellowship here. He joined the faculty in 1982. He directed the dialysis unit for six years, helping chronically ill patients live as normally as possible. He listened to them and respected their values, empathizing with their suffering. These experiences helped him become a champion for medical professionalism and humanism. Dr. Wheeler has assumed increasing educational leadership positions across the span of his career, beginning in 1987 as Assistant Dean for Undergraduate and Graduate Medical Education. In 1989 he asked to serve as Associate Dean for Student and Academic Affairs, and in 2000 he was promoted to his current post of Executive Associate Dean for Academic Affairs. He received the Distinguished Faculty Service Award in 2015. Along with being a strong advocate for medical students, Dr. Wheeler is well known for a conversation he conducts annually with the incoming students in which he emphasizes that “it’s not about you anymore – it’s about your patients.” In keeping with Dr. Wheeler’s deeply held conviction that the best doctors are characterized by consistent, genuine expressions of altruism and humanism towards the people they call their patients, this scholarship is awarded to an academically successful M3 or M4 student whose behavior during their early years of medical school has been demonstrably altruistic and humane in their service of patients.

Frank Williams Memorial Scholarship

A scholarship fund was established in 1984 as a result of a bequest from Mr. Frank Williams of Grant County. He was a generous donor to the College of Medicine and left much of his estate to establish a cancer research fund. Mr. Williams immigrated to the United States from Bohemia, settled in Chicago and attended law school. Later he purchased several thousand acres of land and settled in the Prague community between Sheridan and Pine Bluff. Mr. Williams’ generosity continues to fund annual scholarships to students who demonstrate outstanding academic achievement and financial need. The inaugural award was presented in 1985.

Lee Bailey Word, M.D., Scholarship

Dr. Lee Bailey Word, a 1930 graduate of the College of Medicine, practiced for many years in Bartlesville, Oklahoma. As a medical student, Dr. Word attended classes at the Old State House site of the medical school. Dr. and Mrs. Word’s strong interest in the College of Medicine led them, along with their son and daughter, to endow a scholarship in 1995. He and his wife were great favorites of the College of Medicine administration and many of the students. Dr. Word was the oldest and one of the most loyal alumni of the College of Medicine until his death in 1999. The scholarship is awarded annually on the basis of academic achievement and character as demonstrated by a spirit of volunteerism and community service. Meghan Strother of Mountain Home received the scholarship in 1997.

Dr. Louis Zimmerman, Class of 1936, Memorial Scholarship

Dr. Louis Zimmerman grew up in Brooklyn, New York, in a family which had migrated from Pinsk, Russia, after the turn of the century. His father was a carpenter and worked in the construction field. In order to pursue a career in medicine, he came to the University of Arkansas in Fayetteville and graduated in 1931. He had a wonderful experience there and, with a recommendation from the Dean, was accepted in the Medical School class graduating in 1936. Shortly after completing his residency in New Jersey and beginning practice in New York, he entered the Army Reserves, was called to active duty during World War I, served as a medical officer for five years, and concluded his Army career as a Lieutenant Colonel with two Bronze Stars. After the war, he opened a neighborhood medical practice in Manhattan, New York, concentrating on internal medicine and cardiopulmonary diseases. He joined the American College of Cardiology in its early days. He also worked with the New York City Health Department’s program to eradicate tuberculosis. In the community, he was an active and popular member of the 92nd Street YMCA and played handball and other sports for many years. His interests were wide-ranging, including opera, American painting, and Civil War history. Because of his great love for the University of Arkansas College of Medicine, his son and daughter felt it was a fitting tribute to create this scholarship in his name to benefit future medical students. The inaugural award was presented in 2004 to Dorothee Seifen of New York City.

PRIVATE FOUNDATION SCHOLARSHIPS

Mary Lee Evers and Ralph Evers Scholarship Fund

The Mary Lee Evers and Ralph Evers Scholarship Fund of the Union County Community Foundation established a scholarship for medical students attending the UAMS College of Medicine who are graduates of Union County high schools and residents of Union County, Arkansas. It was the desire of Mr. and Mrs. Evers to assist students from Union County who wish to seek a college education. Graduating from high school during the depression, they were unable to attend college. However, Mrs. Evers always dreamed of becoming a doctor or a nurse. Therefore, the scholarship was created to assist worthy students from Union County who are preparing for a career in medicine. Amy Lynn Foster and Jennifer Bishop of El Dorado received the awards in 2006.

Ethel Brickey Hicks Charitable Trust Rural Scholarships

The late Ethel Brickey Hicks of Knox County, Tennessee, established a trust fund to provide scholarships to junior and senior medical students who wish to practice medicine in small towns in Arkansas. The inaugural awards were presented in 1994 and currently provide approximately \$19,000 per year, per student. Since the inception of the rural practice scholarship in 1994, the Hicks trust has awarded over \$1,000,000.00 in scholarships.

Ethel Brickey Hicks Charitable Trust Merit Scholarship

The Hicks Charitable Trust began awarding an additional \$10,000 scholarship in 1999 to a senior as voted upon by his/ her classmates who is caring and compassionate, has high moral and ethical values and is dedicated to healing and contributing his or her time and skills to the community. The Ethel Brickey Hicks Merit Scholar should be the student that the class would most want representing the medical profession to the public. The inaugural recipient of the Hicks Merit Scholarship was Jim Ed Brewer of McCaskill.

Dorothy Snider Foundation Scholarships

The Dorothy Snider Foundation was created by Dorothy Louise Surles, formerly Dorothy Louise Snider, of Manila, Arkansas. Scholarships are awarded each year to students who excel academically. Students must maintain the equivalent of a 3.0 grade point average to be eligible for the Snider Scholarship. Preference will be given to students who are permanent residents of northeast Arkansas, who plan to reside and practice in northeast Arkansas and who have financial need. Secondary preference will be given to those who plan to practice anywhere in Arkansas. Scholarship recipients have a moral, rather than legal, obligation to repay the scholarship to the Snider Foundation when they are able to do so, in order that other deserving students may benefit from the scholarship fund in the future. Since 1988, the Snider Foundation, along with matching funds from the College of Medicine, has awarded a combined \$2,000,000.00 in scholarships to medical students at the University of Arkansas for Medical Sciences College of Medicine.

Joseph and Carolyn Tenenbaum Charitable Trust Fund Scholarships

The A. Tenenbaum Company, Inc., Arkansas's largest recycler and processor of scrap metal, was established in 1890. Records available from 1983 to present reveal the Tenenbaum Trust fund has contributed over \$1,000,000.00 to over 300 medical students. Students are nominated based on financial need and professional promise. The selection of scholarship recipients is made by the Tenenbaum Trustees. In 1886, a Russian immigrant named Abraham Tenenbaum arrived in Little Rock driving a wagon loaded with tin ware. By 1890 he had accumulated enough capital to rent a small warehouse. He had a sign painted that read: "A. Tenenbaum Company: Buyer of Hides, Furs, Wool, Beeswax, Burlap Bags, Scrap Iron and Metals" and a new business was born. In 1900, Julius Tenenbaum joined the company. The scrap metal industry began to prove its importance to the country. In the spring of 1933, Mr. Joe Tenenbaum, son of Julius, joined the firm. The Scholarship was established by Joe and Carolyn Tenenbaum to honor their parents, Julius and Birdie Tenenbaum and Nona and Seymour Summerfield, to aid deserving students needing financial assistance to attend medical school. Tenenbaum Scholarships were first awarded in 1983. One of the inaugural recipients was Debra Velez Owings, M.D., for whom we now have a named scholarship established in her memory.

MEDICAL ASSOCIATION SCHOLARSHIPS

Arkansas Medical, Dental, Pharmaceutical (AMDPA) Scholarship

The AMDPA was organized in 1893 by black healthcare professionals in the state of Arkansas and was incorporated in 1987. Since its inception, the organization has served to extend medical, dental and pharmaceutical knowledge and to advance these sciences. The AMDPA members are involved in multiple projects, including fund-raising activities to provide financial assistance for minority students in healthcare fields. The inaugural AMDPA Scholarship was awarded in 1996 to Sonya Marks.

Arkansas Medical Society Alliance AMAF Scholarships

"Contributions to the Arkansas Medical Society Alliance are more than just charitable donations - they are a legacy from one generation of medical professionals to the next and an investment in the health of generations to come."

For many years, contributions from county chapters of the Arkansas Medical Society Alliance were donated to the AMAF Scholarship fund and disbursed to the College of Medicine. In 2009, the Alliance established an endowed scholarship fund at UAMS and recipients are now funded from the endowed scholarship. Students selected for these prestigious awards must demonstrate academic achievement and the willingness to serve others through volunteer or community service. Since the inception of the AMAF Scholarship in 1988, over \$230,000.00 has been awarded to medical students.

Arkansas Medical Society Alliance / Ilse F. Oates Scholarship

The Arkansas Medical Society Alliance offers a scholarship designed to assist senior medical students who have exhibited excellent clinical capabilities and have good academic standing and high moral character. The scholarship is named after Ilse F. Oates, who was married to Dr. Charles Oates, a professor at the School of Medicine. Mrs. Oates, having no children of her own, began adopting medical students and providing them with spending money and small loans in 1919, long before any student financial aid programs were available. In 1928, she organized a loan fund for students through the Arkansas Medical Society Woman's Auxiliary (now named Alliance) of which she was a charter member. The Arkansas Medical Society Alliance converted this loan fund to the present scholarship fund in 1990. The inaugural recipients of the scholarship were: James Barnes, Lou Ann Maes, and Sherilyn Webb. In 2009, the Alliance established an endowed scholarship fund at UAMS and future recipients are funded from the endowed scholarship.

Pope County Medical Society Scholarships

In 1992, the Pope County Medical Society initiated a scholarship program for entering first year medical students from Pope County. The Pope County, Washington County, and Pulaski County Medical Societies are the only county medical societies in Arkansas that currently award scholarships to medical students from their respective counties. Scholarships are awarded on the basis of outstanding academic achievement and leadership and a demonstrated need for financial assistance. The inaugural award was presented in 1992 to Chris Taylor of Russellville.

Pulaski County Carolyn Clayton Scholarship

This scholarship is presented to a deserving incoming freshman from Pulaski County who displays devotion to the field of medicine through volunteer work and passion for public health. The Scholarship is presented to honor Carolyn Clayton's lifelong dedication to public health and leadership to the Pulaski County Medical Society. The inaugural award was presented in 2013 to Zechariah Rhodes of Little Rock.

Washington County Medical Society Scholarships:

Each year, the Washington County Medical Society selects entering first-year medical students from Washington County to receive scholarship support. Students are selected on the basis of financial need and academic achievement. The physician members of the Washington County Medical Society make this scholarship possible. The inaugural Washington County Medical Society Scholarships were presented in 1985. Dr. Anthony Hui has been the catalyst for coordinating the distribution of scholarship funds to medical students from Washington County.

CLINICS/GROUPS/INDIVIDUAL DONOR SCHOLARSHIPS

Arkansas Blue Cross and Blue Shield Primary Care Scholarship

In December, 2010, Arkansas Blue Cross and Blue Shield awarded a \$1,000,000.00 grant to the University of Arkansas Foundation, Inc. for the benefit of establishing a permanent endowed scholarship within the UAMS College of Medicine given in honor of the Board of Directors of Arkansas Blue Cross and Blue Shield. The purpose of the endowed scholarship is to provide financial assistance to junior and senior students enrolled in the UAMS College of Medicine who meet the following eligibility criteria: 1) Applicants must currently reside in Arkansas and have strong ties to Arkansas, as determined by the UAMS College of Medicine Scholarship Committee; 2) Applicants must have a stated intent to pursue primary care through the study of family medicine, general internal medicine or general pediatrics; 3) Applicants must have a commitment to practice primary care in Arkansas, with scholarship preference given to those interested in locating and practicing in rural areas of the state; 4) Applicants must attest that they are not related to persons who are serving at the time of the application as officers or directors of Arkansas Blue Cross and Blue Shield, members of the Board of Trustees of the University of Arkansas System, the Chancellor of UAMS, or members of the UAMS Chancellor's Cabinet. The selection of the recipient shall be the responsibility of the Dean or his or her designee, in accordance with the scholarship review process established by the College of Medicine. Students selected for the scholarships in 2017-18 were Julie Sherrill from Dumas, Steven James from Conway, and Allison Jackson from Bryant.

Arkansas Gastroenterology Endowed Scholarship

Steven A. Clift, M.D., a member of the College of Medicine Class of 1977, established Arkansas Gastroenterology, P.A., in 1982. This physician group feels it is important to give back to the school that helped mold their careers. They hope recipients of this scholarship will become humble and compassionate physicians who will manifest high ethical standards in their chosen profession and through their future community and volunteer service. The inaugural award was given in 2002 to Daniel Zwiesler of Little Rock. The 2008 recipient was Chuck Nalley of Little Rock.

Arkansas Mutual Medical Student Award

It is the expressed desire of Arkansas Mutual Insurance Company, by and through its Chief Executive Officer, M. Corey Little, to give a gift to the University of Arkansas Foundation, Inc. for the benefit of a medical student at the University of Arkansas for Medical Sciences College of Medicine. Arkansas Mutual Insurance Company, a nonprofit organization, is the only medical liability insurance provider that is headquartered in Arkansas and dedicated to serving only Arkansas-based medical professionals. Founded in 2008, Arkansas Mutual is owned and governed by its physician policyholders. The Donor's gift established a non-endowed fund in the College of Medicine for student support and is named the Arkansas Mutual Medical Student Award. In accepting the scholarship for the College of Medicine, Dr. G. Richard Smith, M.D., Dean, stated, "rural health care practice is key to a stronger overall health care landscape in the state of Arkansas. Helping medical students to take an interest in rural health care, and helping them to understand the impact they can make by practicing in rural communities is a challenge we have to face for future generations. This award offers incentives and recognizes those students who have shown an understanding of the importance of rural healthcare issues." The College of Medicine Scholarship Committee will use the gift to make an annual award to a student in the College of Medicine who is in good standing, using the following criteria: A third year medical student with financial need; born, raised or otherwise considered to be from Arkansas; states an interest in rural medicine and primary care; demonstrates an ability to excel in patient communication and patient-centered care; grade point average is not a necessary factor to be considered. The inaugural award for \$10,000.00 was presented in 2014 to Sarah Franklin of Gurdon.

Olan Nugent Faculty Group Practice Full Tuition Scholarship

In past years the Faculty Group Practice was the organization responsible for supporting the clinical practice of the faculty of the UAMS College of Medicine. The physicians of the Faculty Group Practice established this scholarship for medical students in 1989 in response to a challenge given by the physicians of the Pulaski County Medical Society. This scholarship is awarded on the basis of superior academic performance and professional promise. Beginning in 2007, the Faculty Group Practice voted to award a four-year full-tuition scholarship to a deserving student, in hopes of encouraging other clinics throughout the state of Arkansas to create similar four year full-tuition scholarships to be used to recruit and retain our best students to remain in Arkansas to complete their medical education. In 2011, the Faculty Group Practice Board of Directors renamed the scholarship to honor Olan Nugent, Associate Dean for Finance and Administration, College of Medicine, for his 28 years of devoted service at UAMS. The inaugural recipient was Adam Skarda of Des Arc.

Ryan Gibson Endowed Fund for Excellence in Medical Education

The Ryan Gibson Endowed Fund for Excellence in Medical Education was established in honor and memory of Ryan Gibson, an outstanding medical school applicant accepted for early admission in December 2000 to the Class of 2005. Ryan dreamed of becoming a physician and biomedical

researcher but passed away before his classes ever began. The Ryan Gibson Fund will be used to strengthen and enrich medical education through programs that encourage scholarship, innovation and discovery among students and faculty of the College of Medicine. The inaugural award was presented in 2002 to Tracy Kuykendall of Little Rock.

Jack and Ida Byrne Kennedy Scholarship

Dr. Jack W. Kennedy, a physician in Arkadelphia, Arkansas, established this scholarship in 1995 through an endowment. It was Dr. Kennedy's desire to provide funds for the academic enrichment of the Henderson State University pre-medical program and to encourage and support student scholars in their first year of studies at the College of Medicine. Members of the Henderson State University chemistry faculty serve as pre-medical advisers and nominate the Kennedy Scholarship recipients. The inaugural award was presented in 1995 to William McDonnell of Hot Springs.

Bruce Lee and Brandon Lee Medical Scholarship

An Arkansas family donated a scholarship endowment to the College of Medicine in memory of the actors Bruce and Brandon Lee. The scholarship is awarded each year to a senior student selected to concentrate a portion of his/her academic studies to developing a dissertation on ethical and human values issues concerning their clinical experience. The donors, who actually became friends with Bruce Lee's widow, were impressed not only by Bruce Lee's screen acting and martial arts skills, but also his depth of knowledge in various academic fields. His studies in philosophy, psychology, literature, physical culture and Asian life have been widely published. Bruce's son, Brandon, followed in his father's footsteps pursuing academics, martial arts and drama until he was killed in a tragic accident while filming his first starring role in a major feature film. The donating family desires that preference in selection of dissertation projects be given to ethical and human concerns of cancer patients and their families. Students are eligible to apply for this scholarship during their junior year. A review committee selected by the Director of Medical Humanities will choose the recipient. The inaugural scholarship was awarded in 1996 to Kris F. Gillian.

Dr. Jerry D. Morgan Memorial Scholarship

Dr. Jerry Morgan, who graduated from the College of Medicine in 1965, dedicated 33 years to serving patients in Stuttgart and the surrounding area. His goal was to provide quality medical care to the people of rural southeast Arkansas. He helped build a medical center that provided the latest in technology, yet preserved a small-town atmosphere. His family, along with his colleagues, loyal patients, hospital administration and hospital board members, created a scholarship in his memory after his death in 1999. The scholarship is awarded to medical students from Arkansas, Monroe or Prairie Counties who have tentative plans to return to those areas to practice medicine. The inaugural scholarship was presented in 2000 to Scott Chism of Stuttgart.

Parents Club Scholarships

The College of Medicine Parents Club was established by parents of medical students in 1976 with the purpose of improving the quality of lifestyle for medical students. The club was organized at the request of Dr. Tom Bruce, Dean of the College of Medicine, and with the aid of Bill North and his assistant Judy Smith, in the Office of Community Medical Affairs. In 1984, Tom South, Director of Student Financial Aid, College of Medicine, began serving as the liaison between the College of Medicine and the Parents Club. The Parents Club Board of Directors voted in 1994, under the leadership of Linda Moore DuPuy (1994-1995 Parents Club President) to establish a scholarship fund for medical students and to begin providing annual scholarships. These scholarships are made possible by the fundraising efforts of the parents of students in the College of Medicine, namely by the proceeds from the Annual Silent Auction and Preview Night and the Arkansas Repertory Theatre. The Parents Club was initially able to offer three scholarships per year, chosen by class vote. Each class is asked to vote on the day of registration to select the member of its class who serves as the best role model for fellow students. The scholarship ballots list the following criteria: "The Parents Club Scholarship will be awarded to a medical student who, by acclamation of their peers, 'parents' their medical student classmates by demonstrating compassion, empathy, integrity, encouragement and character by modeling these characteristics of an ideal physician in interaction with their classmates. In 2001, the Parents Club began awarding four additional scholarships per year - to a senior, junior, sophomore and freshman - on the basis of financial need. The College of Medicine Scholarship Committee selects these recipients and tries to give preference to medical students who have children - and are a parent themselves. In 2015, under the able leadership of co-presidents Debby Boye and Jo LunBeck, the Parents Club Board of Directors voted to award a grant of \$100,000.00 to the UAMS Foundation Fund to perpetually endow a scholarship for the benefit of UAMS College of Medicine medical students. In 2018, the Parents Club added an additional \$12,000 to the endowed account—reaching its goal of \$150,000.

Parents Club / Judy L. Smith Scholarship

In June, 2002, the College of Medicine Parents Club Board of Directors voted to recognize Judy Loftin Smith, upon the occasion of her retirement, for 27 years at UAMS. Each year, a freshman medical student is selected by the College of Medicine Scholarship Committee to receive the Parents Club / Judy L. Smith Scholarship based on academic excellence, character and financial need. In 1975, Judy became secretary to Mr. Bill North in Community Medical Affairs in the Dean's Office. In 1976, Dr. Tom Bruce, Dean, asked Mr. North and Judy to help organize the Parents Club "to improve the quality of lifestyle of our medical students". In 1984, Mr. North retired and Judy began working with Dr. Chris Hackler in Medical Humanities. At that time, Dean Bruce asked Mr. Tom South, Director, College of Medicine Student Financial Aid, to join Judy in working with the Parents Club—the only "graduate level PTA" in Arkansas, and one of the very few organizations of this nature at any medical school in the United States. Judy also served as a liaison with the UAMS Student Advocacy Council, a peer support group that works closely with the Medical Student Wellness Program to keep students from falling prey to substance abuse, depression and other stresses. Judy's uncle, Kenneth Carter, received a career enabling \$100 college scholarship in 1926. He and his wife later endowed a scholarship at his alma mater, Baylor University, proving that scholarships once given can be repaid many times over. The inaugural award was presented in 2002 to Mark Bailey.

Parents Club / Linda DuPuy Scholarship

The Parents Club of the University of Arkansas for Medical Sciences College of Medicine was established in 1976 “to improve the quality of lifestyle of medical students”. Under the leadership of Linda DuPuy, Parents Club President, 1994-95, the parent of Debbie Cerrato, M.D., Class of 1995, the Parents Club established a scholarship fund through the sponsorship of an annual “previewnight” at the Arkansas Repertory Theater. Proceeds from the annual performance, as well as a Silent Auction held in conjunction with the preview night, fund the scholarships. Three of the seven scholarships are awarded annually to a senior, junior and sophomore selected by a vote of his/her classmates. In May, 2001 Linda DuPuy joined the College of Medicine Dean’s Office as an Admissions Management Project Analyst. However, she quickly moved up the ranks to become Assistant Director and ultimately Director of Medical Student Admissions and Recruitment. During her fourteen plus years at the College of Medicine, she served as the liaison between the Parents Club and the Dean’s Office. Upon the occasion of her retirement in February, 2016 after assisting over 2,500 prospective medical school applicants to realize their dream of becoming a physician, the Parents Club Board of Directors voted on March 4, 2016 to honor Linda for her 14+ years of service to the University of Arkansas for Medical Sciences College of Medicine and 25 years of involvement with the Parents Club, by naming the scholarship awarded to a senior medical student the Parents Club / Linda DuPuy Scholarship. The recipient is a senior medical student who “parents their classmates’ by demonstrating compassion, empathy, integrity, encouragement, and character through interaction with their classmates”. In announcing her retirement to the College of Medicine Dean’s Office, Tom South, Assistant Dean, Medical Student Admissions, shared “I do not have adequate words to express how much Linda has meant to fulfilling the mission of the UAMS College of Medicine admissions office through her visionary leadership, exemplary work ethic and love of applicants and students”. It is fitting that in her letter of resignation to Dr. Richard P. Wheeler, Executive Associate Dean for Academic Affairs, Linda shared “I will forever be grateful for the opportunity you have provided me to make a small contribution to the process of selecting and educating our future physicians. I have been richly blessed to be able to work with and learn from each of you and with those wonderful, hopeful applicants who apply for a seat in the freshman class each year. My life is enriched from the experience”. Then, demonstrating her perpetual bold spirit of enthusiasm and optimism, she ended her letter with a quote from Mark Twain: “Twenty years from now you will be more disappointed by the things that you didn’t do than by the ones you did do. So throw off the bowlines. Sail away from the safe harbor. Catch the trade winds in your sails. Explore. Dream. Discover.” The inaugural Parents Club / Linda DuPuy Scholarship was awarded in 2016 to Linda Murphy of Conway.

E. Lee Ronnel and Dale Ronnel College of Medicine Scholarship

In 2015, E. Lee Ronnel and Dale Ronnel pledged a gift to the University of Arkansas Foundation, Inc., in the amount of \$200,000.00 to establish a non-endowed scholarship for the benefit of the UAMS College of Medicine. The Ronnel Scholarship has been used to provide \$10,000 scholarships each year for four years to five (5) eligible students of the College of Medicine who are determined by the College of Medicine Scholarship Committee to be among the best and the brightest in-state applicants. The intent of the scholarship is to provide incentive for the top applicants to stay in Arkansas and choose the UAMS College of Medicine over an out-of-state medical school that otherwise could be a viable option for the candidate. The Donors intend for the awards to be recurring each year and awarded to the same students selected in their first year of medical school to receive the Ronnel Scholarship so that, ideally, the same five (5) students will be awarded a renewable scholarship of \$10,000 each year for their four years of medical school at the UAMS College of Medicine. Renewal funding of the Ronnel Scholarship awards does not occur until the successful completion of each school year.

Emeline Vincent Scholarship

Emeline Vincent was a resident of Clay County Arkansas who died in 1967. Her will expressed her intention to provide for the education of lineal descendants of her parents, Samuel B. Vincent and Elizabeth Cox Vincent and to benefit the University of Arkansas School of Law and the University of Arkansas School of Medicine. In the event there are no lineal descendants attending the University of Arkansas, scholarships are awarded to the two schools. Selection criteria are determined by the College of Medicine Scholarship Committee. The inaugural awards were presented in 1994 to Whitney Alexander of Van Buren, Teresa Clark of Morrilton, Kimberly Eason of Fayetteville, Christina Jetton of Russellville, and Lance Runion of Little Rock.

Graduate Biomedical Sciences

M.D./Ph.D. Program

Clinical research provides a critical link in applying basic research to patient care. Specialized training in biomedical research and in clinical medicine prepares the student for this highly rewarding career. The M.D./Ph.D. program is offered to a limited number of highly qualified students, who have an exceptional potential for research. The program takes seven to eight years to complete. The first two years of the program include the same coursework as the first two years of medical school. M.D./Ph.D. students are required to complete research rotations during the summers to help them select a research project and major advisor. In the third year of the program, students enter the graduate phase of their program. The Graduate School portion of the program is individually tailored to personal career goals including advanced coursework, original research under the direction of a faculty advisor, the Ph.D. candidacy examination and completion and defense of a dissertation. The graduate portion of the program normally takes three to four years to complete.

The final two years of the M.D./Ph.D. program include the curriculum of the clinical years of medical school, including required and elective clinical rotations. Elective clinical rotations may be taken in research to complete or follow up on the research project. On graduation, students will receive both M.D. and Ph.D. degrees.

Institutional scholarships/loans are awarded to students admitted to the M.D./Ph.D. program. This scholarship/loan will be equal to the amount of tuition for each year of the medical school curriculum. Freshman and sophomore medical students are also eligible to apply for the M.D./Ph.D.

program, but the scholarship/loan would then not cover years already completed. Students in the M.D./Ph.D. program must maintain satisfactory academic progress to have the scholarship/loan renewed. During the graduate phase of the program, a stipend will be provided and graduate tuition will be paid by the Graduate School or a research grant. Upon successful completion of the M.D./Ph.D. program, scholarships/loans awarded under this program will be converted to grants and forgiven. If a student fails to complete the program, the scholarships/loans will become payable 6 months after the completion of the Residency/Fellowship program or 6 months after termination of enrollment in the College of Medicine. Interest on these funds, which will be delineated on the appropriate promissory notes, will not exceed 5% above the federal discount rate.

Students wishing to apply to the M.D./Ph.D. program should indicate their interest on the AMCAS application to medical school and also complete an application to the M.D./Ph.D. program.

For further information, contact:

Sara Shalin, M.D., Ph.D.
Director, UAMS M.D./Ph.D. Scholarship Program
and Interdisciplinary Biomedical Sciences Graduate Program
University of Arkansas for Medical Sciences 4301 West Markham, Slot #611
Little Rock, AR 72205

Master's and Doctor of Philosophy Programs

The Graduate School at UAMS offers graduate programs taught by faculty members whose academic appointments in the College of Medicine. These programs lead to both Master of Science and Doctor of Philosophy degrees in the following fields: Bioinformatics, Clinical and Translational Sciences, Graduate Program in Interdisciplinary Biomedical Sciences (GPIBS). The GPIBS program offers tracks in Biochemistry and Molecular Biology; Cell Biology and Physiology; Microbiology and Immunology; Neuroscience; Pathobiology; and Pharmacology, Toxicology, and Experimental Therapeutics. In addition, there are two programs that lead to Graduate Certificates in Clinical and Translational Sciences, and Regulatory Sciences.

Postdoctoral Medicine

Medical students spend an appreciable amount of time in a hospital setting, particularly during the junior and senior years. During this time there is extensive supervision and patient related instruction. After the Doctor of Medicine degree is awarded, the trainee moves into the internship or residency period which is based almost entirely in the hospital or clinics. During this time increasingly heavy responsibility for patient care and in-depth clinical education is assumed under faculty supervision. Formal conferences and seminars are held at regular intervals and bedside teaching sessions occur daily. Voluntary faculty join the full-time faculty in instructional activities. The first-postdoctoral year is called the internship or first year of residency. The period of clinical education as a resident physician varies, usually from three to five years. Fellowships are available after the residency is completed; these allow further opportunities to focus on one subspecialty field of clinical medicine or for research.

Graduate Medical Education

Graduate Medical Education is the second phase of the continuum of education as students prepare for a career as a physician. The first phase, undergraduate medical education, is completed after 4 years in a college of medicine. Upon graduation and receiving the M.D. degree, "students" enter graduate medical education in a residency. The third phase, continuing medical education, spans the rest of the medical career reflecting the commitment to life-long learning inherent in the medical profession.

The University of Arkansas for Medical Sciences sponsors 21 core residency programs and 40 fellowship programs. Each of the programs is housed in a clinical department under the direction of the program director and the departmental chair. The College of Medicine and each residency program is accredited by the Accreditation Council for Graduate Medical Education (ACGME).

Most internships and residency positions are appointed through the National Resident Matching Program. Residencies are available in Anesthesiology, Dermatology, Emergency Medicine, Family Medicine, Geriatrics, Internal Medicine, Neurology, Neurosurgery, Nuclear Medicine, Obstetrics and Gynecology, Ophthalmology, Orthopedics, Otolaryngology, Pathology, Pediatrics, Physical Medicine and Rehabilitation, Psychiatry, Radiation Oncology, Radiology, Surgery, and Urology.

Accredited fellowships are available to qualified applicants with previous residency education in the departments of Dermatology Internal Medicine, Neurology, Obstetrics and Gynecology, Pathology, Pediatrics, Psychiatry, Radiology, and Surgery. Detailed information, brochures, and applications may be obtained by contacting the appropriate program coordinator. Contact information is available at <http://medicine.uams.edu/prospective-residents>.

Regional Programs

The UAMS Regional Programs (RP) division is an integral component of the University of Arkansas for Medical Sciences. Unlike other UAMS programs, RP Centers are located off-campus and positioned in eight regions of the state, including Batesville, Fayetteville, Fort Smith, Helena, Jonesboro, Magnolia, Pine Bluff, and Texarkana. Since its inception in 1973, the mission of Regional Programs is to improve the supply and

distribution of health care professionals in Arkansas with an emphasis on primary care, through community/academic educational partnerships, to increase quality health care for all Arkansans.

Quality training experiences in settings away from the academic medical center expose trainees to opportunities in underserved communities, helping encourage rural practice choices. The teaching atmosphere, library services network linked to UAMS, and continuing education offerings enhance the rural professional environment, aid in provider retention, ultimately strengthening the participating community health care systems. Regional Centers offer both required and elective courses to medical students. Junior medical students may take the required 4-week Family Medicine clerkship at one of the six Centers that sponsor fully-accredited Family Medicine Residency Programs. Senior medical students may complete their required 4-week Acting Internship in Family Medicine at selected Regional Centers. They may also complete a 4-week Primary Care elective in Family Medicine at any of the centers. In addition, a select group of specialty electives is also available. Each student works under the supervision of Family Medicine faculty. Summer preceptorships in Family Medicine for 1st- year medical students are also available through Regional Programs. Specific Regional Programs program goals:

- Enhance the quality of health professions education by using the best academic resources available statewide
- Retain Arkansas graduates of health professions schools within the state
- Improve the supply and distribution of primary health care providers in Arkansas
- Increase the number of individuals from underserved populations who enter health career programs
- Supply professional support and continuing education for health care providers statewide
- Promote collaboration and coordination among communities, health care providers, educational institutions, and health-related organizations
- Support multi-disciplinary and inter-disciplinary training that is responsive to community needs
- Provide quality health care services using the practice model of Patient-Centered Medical Home (PCMH)
- Promote improved health, disease prevention, and cost containment through educational interventions

Programs sponsored through UAMS Regional Centers

- Six fully-accredited Family Medicine residency programs and one Sports Medicine Fellowship
- Educational opportunities through summer preceptorships and community health service-learning projects
- Junior clerkship in Family Medicine
- Clinical rotations, both required and elective, for senior medical students
- Clinical training for students of nursing, pharmacy, public health, physician assistant, and other health professions
- Medical libraries linked to UAMS campus library in Little Rock as well as the National Library of Medicine in Washington, D.C.

For more information, contact Tricia Edstrom, Education Director, at edstrompatriciaj@uams.edu, 501-686-6557, or visit the UAMS Regional Programs website at <http://regionalprograms.uams.edu>.

The Oath of Hippocrates

I do solemnly swear by all those things I hold most sacred that I will lead my life and practice this art in uprightness and honor;

That I will be loyal to the practice of medicine and just and generous to its members;

That insofar whatsoever house I shall enter, it shall be for the good of the sick to the utmost of my power, holding myself far aloof from wrong, from corruption, from the tempting of others to vice;

That I will exercise my art solely for the betterment and cure of my patients and will give no drug, perform no operation, for a criminal purpose even if solicited, far less suggest it;

That whatsoever I shall see or hear of the lives of men and women which is not fitting to be spoken, I will keep inviolably secret.

If I be true to this oath, may a full life and good repute be ever my fortune; with the respect of all good persons, in all times.

But should I trespass and violate this oath, may the reverse be my lot!

College of Medicine Course Descriptions

ANAT 8401 Anatomical Scholars (2-8 Credits)

Senior students will obtain a focused review of regional anatomy by teaching in the Freshman Human Structure course. Instructional guidance will be provided by the gross anatomy faculty. Students must be in the top 20% for their class (cumulative GPA) and must have earned a grade of "A" in the Gross Anatomy course as a freshman.

ANAT 8402 Regional Gross Anatomy (2-12 Credits)

To provide an opportunity for the students to dissect in detail all regions of the body including: Head and Neck, Thorax and Abdomen, Abdomen, Pelvis and Perineum, and Extremities (upper, lower, back and spinal cord).

ANAT 8404 Gross Anatomy and Review Course (4 Credits)

This course is designed to provide an opportunity for senior students to review the anatomy of the body using previously dissected and prosected cadavers supplemented with plastic embedded cross-sections. The course will cover all regions of the body including: Head and Neck, Thorax, Abdomen, Pelvis and Perineum, and Extremities (upper limb, lower limb, back and spinal cord). The laboratory sessions will be guided/self-guided reviews of regional anatomy. Students will prepare an annotated bibliography of recent publications in a clinical subspecialty field of their choice. There is no opportunity for dissection in this course (see the LANAT gross anatomy course).

ANAT 8405 Applied Surgical Anatomy of the Extremities (2 Credits)

Course designed to revisit anatomy of the extremities, reframing gross anatomic knowledge into commonly utilized surgical approaches to the upper extremity, lower extremity, and pelvis.

ANES 8301 Anesthesiology - (M3) Selective (2 Credits)

The M3 Anesthesiology Selective Course will be a hands-on introduction to the medical specialty of Anesthesiology. Considerable attention will be given to both a variety of airway management skills and tools as well as the use of pharmacologic agents specific to the practice of Anesthesiology. This rotation will highlight the role of the anesthesiologist as the peri-operative physician.

ANES 8401 Away-Anesthesia (2-12 Credits)

Away-Anesthesia

ANES 8402 Anesthesiology (4 Credits)

Anesthesiology

ANES 8403 Anesthesiology (2-16 Credits)

Anesthesiology

ANES 8406 Anesthesiology (2-12 Credits)

Anesthesiology

ANES 8408 Intro To Clinical Anesthesiology (2-12 Credits)

The Department of Anesthesiology offers a one-month comprehensive rotation for 4th year medical students. This rotation is available to UAMS students and students from other medical schools in the United States. Students are rotated through four major areas of anesthesiology including, general anesthesiology, pediatric anesthesiology, obstetric anesthesiology, surgical critical care, and pain management. Students are assigned to one or two senior residents. Course requires pre-approval.

This rotation is designed for medical students who are considering a career in Anesthesiology. This elective will provide supervised teaching in the area of:

- Airway management skills, (mask ventilation, endotracheal intubation and ventilator management), in the operating rooms.

- Basic concept of monitoring patient's peri-operatively

- Cardiovascular and pulmonary physiology

- Clinical pharmacology (inhalational agents, Intravenous anesthetics, local anesthetics)

- Use of crystalloid and colloids during the peri-operative period.

Jonesboro location Objectives: To gain knowledge of the methods of anesthesia most commonly used in a private general hospital; to gain knowledge and experience in pre-operative and post-operative evaluation to detect hazards and complications of anesthesia.

ANES 8409 Acute and Chronic Pain Management (2-12 Credits)

Acute and Chronic Pain Management

ANES 8410 Pediatric Anesthesiology (2-12 Credits)

This is a four week elective clerkship to fourth year medical students to rotate in the specialty of Pediatric Anesthesia. The students will receive the essential and basic training/experience in Pediatric Anesthesia and Pediatric Pain Medicine. The rotation includes didactic lectures, hands-on experience, and observations of complicated pediatric surgeries." Must have prior approval of course director.

ANES 8411 Critical Care Medicine (1-12 Credits)

Critical Care Medicine

BCHM 8401 Research In Biochemistry (1-12 Credits)

Research In Biochemistry

BIOI 8401 Biomedical Informatics (1-12 Credits)

The goal of this rotation is to introduce medical students to the academic discipline and practice of biomedical informatics, to include practical skills in information management that are relevant throughout one's medical career. Biomedical informatics is the science and practice of information in support of all activities that improve human health, from patient care to research to public health and more. Students will work with faculty in biomedical informatics on applied and/or research projects mutually agreed upon between the instructor and student. Potential project topics include electronic medical records, trials management, ontology, and referent tracking.

CARD 8402 Cardiology (1-16 Credits)

Cardiology

CARD 8403 Cardiology (1-16 Credits)

Cardiology

CARD 8406 Cardiology (1-16 Credits)

Cardiology

CARD 8408 Cardiology (1-16 Credits)

Cardiology

CARD 8410 Cardiology (1-16 Credits)

Cardiology

CASE 8401 Practice of Medicine I Small Group (1-16 Credits)

Practice of Medicine I Small Group

COMC 8401 Dual Degree Programs (4 Credits)

This course is used to transfer hours from the Graduate School, Master of Public Health or JD Schools.

COMC 8402 The Business of Medicine (1-12 Credits)

This course will prepare students for many of the important business and financial considerations that they will likely encounter during medical practice, as well as in their personal lives as physicians. Broad topics of discussion will include business aspects of healthcare delivery, practice management (billing, insurance, workflow), personal finance for physicians (debt management, taxes, investing basics), and searching for a job (practice setting, how to look, contract negotiation).

COMC 8405 Simulation Education (1-12 Credits)

Students participate on the simulation education team to help design, plan, conduct, debrief and evaluate simulation activities. Wide-ranging simulation activities include procedural skills, case-based simulations, and in-situ simulations for anesthesiology, emergency medicine and many other disciplines and professions. This course is well-suited for students with an interest in pursuing an academic career.

COMC 8407 Away Rotation (2-12 Credits)

Away Rotation

COMC 8408 What to do when the pager goes off (1-16 Credits)

What to do when the pager goes off

COMC 8410 Medical Missions - Third World (1-12 Credits)

This rotation can be taken for between 3 and 12 weeks. Please consult with Dr. Foster about timing. Even though it is listed as a longitudinal, it will be considered a full time elective (one week's credit for one week's work - and you can't do this and another block elective at the same time). If you have any questions about the calculation of credit hours, please see Dr. Wheeler. DOES NOT COUNT TOWARD 12 WEEKS OF ON-CAMPUS TIME."

COMC 8412 Step 1/NBME Review (1 Credit)**COMC 8413 Attending-Clin Skills/Sim Center (1-12 Credits)**

Attending-Clin Skills/Sim Center

COMC 8414 Attending - ACH PULSE Center (1-12 Credits)

Attending - ACH PULSE Center

COMC 8416 Resident Survival Week (1-16 Credits)

Resident Survival Week

COMC 8417 Generic Research Elective (1-12 Credits)

Generic Research Elective

COMC 8418 Independent Clinical Study (1-12 Credits)

Independent Clinical Study

COMC 8419 USMLE Step 2 Preparation (1-12 Credits)

This is a self-study course designed to prepare students to take the USMLE Step 2 CK examination. Each student makes an individual learning plan and during the course works to meet that plan under faculty guidance and feedback.

COMC 8422 CISG Global Health (4 Credits)

Set in rural southern Costa Rica, this advanced 4 weeks elective will combine current readings, group discussions, and community-based experiential learning activities to explore some of the grand challenges in the field of global health. These challenges include universal health care, environmental degradation, epidemiological transition, and international migration, among others. The elective will provide students with an advanced understanding of health and the social, political, cultural, behavioral, and economic forces that influence health access, health outcomes, and health systems.

COMC 8423 Leadership and Medicine (2 Credits)

This longitudinal course cultivates physician leaders through collaborative learning and reflective practice. The program will cover important topics such as strategic vision and direction setting, organizational management, and contemporary societal challenges for a new generation of leaders in medicine. This interactive course accommodates busy fourth year interview schedules by utilizing technologies to allow for a near complete remote educational experience. COM M4 Seniors Only.

COMC 8424 Culinary Medicine I (2 Credits)

This course focuses on introducing students to the concepts of Culinary Medicine, giving them insight into the impact their interaction with patients can have to prevent and treat diet-related illness. Students will learn kitchen safety, skills and culinary techniques as well as macronutrient and disease specific dietary interventions. There is focus on the Mediterranean and DASH diets.

COMC 8425 Culinary Medicine II (2 Credits)

Gain an advanced understanding of the concepts of Culinary Medicine. Students will discuss the impact of medical interaction and intervention in the prevention and treatment of diet-related illnesses. Students will also reinforce skills learned in kitchen safety, knife handling skills and food preparation techniques suitable for different stages of life and diet-related illnesses.

COMC 8426 Health Equity, Population Health and Care of the High Risk Patient (2 Credits)

This course will introduce the concepts of population health and highlight the intersection of health equity and high-risk patient care. Students will learn to use population datasets to risk stratify patient groups, identify high cost/high need patients, and evaluate innovative models to improve outcomes.

COMC 8403A Practice of Medicine 1 Preceptor- Part 1 (0 Credits)

This elective will provide an opportunity for the senior student to develop teaching skills by co-precepting (with a clinical faculty member) a group of 10 first-year medical students in the Practice of Medicine 1 course.

COMC 8403B Practice of Medicine 1 Preceptor- Part 2 (4 Credits)

This elective will provide an opportunity for the senior student to develop teaching skills by co-precepting (with a clinical faculty member) a group of 10 first-year medical students in the Practice of Medicine 1 course.

COMC 8404A NWA M3 Preceptor- Part 1 (0 Credits)

This elective will provide an opportunity for the senior medical student to develop his/her teaching skills, specifically in the area of helping junior medical students become more efficient at H & Ps, physical exam, & Step 2 CS preparation. The senior student will also gain experience a leading small groups, giving lecture-style presentations, and compiling relevant information to be presented to juniors.

COMC 8404B NWA M3 Preceptor- Part 2 (4 Credits)

This elective will provide an opportunity for the senior medical student to develop his/her teaching skills, specifically in the area of helping junior medical students become more efficient at H & Ps, physical exam, & Step 2 CS preparation. The senior student will also gain experience a leading small groups, giving lecture-style presentations, and compiling relevant information to be presented to juniors.

COMC 8406A 12th St Health & Wellness Center- Part 1 (0 Credits)

The 12th Street Health and Wellness Center Elective rotation is designed to help senior students achieve competence in interprofessional education and practice in a community based, interprofessional, student-run free clinic. Students will be supervised and evaluated by the clinic director and medical director.

COMC 8406B 12th St Health Center- Part 2 (4 Credits)

The 12th Street Health and Wellness Center Elective rotation is designed to help senior students achieve competence in interprofessional education and practice in a community based, interprofessional, student-run free clinic. Students will be supervised and evaluated by the clinic director and medical director.

COMC 8409A Pract of Med 2 Precept- Part 1 (0 Credits)

This elective will provide an opportunity for the senior student to develop medical teaching skills. Specifically, the student will assist faculty with clinical teaching in the ICM II/Practice of Medicine II course.

COMC 8409B Pract of Med 2 Precept- Part 2 (4 Credits)

This elective will provide an opportunity for the senior student to develop medical teaching skills. Specifically, the student will assist faculty with clinical teaching in the ICM II/Practice of Medicine II course. This course is worth 4 credit hours.

COMC 8415A Harmony Health Clinic- Part 1 (0 Credits)

Harmony Health Clinic Senior Elective- Part 1

COMC 8415B Harmony Health Clinic- Part 2 (4 Credits)

Harmony Health Clinic Senior Elective- Part 2

COMC 8420A North Street Clinic- Part 1 (0 Credits)

Gain real world experience by serving the health and wellness needs of the medically uninsured and under-served by providing access to quality medical care at no cost to these patients in a private, community-based clinic.

COMC 8420B North Street Clinic- Part 2 (4 Credits)

Gain real world experience by serving the health and wellness needs of the medically uninsured and under-served by providing access to quality medical care at no cost to these patients in a private, community-based clinic.

COMC 8421A Leadership in Clinical Education- Part 1 (0 Credits)

The course will train a select group of students in clinical course development and management. The students will help course directors organize and implement the teaching and evaluating of first-year medical students in the Practice of Medicine I course.

COMC 8421B Leadership in Clinical Education- Part 2 (5 Credits)

The course will train a select group of students in clinical course development and management. The students will help course directors organize and implement the teaching and evaluating of first-year medical students in the Practice of Medicine I course.

COMP 8402 Artificial Intelligence in Med (1 Credit)

Artificial Intelligence in Med

COMP 8403 Expert Systems in Medicine (1 Credit)

Expert Systems in Medicine

DERM 8400 Clinical Study - Dermatology (4-12 Credits)**DERM 8401 Away-Dermatology (2-12 Credits)**

Away-Dermatology

DERM 8403 Dermatology (1-16 Credits)

Dermatology

DERM 8405 Advanced Dermatology (1-12 Credits)

This course is recommended for students interested in pursuing a residency in dermatology. We look forward to getting to know you throughout your rotation. In order to be transparent, it should be known that while we often do invite our rotators for interviews, our policy is that we do NOT automatically extend an interview to our rotators.

DERM 8406 Dermatology (1-12 Credits)

Dermatology

DERM 8409 Dermatologic Surgery (1-12 Credits)

Dermatologic Surgery

DRUG 8402 Alcohol and Drug Dependency (1-16 Credits)

Alcohol and Drug Dependency

DRUG 8403 Alcohol and Drug Dependency (1-16 Credits)

Alcohol and Drug Dependency

EMER 8301 Emergency Medicine - (M3) Selective (2 Credits)

The Emergency Medicine rotation is designed to introduce students to the principles of acute care medicine. Students will have the opportunity to evaluate patients as well as formulate effective testing and treatment strategies. The course consists of experiences in the resuscitation of the acutely ill patient, assigned readings from emergency medicine references as well as weekly conferences.

EMER 8401 Away-Emergency (2-12 Credits)

Away-Emergency

EMER 8402 Emergency Medicine (4 Credits)

Emergency Medicine

EMER 8403 Emergency Medicine (1-16 Credits)

Emergency Medicine

EMER 8404 Emergency Medicine (1-16 Credits)

Emergency Medicine

EMER 8405 Emergency Medicine (4 Credits)

Emergency Medicine

EMER 8406 Emergency Medicine (1-16 Credits)

Emergency Medicine

EMER 8407 Emergency Medicine (1-16 Credits)

Emergency Medicine

EMER 8408 Emergency Medicine (1-16 Credits)

Emergency Medicine

EMER 8409 Emergency Medicine (1-16 Credits)

Emergency Medicine

EMER 8410 Emergency Medicine (1-12 Credits)

Main Campus: Blocks 1-5 are to be applied for ONLY IF YOU ARE AN EM RESIDENCY APPLICANT. If you are not applying for an EM residency please select a block later in the year. Please see the course director in advance for any unusual scheduling requests. No two-week blocks accepted. Each rotation will require a minimum number of shifts, which will include nights and weekends. All Emergency Medicine rotations are standardized for work hours and rotation schedule to provide a full experience. Fort Smith, Jonesboro, Pine Bluff, and Texarkana electives are available for four-week blocks only. No two-week blocks accepted.

EMER 8411 Emergency Medical Services (1-12 Credits)

Students will learn the principles of pre-hospital management and stabilization of a variety of emergent conditions. They will become familiar with the organization of an EMS system, including dispatch of services and on- and off-line medical direction. Through their experiences, students should gain an appreciation for the challenges facing EMT's and paramedics in the field.

EMER 8412 Pediatric Emergency Medicine (1-12 Credits)

To allow the senior medical student the opportunity to evaluate/assess, diagnose and treat emergent and urgent conditions in the pediatric (0-21 years) population. This will include such wide-ranging areas as trauma, surgical, orthopedic, gynecologic, and medical problems in this population.

EMER 8413 Intensive Emergency Medicine (2-12 Credits)

The Advanced Emergency Medicine Course held during Blocks 1-5 are to be applied for ONLY IF YOU ARE AN EM RESIDENCY APPLICANT. Approval by the course director to take this course is required. You should have an EM faculty member as your advisor if you are taking this course. If you are not applying for an EM residency please select the Emergency Medicine Course later in the year instead of the Advanced Emergency Medicine Course. Please see the course director in advance for any unusual scheduling requests. No two-week blocks accepted.

ENTO 8301 Otolaryngology - (M3) Selective (2 Credits)

Otolaryngology/Head & Neck Surgery is a surgical subspecialty that treats several different organ systems within the region of the head and neck. This course offers exposure to all of the further subspecialties within Otolaryngology: Facial Plastic and Reconstructive Surgery (to include all forms of plastic surgery within the face and neck, cosmetic and reconstructive), Head & Neck Oncology (surgical care of cancers of the face and neck, thyroid surgery, and microsurgical reconstruction), Otology & Neurotology (microscopic ear surgery, such as cochlear implantation), Rhinology (endoscopic surgery for the paranasal sinuses and skull base), Laryngology (care and surgery for the voice and for vocal professionals), Pediatric Otolaryngology (congenital head and neck deformities and diseases, including cleft lip and palate).

ENTO 8401 Away-ENT (2-12 Credits)

Away-ENT

ENTO 8402 Otolaryngology (1-12 Credits)

Gain increased knowledge of the scope of otolaryngology

ENTO 8499 Research - Otolaryngology (4-12 Credits)

Research in Otolaryngology. Faculty and student will determine specific research assignment.

FMED 8301 Family Medicine (4 Credits)

Family Medicine

FMED 8400 Clinical Study-Family Medicine (4-12 Credits)

Independent Clinical Study in Family Medicine. Faculty and student will determine specific clinical assignment.

FMED 8401 Away-Family Medicine (1 Credit)**FMED 8402 Rural Primary Care (1-12 Credits)**

This course is designed to accomplish the goals and objectives as listed for a rural primary care setting. It can be taken at any of the primary care sites with prior permission from Regional Programs Central office.

FMED 8403 Family Medicine Primary Care (1-16 Credits)

Family Medicine Primary Care

FMED 8406 AI in Family Medicine (1-16 Credits)

AI in Family Medicine

FMED 8407 AI in Family Medicine (1-16 Credits)

AI in Family Medicine

FMED 8408 Family Practice (4 Credits)

Family Practice

FMED 8409 Family Medicine/Rural Elective (4 Credits)

Family Medicine/Rural Elective

FMED 8411 Family Medicine Primary Care (1-16 Credits)

Family Medicine Primary Care

FMED 8412 AI in Family Medicine (1-16 Credits)

AI in Family Medicine

FMED 8413 Family Practice Rural Rotation (1-16 Credits)

Family Practice Rural Rotation

FMED 8414 Family Medicine Primary Care (1-16 Credits)

Family Medicine Primary Care

FMED 8415 College Health/Student Health Ctr. (1-12 Credits)

This is a unique offering, in that one can get a general practice experience on a group of young adults with their unique problems and needs.

FMED 8416 AI in Family Medicine (1-16 Credits)

AI in Family Medicine

FMED 8417 Rural Primary Care Family Medicine (1-16 Credits)

Rural Primary Care Family Medicine

FMED 8418 Family Medicine (4 Credits)

Family Medicine

FMED 8420 Family Medicine Elective (1-12 Credits)

Gain knowledge and skills in diagnosis and management of health problems in a family medicine practice.

FMED 8421 Family Medicine Primary Care (1-16 Credits)

Family Medicine Primary Care

FMED 8424 AI in Family Medicine (1-16 Credits)

AI in Family Medicine

FMED 8425 Rural Family Practice (1-16 Credits)

Rural Family Practice

FMED 8426 Family Medicine Primary Care (1-16 Credits)

Family Medicine Primary Care

FMED 8427 Community Services and Resources (1 Credit)

Community Services and Resources

FMED 8429 Senior Student Continuity Clinic (1-12 Credits)

Senior Student Continuity Clinic

FMED 8430 AI in Family Medicine (1-16 Credits)

AI in Family Medicine

FMED 8431 Rural Primary Care Medicine (1-16 Credits)

Rural Primary Care Medicine

FMED 8432 Family Medicine Primary Care (1-16 Credits)

Family Medicine Primary Care

FMED 8433 AI in Family Medicine (1-16 Credits)

AI in Family Medicine

FMED 8434 Family Medicine Rural Elective (1-16 Credits)

Family Medicine Rural Elective

FMED 8435 Operational Medicine (1-16 Credits)

Operational Medicine

FMED 8436 Family Medicine Primary Care (1-16 Credits)

Family Medicine Primary Care

FMED 8437 AI in Family Medicine (1-16 Credits)

AI in Family Medicine

FMED 8439 Family Medicine Primary Care (1-16 Credits)

Family Medicine Primary Care

FMED 8440 AI in Family Medicine (1-12 Credits)

To offer an educational experience to senior medical students that will instill confidence and teach them the skills to treat in-patients on the Family Practice service. This will be accomplished by encouraging the student to accept substantial responsibility in hospital-based patient care and diagnostic and management problems while under the supervision of upper level residents and attending physicians. The student will also learn to work effectively in a leadership role as part of the clinical team responsible for the health care of patients. All students interested in completing this course at a UAMS regional center must have prior approval from the UAMS regional center office. Contact Patricia Edstrom for more information.

FMED 8441 Private Family Practice (1-12 Credits)

THIS ROTATION DOES NOT COUNT TOWARD THE 12 HOUR ON-CAMPUS RULE

FMED 8447 Family Medicine Primary Care (1-12 Credits)

WORKING AT A COMMUNITY BASED PHYSICIANS OFFICE Students will learn by providing care to outpatients in a community setting.

FMED 8448 Intensive AI in Family Medicine (4 Credits)

To offer an integrated educational experience to senior medical students that are matching into Family Medicine. This rotation will instill confidence and teach them the skills to treat in-patients on the Family Practice service, as well as how to care for patients in the immediate post discharge setting. This will be accomplished by encouraging the students to accept substantial responsibility in hospital-based patient care while under the supervision of upper level residents and attending physicians. The student will also learn to work effectively in a leadership role as part of the clinical team. The student will assist in the hospital discharge clinic one half day per week.

FMED 8499 Research - Family Medicine (4-12 Credits)

FMED 8301A Family Medicine- Part 1 (0 Credits)

Family Medicine- Part 1

FMED 8301B Family Medicine- Part 2 (4 Credits)

Family Medicine- Part 2

GAST 8403 Gastroenterology (4 Credits)

Gastroenterology

GAST 8405 Gastroenterology (4 Credits)

Gastroenterology

GAST 8407 Gastroenterology (1-16 Credits)

Gastroenterology

GENE 8401 Pediatric Medical Genetics (1-12 Credits)

Pediatric Medical Genetics

GENE 8402 Medical Genetics (Adult and Ped) (1-16 Credits)

Medical Genetics (Adult and Ped)

GENE 8499 Research - Genetics (4-12 Credits)

Research in Genetics. Faculty and student will determine specific research assignment.

GERI 8401 AI in Interdisciplinary Geriatrics (4 Credits)

AI in Interdisciplinary Geriatrics

GERI 8403 Communicating with Older Adult (2 Credits)

Communicating with Older Adult

GERI 8404 Required Geriatrics on NW Campus (1-16 Credits)

Required Geriatrics on NW Campus

GERI 8405 Palliative Care/Hospice (4 Credits)

Palliative Care/Hospice

GERI 8406 Geriatrics (1-16 Credits)

Geriatrics

GERI 8407 Geriatric Inpatient Service/Consult (4 Credits)

Geriatric Inpatient Service/Consult

GERI 8410 AI in Interdisciplinary Geriatrics (4 Credits)

AI in Interdisciplinary Geriatrics

HUMA 8201 Medical Ethics (2 Credits)

Medical Ethics

HUMA 8401 Death and Dying (1-16 Credits)

Death and the dying processes that lead to death will be faced by every human being. And even more pointedly, the practice of most all healthcare professionals is implicated in the process of dying. Death & Dying is an interprofessional (IPE) and interdisciplinary course that will explore a wide variety of issues that arise at the end of life. The course looks at the concept of dying, cultural and psychological responses to dying, communication with patients and loved ones about dying, the physiology of dying, as well as legal, ethical, and procedural issues when a person is dying or dead.

As an IPE course, students from different professional studies and colleges will learn and work together over 14 weeks of instruction. Both individually and together, students will listen to presentations from expert professionals, experience real world environments, and read a variety of literature (professional, technical, and artistic), and produce writing and presentation assignments. The course awards 2 credits for successful completion.

HUMA 8402 Biomedical Ethics (1-16 Credits)

This is a seminar-style class covering a range of topics in bioethics that are pertinent to the life of a physician.

HUMA 8403 Medicine In Literature (1-16 Credits)

Literature and Medicine is concerned with the ways medicine and medical matters have been represented in literary texts. Its intention is to enrich each participant's understanding of medical events by exploring the narrative and symbolic dimensions of illness from as many perspectives as possible.

HUMA 8405 History Of American Medicine (1-16 Credits)

History of American Medicine - Analysis of the medicine in American culture from the colonial period to the 20th century (with a nod to Western medical historical context). The differing perspectives on American Medicine in the 18-19th century comprise compelling and thoughtful arguments which lead to 20th century innovations and movements in both medical practice and medical education.

HUMA 8407 Law and Medicine (1-16 Credits)

This elective will expose you to the main legal regulations and rules that govern medical practice. But, importantly, it will also include experiential simulations that expose you to legal scenarios you are likely to experience in practice, such as being deposed, testifying as an expert witness, and handling yourself in medical malpractice litigation.

HUMA 8412 Diseases from Antiquity to Now (1-16 Credits)

Diseases from Antiquity to Now

HUMA 8414 Art and Medicine (1-16 Credits)

"Medicine is often described as both art and science, evoking the view that the proficient clinician is one who knows both her craft and her pathology. Art also figures into medicine as a means for clinicians and patients to express their relationships to health care. And, art can be used therapeutically. This course is designed to give you the opportunity to learn more about these different meanings of the concept of "art" and thus, the relationships between arts and medicine. The course is run primarily by the students, who guide us in covering different arts and their relationships to medicine. dance, music, theater, painting, sculpture, and photography as both therapeutic and expressive for patients and practitioners, alike.

HUMA 8415 Global Health Ethics (2 Credits)

Global Health Ethics

HUMA 8416 Perspectives on Women's Health (2 Credits)

Perspectives on Women's Health

HUMA 8417 Religion and Medicine (1-16 Credits)

Religion and Medicine

HUMA 8418 Religion and Clinical Practice (1-16 Credits)

Religion and Clinical Practice

HUMA 8419 Medical Spanish (1-12 Credits)

This brief course in Medical Spanish will be designed to help anyone in the medical profession to more effectively communicate in the Spanish language with patients and their families. The course will emphasize basic language structure, pronunciation, and vocabulary, with special emphasis on medical terminology. This course is offered as a senior elective, but it is also open to other medical students, residents, and faculty. No registration is required except for senior medical students wanting to take it for credit. The course will be broadcast via IVN to the Northwest Arkansas Campus.

HUMA 8421 Womens Health (2 Credits)

Womens Health

HUMA 8423 Ethics of Clinical Practice (2 Credits)

The course will train students in the basics of ethical and legal medical decision-making, with a special focus on laws and conditions in the state of Arkansas. Students will work with faculty from the Department of Medical Humanities & Bioethics to learn about the ethics of advance care planning, end-of-life conversations, surrogate identification, and medical decision-making, both in Arkansas and with comparisons to other states.

HUMA 8425 Medical Anthropology (2 Credits)

Medical anthropology/sociology is the study of medicine as a cultural phenomenon, or more precisely, a collection of cultural phenomena, that create values systems and practices, like other cultural groups. This course includes comparisons of non-Western and Western medical systems, definitions of health and disease, cross-cultural variation in health specialists and ways of treatment/healing, and an examination of the problems of medical pluralism and adapting Western biomedicine to the needs of diverse cultural and ethnic groups.

INFC 8401 Infectious Disease NWA (4 Credits)

Infectious Disease NWA

INTM 8202 Introduction to Clinical Medicine 2 (5 Credits)

Introduction to Clinical Medicine 2

INTM 8301 Internal Medicine (8 Credits)

Internal Medicine

INTM 8400 Clinical Study – Internal Medicine (4-12 Credits)

Independent Clinical Study in Internal Medicine. Faculty and student will determine specific clinical assignment.

INTM 8401 Away-Internal Medicine (2-12 Credits)

Away-Internal Medicine

INTM 8402 AI in Internal Medicine (1-12 Credits)

This experience is to help prepare the student for their residency internship.

INTM 8403 Internal Medicine (4 Credits)

Internal Medicine

INTM 8404 Internal Medicine (1-16 Credits)

Internal Medicine

INTM 8410 AI in Internal Medicine (1-16 Credits)

AI in Internal Medicine

INTM 8412 Internal Medicine Primary Care (1-16 Credits)

Internal Medicine Primary Care

INTM 8415 AI in Internal Medicine (1-16 Credits)

AI in Internal Medicine

INTM 8417 AI in Internal Medicine (1-16 Credits)

AI in Internal Medicine

INTM 8418 Internal Medicine Primary Care (1-16 Credits)

Internal Medicine Primary Care

INTM 8419 AI in Internal Medicine (1-16 Credits)

AI in Internal Medicine

INTM 8420 Internal Medicine Primary Care (1-16 Credits)

Internal Medicine Primary Care

INTM 8421 AI in Internal Medicine (1-12 Credits)

The broad goal of this experience is to prepare students for their internships, whether it will be surgical, medical, pediatric, or other.

INTM 8425 Internal Medicine Primary Care (1-12 Credits)

Students will see patients presenting to the UAMS Internal Medicine North clinic for primary care. Students will gain experience in management of chronic diseases and in provision of preventative care services.

INTM 8426 Complementary/Alternative Medicine (1-12 Credits)

The course will be comprised of seminars involving lectures, discussions, field trips to CAM clinics, and a student presentation; it will include both experiential and didactic learning.

INTM 8428 Private Interventional Cardiology (1-16 Credits)

Private Interventional Cardiology

INTM 8429 ECG Reading & Arrhythmias (2-12 Credits)

This course is designed to teach senior medical students how to read and interpret 12-lead ECGs and rhythm strips. It is also designed to teach senior medical students how to do history and physical exam interpret data and formulate an assessment and plan for patients with basic arrhythmias in the inpatient and outpatient settings. Finally, the students will have the chance to observe procedures such as Pacemaker/Implantable Cardioverter Defibrillator implantations and Electrophysiological Study / Ablation procedures as well as performing direct current cardioversions.

INTM 8430 Endocrinology (Basic Science) (1-12 Credits)

Recent advances in endocrine mechanisms to which students have not been exposed will be covered by lecture. Students also may be assigned topics for presentation which will elaborate on these new areas. Basic endocrine topics (i.e. pancreas - diabetes mellitus) will be covered by lectures as well as by student review and presentation based upon the perceived needs of the individual students. Credit in this course is variable, depending on the amount of time involved. (See Dr. Wheeler)

INTM 8431 Hematology/Onc - Basic Research (1-12 Credits)

Hematology/Onc - Basic Research

INTM 8432 Chronotherapy of Cancer (1 Credit)

The student will learn about the recent advances in using biological time to significantly increase the cure rate in a variety of human chemotherapy (chronochemotherapy) situations and also in the surgical treatment of breast cancer.

INTM 8433 General Oncology (4 Credits)

General Oncology

INTM 8434 Cardiology (1-12 Credits)

To provide a learning experience in cardiology as seen in private practice, in the hospital and in the office. Skills in history and physical exam, diagnostic tests, assessment and management will be stressed. Patients will be seen in the ER, in the CCU, on the hospital wards, and in the office. Students will participate in monitoring, interpretation of ECGs, hemodynamic evaluation, stress testing and consultations. Students will also participate in cardiac scanning, echocardiography, and in coronary arteriography. Study assignments may also be made.

INTM 8435 Clinical Endocrinology (1-12 Credits)

Clinical Experience in Endocrine-Metabolic Medicine, UAMS and/or LRVH Hospital.

Clinical Experience in diabetes (integrated with primary care) in the UA firm.

INTM 8436 Gastroenterology (1-12 Credits)

Gastroenterology

INTM 8437 Palliative Care (1-12 Credits)

Palliative Care

INTM 8438 General Hematology/Oncology (1-12 Credits)

The student will learn how to diagnose, stage, and treat various hematologic and oncologic diseases. The course director will allow a 2 week rotation.

INTM 8439 Infectious Disease (1-12 Credits)

Infectious Disease

INTM 8440 General Pulmonary (1-12 Credits)

General Pulmonary

INTM 8441 Pulmonary Consultation (1-12 Credits)

Pulmonary Consultation

INTM 8442 Renal Medicine (1-12 Credits)

Renal Medicine

INTM 8443 Rheumatology (1-12 Credits)

Rheumatology

INTM 8445 Hospitalist Night Medicine (2-3 Credits)

This course is for those who want to do internal medicine, but desire extra experience in night medicine, which is distinctly different from day-shift hospitalist medicine. This course is a good option for those who want to become more proficient with the admission process, but who also want to continue simultaneous course work from another elective. This course is longitudinal and flexible. It will be the responsibility of the student to see which residents are working during the night shift they desire to join, as well as getting their approval. It is expected that the student will attend every admission during that night shift, but to give a formal presentation and H & P on only one of their admissions. The student would present to the resident with whom they collaborated before obtaining the shift.

INTM 8446 ECG- NWA (4 Credits)

This course is designed to teach senior medical students and housestaff how to interpret ECGs and rhythm strips in the clinical context. This course is based on the premise that trainees at an levels need instruction in electrocardiography starting at a basic level.

INTM 8447 COVID-19 Pandemic (2 Credits)

This online course covers the COVID-19 pandemic, the basic virology of coronaviruses, viral pathogenesis, SARS, and MERS. The course covers related epidemiology, global spread, pandemic disease, modes of transmission, methods for control, vaccine development processes, and evidence based communication. The course includes case presentation, screening, diagnostic testing, infection control, isolation procedures, personal protective equipment, individual case management, community response, large scale public health initiatives, and the ethics of resource allocation and provider and patient safety.

INTM 8499 Research - Internal Medicine (4-12 Credits)

Research in Internal Medicine. Faculty and student will determine specific research assignment.

LEGL 8401 Performance Measure/Quality Improve (4 Credits)

MICR 8201 Microbiology (4 Credits)

Microbiology

MICR 8401 Research Microbiology & Immunology (1-12 Credits)

Students will have the opportunity to participate in the ongoing research programs of individual faculty members. Laboratory work will be conducted in the research laboratories of the department

***Credit for this course is variable depending on effort. See Dr. Wheeler. The number of hours per week is also variable.

MODU 8101 Brain and Behavior (1-10 Credits)

Brain and Behavior

MODU 8102 Disease and Defense (1-10 Credits)

Disease and Defense

MODU 8103 Human Structure (1-10 Credits)

Human Structure

MODU 8104 Molecules to Cells (1-10 Credits)

Molecules to Cells

MODU 8106 Hematology (M1) (1-10 Credits)

Hematology (M1)

MODU 8201 Musculoskeletal/Skin (1-10 Credits)

Musculoskeletal/Skin

MODU 8202 Hematology (3 Credits)

Hematology

MODU 8203 Cardiovascular/Renal/Pulmonary (1-10 Credits)

Cardiovascular/Renal/Pulmonary

MODU 8204 GI and Nutrition (1-10 Credits)

GI and Nutrition

MODU 8205 Endocrine/Reproduction (1-10 Credits)

Endocrine/Reproduction

MODU 8206 Medicine Across Generations (1-10 Credits)

Medicine Across Generations

MODU 8208 Cardiology (1-10 Credits)

Upon completion of the Cardiovascular Module, students will be expected to:

- 1) Understand how the cardiovascular system functions to maintain homeostasis of blood pressure, cardiac output, tissue perfusion and other vital cardiovascular parameters.
- 2) Be able to think analytically about how to approach the diagnosis and treatment of common cardiovascular abnormalities and disease states.

MODU 8209 Pulmonary (1-10 Credits)

Upon completion of the Pulmonary Module, students will be expected to:

- 1) Understand how the pulmonary system functions to maintain homeostasis of oxygen supply to tissue.
- 2) Be able to think analytically about how to approach the diagnosis and treatment of common pulmonary abnormalities.

MODU 8210 Renal (1-10 Credits)

Upon completion of the Renal Module, students will be expected to:

- 1) Understand how the renal system functions to maintain homeostasis of extracellular water/electrolytes.
- 2) Be able to think analytically about how to approach the diagnosis and treatment of common renal abnormalities.

MODU 8211 Independent Step 1 Study (1 Credit)

Independent Step 1 Study

MODU 8300 Clerkship Didactics (1 Credit)**MODU 8105A Practice of Medicine 1- Part 1 (0 Credits)**

Practice of Medicine (POM) is a two-year curriculum designed to teach the skills, knowledge, and attitudes fundamental to clinical medicine. In the Practice of Medicine-1 and 2 courses, our goal is to give you the beginning basic skills required to become a physician and the essentials to clinical medicine which will enable you to be a caring, skilled, knowledgeable, and compassionate physician.

MODU 8105B Practice of Medicine 1- Part 2 (7 Credits)

Practice of Medicine (POM) is a two-year curriculum designed to teach the skills, knowledge, and attitudes fundamental to clinical medicine. In the Practice of Medicine-1 and 2 courses, our goal is to give you the beginning basic skills required to become a physician and the essentials to clinical medicine which will enable you to be a caring, skilled, knowledgeable, and compassionate physician.

MODU 8207A Practice of Medicine 2- Part 1 (0 Credits)

Practice of Medicine (POM) is a two-year curriculum designed to teach the skills, knowledge, and attitudes fundamental to clinical medicine. In the Practice of Medicine-1 and 2 courses, our goal is to give you the beginning basic skills required to become a physician and the essentials to clinical medicine which will enable you to be a caring, skilled, knowledgeable, and compassionate physician.

MODU 8207B Practice of Medicine 2- Part 2 (6 Credits)

Practice of Medicine (POM) is a two-year curriculum designed to teach the skills, knowledge, and attitudes fundamental to clinical medicine. In the Practice of Medicine-1 and 2 courses, our goal is to give you the beginning basic skills required to become a physician and the essentials to clinical medicine which will enable you to be a caring, skilled, knowledgeable, and compassionate physician.

MODU 8301A Practice of Medicine 3- Part 1 (0 Credits)

The POM III course attempts to build on the clinical skills taught in the first two years of POM I and POM II in a standardized way. In addition, this course aims to address the complexities of patient care that affect how physicians practice medicine. Ideally, this course will take a global approach to patient care in order to instill practical and applicable knowledge in regards to the overarching principles throughout the clinical years.

MODU 8301B Practice of Medicine 3- Part 2 (2 Credits)

The POM III course attempts to build on the clinical skills taught in the first two years of POM I and POM II in a standardized way. In addition, this course aims to address the complexities of patient care that affect how physicians practice medicine. Ideally, this course will take a global approach to patient care in order to instill practical and applicable knowledge in regards to the overarching principles throughout the clinical years.

MODU 8301b requires prerequisite MODU 8301a.

MODU 8401A Residency Preparation 101- Part 1 (0 Credits)

This is an expansion of residency survival week into a year-long longitudinal course focusing on preparing the seniors for the entire residency application process. In addition, it will provide the students with the skills and knowledge to effectively address acute patient care issues as an intern.

MODU 8401B Residency Preparation 101- Part 2 (2 Credits)

This is an expansion of residency survival week into a year-long longitudinal course focusing on preparing the seniors for the entire residency application process. In addition, it will provide the students with the skills and knowledge to effectively address acute patient care issues as an intern.

Enrollment in this course is limited to COM Graduating Seniors.

NEUR 8301 Neuroscience Specialties (4 Credits)

Neuroscience Specialties

NEUR 8400 Clinical Study - Neurology (4-12 Credits)**NEUR 8401 Away-Neurology (1 Credit)**

Away-Neurology

NEUR 8402 Neurology (4 Credits)

To gain experience, under supervision, in the office and hospital management of most common conditions encountered in private practice neurology office.

NEUR 8403 Neurology (1-16 Credits)

Neurology

NEUR 8404 Topics In Neurobiology (1-12 Credits)

This course consists of an introduction to current topics in neuroscience. These will include new neurotransmitters and the coexistence of transmitters in the same neuron, and the activation of membrane channels by transmitters. The basis for understanding results of current research in neuroscience using antero- and retrograde tracer substances, deoxyglucose (including PET), MRI, MRA, fMRI, and magnetic (SQUIDS) recording and stimulating devices may be discussed.

NEUR 8405 Neurophys of Voluntary Movement (1-12 Credits)

Neurophys of Voluntary Movement

NEUR 8406 Advanced Neurology (4 Credits)

Advanced Neurology

NEUR 8408 AI In Neurology (1-12 Credits)

AI In Neurology

NSRG 8401 Away-Neurosurgery (1 Credit)

Away-Neurosurgery

NSRG 8402 Neurosurgery (1-16 Credits)

Neurosurgery

NSRG 8403 Neurosurgery (1-12 Credits)

Neurosurgery

NSRG 8408 AI- Neurological Surgery (1-12 Credits)

This elective is designed for medical students planning a career in neurosurgery, neurology, neuropathology, or neuroradiology. Since this is an advanced AI elective, previous experience in a third year neuroscience (N/NS) rotation is recommended. Students who are planning to enter the national neurosurgery residency match are especially encouraged to apply for this elective.

OBN 8301 Obstetrics/Gynecology (6 Credits)

Obstetrics/Gynecology

OBN 8400 Clinical Study - OB/GYN (4-12 Credits)

Independent Clinical Study in Obstetrics and Gynecology. Faculty and student will determine specific clinical assignment.

OBN 8401 Away-OB/Gyn (1 Credit)

Away-OB/Gyn

OBN 8402 Obstetrics and Gynecology (4 Credits)

Obstetrics and Gynecology

OBN 8403 Obstetrics and Gynecology (4 Credits)

To gain experience, under supervision, in the office and hospital management of the most common conditions encountered in private practice of obstetrics and gynecology.

OBN 8404 Rural Obstetrics and Gynecology (4 Credits)

To provide students with insight and management of Ob/Gyn patients in a rural setting - both clinic and hospital practice.

OBN 8405 Obstetrics and Gynecology (1-16 Credits)

Obstetrics and Gynecology

OBN 8406 Obstetrics and Gynecology (1-16 Credits)

Obstetrics and Gynecology

OBN 8407 Obstetrics and Gynecology (4 Credits)

Obstetrics and Gynecology

OBN 8408 Obstetrics and Gynecology (4 Credits)

Obstetrics and Gynecology

OBN 8410 Obstetrics and Gynecology (1-16 Credits)

Obstetrics and Gynecology

OBN 8412 AI in Womens Primary Health Care (1-12 Credits)

To assist medical students in developing comprehensive competencies in women's health care using a broad perspective. A holistic approach will be taken to include not only gynecologic and reproductive issues, but also medical problems that are commonly encountered in women that may manifest or respond differently, as compared to men. Screening, prevention and patient education will be emphasized.

OBN 8413 Geriatric Gyn Clinic (4 Credits)

Geriatric Gyn Clinic

OBN 8414 Vulvar Clinic (4 Credits)

Vulvar Clinic

OBN 8415 Externship In Obstetrics (1-16 Credits)

Externship In Obstetrics

OBN 8416 Ambulatory Gynecology (1-16 Credits)

To participate in an active Gynecological practice.

OBN 8417 Gynecology And Gyn Oncology (1-12 Credits)

To improve the student's overall understanding of pelvic disease encountered in women. The clinical and pathologic aspects of the benign and malignant processes are stressed. To enhance the student's medical and surgical judgment pertaining to gynecologic disease through application of the principles of individualized management. The course combines gynecologic oncology with general gynecology, medicine, and surgery, and its content is particularly useful for students seeking a career in Obstetrics and Gynecology, General Surgery, Family Practice, Internal Medicine, Medical Oncology, Urology and Pathology.

OBN 8418 Maternal-Fetal Med (High Risk Ob) (1-12 Credits)

Post-graduate training for students interested in high-risk obstetrics and gynecology; provides opportunity to assess and manage parturients with obstetrical complications

OBN 8421 Reproductive Endo & Infertility (1-12 Credits)

This course is designed for students wishing to increase their knowledge of clinical female reproductive endocrinology and infertility.

OBN 8422 Distance Health and Telemedicine (4 Credits)

Distance Health and Telemedicine

OBN 8423 Distant Health and Telemedicine (1-12 Credits)

The student will be working closely alongside with the physicians, physician extenders, and support staff in the evaluation and development of medical plans for telemedicine patients, particularly for those in under served areas of Arkansas.

OBN 8424 AI in Obstetrics (4 Credits)

AI in Obstetrics

OBN 8425 Intensive AI in Obstetrics (4 Credits)

This course is designed for those who wish to increase their diagnostic and technical skills in normal obstetrics and is designed for students who want complete a residency in Obstetrics/Gynecology. Special requirements: need for course director's approval; special attendance in clinical and didactic sessions and a paper write up.

OBN 8426 Intensive Ambulatory Gynecology (4 Credits)

To participate in an active Gynecological practice; Special requirements: need for course director's approval; special attendances in clinical and didactic sessions and a paper write up. Student must submit CV and explanation of why they would like to take this course to Dr. Racher prior to enrollment.

OBN 8427 OB/Gyn Intern Survival Guide (2 Credits)

OB/GYN Intern Survival Guide is targeted to senior medical students who have matched into an Ob/gyn residency. In this course, through lecture and simulation, students will learn basic suturing technique, obstetrical procedures for labor induction and management, ultrasonography, laparoscopy, microscopy, and identification of obstetrical emergencies.

OBN 8499 Research - OB/GYN (4-12 Credits)

Research in Obstetrics and Gynecology. Faculty and student will determine specific research assignment.

OBN 8499 Research - OB/GYN (4-12 Credits)

Research in Obstetrics and Gynecology. Faculty and student will determine specific research assignment.

ONCO 8401 General Hematology and Oncology (4 Credits)

General Hematology and Oncology

ONCO 8404 Molecular Biology of Neoplasms (1 Credit)

Molecular Biology of Neoplasms

ONCO 8409 Hematology And Oncology (1-16 Credits)

Hematology And Oncology

ONCO 8412 Cancer Prevention (4 Credits)

Cancer Prevention

OPTH 8401 Away-Ophthalmology (2-12 Credits)

Away-Ophthalmology

OPTH 8403 Ophthalmology (4 Credits)

Ophthalmology

OPTH 8404 Ophthalmology (1-16 Credits)

Ophthalmology

OPTH 8405 Ophthalmology Research (1-12 Credits)

Senior students engaged in this elective will investigate a specific topic in ophthalmology selected by the student and the preceptor that relates to various eye diseases such as age-related macular degeneration, uveitis, keratitis, and ocular tumors.

OPTH 8406 Clinical Ophthalmology (1-12 Credits)

To gain experience, under supervision, in the office and hospital management of the most common conditions encountered in private practice of ophthalmology.

OPTH 8407 Neuro-Ophthalmology (1-12 Credits)

Neuro-Ophthalmology

ORTH 8301 Orthopaedics - (M3) Selective (2 Credits)

The purpose of this course is to instruct participants in basic orthopaedic knowledge. The participants will be allowed to design their rotational experience to match their desired orthopaedic subspecialty exposure, but student exposure must still allow for them to achieve acquisition of the necessary course requirements for passage of the course.

ORTH 8401 Orthopaedics (1-16 Credits)

Orthopaedics

ORTH 8403 Orthopaedics (1-16 Credits)

Orthopaedics

ORTH 8405 Orthopaedics (4 Credits)

Orthopaedics

ORTH 8406 Orthopaedics (4 Credits)

Orthopaedics

ORTH 8407 Orthopaedics (1-16 Credits)

Orthopaedics

ORTH 8409 Orthopaedics (1-16 Credits)

Orthopaedics

ORTH 8410 Orthopaedic Surgery (1-16 Credits)

Orthopaedic Surgery

ORTH 8411 Orthopaedics (1-16 Credits)

Orthopaedics

ORTH 8412 Sports Medicine (1-12 Credits)

The course is designed specifically for those students who are interested in serving as team physicians in the communities where they practice.

ORTH 8413 Orthopaedic Surgery (1-12 Credits)

Orthopaedic Surgery

ORTH 8415 Away-Orthopaedics (2-12 Credits)

Away-Orthopaedics

OTOL 8402 ENT (4 Credits)

ENT

OTOL 8405 Oto-Rhino-Laryngology (1-16 Credits)

Oto-Rhino-Laryngology

OTOL 8406 Otolaryngology (1-16 Credits)

Otolaryngology

OTOL 8407 Otolaryngology (1-16 Credits)

Otolaryngology

PEDI 8201 Genetics II (2.5 Credits)

Genetics II

PEDI 8301 Pediatrics (8 Credits)

The curriculum of this clerkship is designed to help you learn the knowledge and skills needed by a physician to properly care for children. You will have a variety of experiences possibly including rotations on the inpatient wards, a variety of outpatient clinics, the newborn nursery, and a series of computer based self-study modules, a pediatric resuscitation course, and a variety of didactic lectures and workshops.

PEDI 8400 Clinical Study – Pediatrics (4-12 Credits)

Independent Clinical Study in Pediatrics. Faculty and student will determine specific clinical assignment.

PEDI 8401 Away-Pediatrics (2-12 Credits)

Away-Pediatrics

PEDI 8402 Pediatric Primary Care (1-16 Credits)

Pediatric Primary Care

PEDI 8403 AI in General Pediatrics (1-16 Credits)

AI in General Pediatrics

PEDI 8404 Pediatrics (1-16 Credits)

Pediatrics

PEDI 8406 AI in General Pediatrics (1-16 Credits)

AI in General Pediatrics

PEDI 8407 Pediatric Primary Care (1-16 Credits)

Pediatric Primary Care

PEDI 8409 AI in General Pediatrics (1-16 Credits)

AI in General Pediatrics

PEDI 8410 Pediatric Primary Care (1-16 Credits)

Pediatric Primary Care

PEDI 8413 Adolescent Medicine (1-12 Credits)

The Adolescent Medicine rotation at ACH involves a 4 week long immersion in the outpatient healthcare setting for teens. Primary duties surround effective and efficient care for adolescents, ages 12-21, utilizing a bio-psycho-social approach. The learner will be encouraged and expected to function more independently over the course of the month, formulating plans of care as well as appropriate assessments. This rotation is best suited to students planning to practice in the fields of pediatrics, family medicine, OB/GYN, or psychiatry.

PEDI 8414 AI in In-Patient Gen Pediatrics (1-12 Credits)

AI in In-Patient Gen Pediatrics

PEDI 8415 Pediatric Primary Care (1-12 Credits)

Students desiring additional Pediatric Emergency medicine exposure, please see the course description for the Pediatric Emergency Medicine Elective. Time off (for interviews, ect.) must be arranged with the rotation supervisor in advance of the rotation and shall not exceed more than 3 days. At least a one week notice is required to add or drop this rotation.
NORTHWEST CAMPUS SLOTS ARE ONLY AVAILABLE FOR THE NWA STUDENTS.

PEDI 8416 Pediatric Critical Care Medicine (1-12 Credits)

Pediatric Critical Care Medicine

PEDI 8418 Preceptorship In Pediatrics (1-12 Credits)

This elective does not count as on-campus time for the purposes of the twelve hour rule. This elective is only available to UAMS students.

PEDI 8419 Neonatology (1-12 Credits)

The Neonatology 4th year elective has been designed to expose and introduce the future pediatric, OB-Gyn, or anesthesia resident to newborn intensive care in the UAMS NICU. The experience expands on the common neonatal pathology seen during the 3rd year Pediatric Clerkship. Students fully participate with the medical team and will observe prenatal counseling of families on L and D, attend high risk deliveries, learn about procedures common to newborn intensive care, understand the long term longitudinal care for premature neonates by participating in daily rounds with the NICU team, and gain an appreciation of the complex follow-up needs of high risk neonates.

PEDI 8420 Transport Medicine (1-12 Credits)

This elective is open to any fourth year medical student. Only one student at a time can take the elective. The elective can be for four weeks or alternatively for two weeks with the other two weeks being another elective such as PICU.

PEDI 8421 Pediatric Sleep Medicine (1-16 Credits)

Pediatric Sleep Medicine

PEDI 8422 Pediatric Teaching Skills (4 Credits)

This elective is only available to UAMS students. This course is designed to provide 4th year medical students with teaching skills that will be used during residency and potentially with a career in academic medicine.

PEDI 8423 Quality Improvement Elective (1-16 Credits)

AFMC offers this elective to senior medical students as an opportunity to experience working in the quality improvement field. All physicians must interact with quality improvement organizations. Quality improvement is one of the keys to reforming health by optimizing resources and controlling costs.

PEDI 8424 Pediatric Allergy/Immunology (2-12 Credits)

Pediatric Allergy/Immunology

PEDI 8425 Pediatric Cardiology (1-12 Credits)

Pediatric Cardiology

PEDI 8426 Pediatric Endo And Metabolism (1-12 Credits)

Pediatric Endo And Metabolism

PEDI 8427 Peds Gastroenterology/Nutrition (1-12 Credits)

Peds Gastroenterology/Nutrition

PEDI 8428 Pediatric Hematology/Oncology (1-12 Credits)

Pediatric Hematology/Oncology

PEDI 8429 Pediatric Infectious Disease (1-12 Credits)

Pediatric Infectious Diseases elective is designed for the learner to acquire a skill set to make clinical decisions about diagnostic and therapeutic interventions for different infectious diseases of children based on patient information, clinical assessment, interpretation of diagnostic studies, and up-to-date scientific evidence. To acquire skills in different clinical settings, the students will have both outpatient and inpatient experiences in this elective. In addition, the students will be exposed to basic principles of infection control and antimicrobial stewardship during the elective. The learner will be encouraged and expected to function more independently over the elective, formulating plan of care following appropriate assessment.

PEDI 8430 Child Neurology (1-12 Credits)

Child Neurology

PEDI 8431 Ped Pulmonary Disease (1-12 Credits)

The goal of this elective rotation is to provide the student the opportunity to investigate pulmonary diseases in children in more depth than possible during the required pediatric pulmonary rotation. Specific Goals and Objectives for this elective will be negotiated between the student and the course director, based on the student's motivation for taking the elective. The "Objectives and/or Goals" listed below serve as examples for the student as he/she drafts his/her proposed curriculum.

PEDI 8432 Pediatric Nephrology (1-12 Credits)

Pediatric Nephrology

PEDI 8499 Research - Pediatrics (4-12 Credits)**PHAR 8201 Pharmacology (4.5 Credits)**

Pharmacology

PHAR 8402 Primary Care Pharmacotherapy (1-16 Credits)

The goal of the interprofessional pharmacotherapy rotation is for students to hone the principles of rational medication evaluation, prescribing and monitoring. This is a 12-week longitudinal elective 4th year rotation.

PHAR 8403 Problems in Peds Pharmacology/Tox (1-16 Credits)

Problems in Peds Pharmacology/Tox

PHAR 8406 Medical Toxicology (1-12 Credits)

Medical Toxicology

PHYS 8401 Review Of Physiology (1-16 Credits)

Review Of Physiology

PREV 8401 Clinical Prevention and Nutrition (4 Credits)

Clinical Prevention and Nutrition

PSYC 8201 Behavioral Science (3.5 Credits)

Behavioral Science

PSYC 8301 Psychiatry (6 Credits)

Psychiatry

PSYC 8400 Clinical Study - Psychiatry (4-12 Credits)

Independent Clinical Study in Psychiatry. Faculty and student will determine specific clinical assignment.

PSYC 8401 Away-Psychiatry (2-12 Credits)

Away-Psychiatry

PSYC 8402 Geriatric Psychiatry (4 Credits)

Geriatric Psychiatry

PSYC 8403 Psychiatry (4 Credits)

Psychiatry

PSYC 8404 Geriatric Psychiatry (4 Credits)

Geriatric Psychiatry

PSYC 8407 Psychiatry (4 Credits)

Psychiatry

PSYC 8410 Psychiatry - Adult Inpatient (1-12 Credits)

Psychiatry - Adult Inpatient

PSYC 8411 Substance Abuse and Mental Illness (1-12 Credits)

Substance use often occurs with mental illness. Often substance use causes or exacerbates certain psychiatric syndromes, and worsens prognosis. The student will rotate on a dual diagnosis ward that offers milieu, group, and outpatient therapy, as well as pharmacological interventions. Student will evaluate consults for the program and follow veterans through the program while on the rotation.

PSYC 8412 Mental Health Services Research (1-12 Credits)

Mental Health Services Research

PSYC 8414 Chronically Mentally Ill-Outpatient (4 Credits)

Chronically Mentally Ill-Outpatient

PSYC 8416 Adolescent LongTerm Sex Offender Tx (1-12 Credits)

Adolescent LongTerm Sex Offender Tx

PSYC 8417 Dx and Tx of Adolescent Psych Pts. (1-12 Credits)

Email your course director one week prior to starting your rotation. Unit D of the ASH is a 17 bed acute and residential inpatient adolescent psychiatry unit. Average census is 14 to 16 patients. As an acting intern, the student will work with the treatment team with the supervision of a PGY4 child and adolescent psychiatry resident and attending physician. This experience will provide an excellent opportunity to develop skills as an in-patient psychiatric provider.

PSYC 8418 Forensic Psychiatry (1-12 Credits)

The ASH Forensic unit is the inpatient site for the treatment of individuals found incompetent to stand trial or not guilty of a crime by mental disease or defect. It is also the location of pre-trial assessments of these and other legal issues.

PSYC 8423 Treatment of Chronic Mental Illness (1-12 Credits)

This course aims to teach students how to interview, evaluate and treat patients with chronic mental illnesses such as schizophrenia and bipolar disorder. The biopsychosocial model will be emphasized and students will be on developing interviewing skills and improving progress note writing.

PSYC 8424 Palliative Care-Psychotherapy (4 Credits)

To teach students about the biopsychosocial context in which patients with life-limiting diagnoses present, including pain problems, psychiatric diagnoses, and family dynamics.

PSYC 8425 Outpatient Substance Abuse Disorder (4 Credits)

To gain experience with the outpatient management of patients with substance use disorders with a particular focus on opioid dependence and opiate agonist treatment.

PSYC 8426 Child and Adolescent Psychiatry (1-12 Credits)

During the rotation the medical student will develop basic knowledge and clinical skills in the assessment and treatment of children and adolescents with emotional, developmental, and behavioral disorders. They will rotate at various clinical sites throughout the month on acute child inpatient unit (UAMS PRI Child Unit), adolescent acute and residential units (ASH), the consult and liaison service at ACH, and observe at the Alexander Youth Detention mental health clinic. This will provide the student with a broad exposure to children and adolescents with emotional and behavioral health needs, along with a combination of medical/psychiatric symptom presentation to learn from. They will be exposed to several different child and adolescent psychiatrist to see different treatment settings and management styles. Medical students will work directly with Child psychiatry faculty, fellows & residents.

PSYC 8427 Child and Adolescent Psychiatry (4 Credits)

Child and Adolescent Psychiatry

PSYC 8428 Psychiatry in a Medical Setting-UA (1-12 Credits)

A fourth year medical student rotating on this elective functions as an acting intern on the General Hospital Psychiatry service. This rotation gives an important glimpse of the complex overlap between medical illnesses and emotional or psychiatric symptoms. Medical students are given the opportunity to tailor the rotation to meet their professional developmental needs depending on their chosen field of medicine. For example, students who will enter Ob/Gyn are preferentially assigned to work with patients with issues related to that field, etc. Students will be encouraged to pursue their intellectual curiosity within their area of interest.

PSYC 8429 Psychiatry in a Medical Setting-VA (1-12 Credits)

Psychiatry in a Medical Setting-VA

PSYC 8430 Outpatient Psychiatry NLRVAH (1-12 Credits)

To provide a fourth year medical student a comprehensive overview of outpatient psychiatry as practiced in a large, multidisciplinary outpatient clinic. The student will appreciate the special talents contributed by a variety of mental health disciplines including psychiatry, psychology, pharmacy, social work, and nursing. The student will participate in the evaluation of new referrals and develop an understanding of treatment techniques including individual and group psychotherapies, psychopharmacology and behavioral techniques. Instruction in the role of psychological testing will be available.

This elective is considered an Acting Internship.

PSYC 8431 Outpatient Psychiatry (1-12 Credits)

Outpatient Psychiatry

PSYC 8432 Substance Abuse: Detox to Discharge (1-12 Credits)

Substance abuse:Detox to Discharge

PSYC 8433 Dx and Rx of Psychotic Patient (1-12 Credits)

Dx and Rx of Psychotic Patient

PSYC 8435 Emergency Room Psychiatry LRVA ER (1-12 Credits)

Emergency Room Psychiatry LRVA ER

PSYC 8436 Developing Brain and Psychiatric DX (4 Credits)

Developing Brain and Psychiatric DX

PSYC 8441 Psychiatry and Society: Gain Program (4 Credits)

Psychiatry and Society: Gain Program

PSYC 8444 Geriatric Psychiatry (1-12 Credits)

As the general population ages, caring for older patients will become an increasing part of the delivery of mental health care. Geriatric psychiatry includes diagnosis and evaluation of patients with dementia, diagnosis and evaluation of new mental health issues in seniors, and continuing care of older patients with chronic life-long psychiatric care needs. UAMS and the VA have a variety of clinical experiences to familiarize medical students with the evaluation and treatment of seniors. Students can work one-on-one with geriatric psychiatrists in inpatient, outpatient, consultation, and nursing home settings. Division of time in these settings will be decided with the course director based on the student's specific area of interest.

PSYC 8445 PRI Inpatient Psychiatry (4 Credits)

The PRI inpatient rotation is based on the general inpatient unit at PRI 6 floor. It is led by Drs. Jeffrey Clothier and Ricardo Caceda. It also gives the opportunity to have a firsthand exposure to Electroconvulsive therapy (ECT) with Dr. Lou Ann Eads.

This rotation is flexible and aims to tailor to the student's interest the exposure to the clinical and research components. The clinical component includes daily contact with patients with severe mental illness, including formulation and adjustment of treatment plan. Obtaining collateral and coordinating care with family and previous providers is part of the student primary responsibilities. The goal is for the student to have the role of an acting intern with as much autonomy and responsibility as appropriate. The research component of the rotation involves participation on one of the ongoing research projects, i.e brain imaging of patients with acute suicidality, exploration of decision making and pain processing during acute suicidality, predictors of ECT response, study of inflammation in severe depression, and treatment alternatives for refractory depression.

PSYC 8446 Women's Mental Health Program (4 Credits)

Psychiatric care of prenatal and postpartum women.

PSYC 8499 Research - Psychiatry (4-12 Credits)

Research in Psychiatry. Faculty and student will determine specific research assignment.

PTHL 8201 Pathophysiology (7 Credits)

Pathophysiology

PTHL 8301 Pathology - (M3) Selective (2 Credits)

Pathologists have exciting and dynamic careers, but traditional medical education can leave students with a perception of pathology as course, not a profession. This new clerkship was created to give students exposure to the active and important roles pathologists perform in practice—from the forensic medical examiner to the doctor in clinic. Students will rotate daily through nearly every part of this extensive specialty.

PTHL 8401 Away-Pathology (1 Credit)

Away-Pathology

PTHL 8402 Patholog (4 Credits)

Pathology

PTHL 8404 Pathology (4 Credits)

Pathology

PTHL 8407 Pathology (1-16 Credits)

Pathology

PTHL 8408 Pathology (1-16 Credits)

Pathology

PTHL 8409 Pathology (1-16 Credits)

Pathology

PTHL 8410 Clinical Pathology (1-12 Credits)

The student will be introduced to, and given an overview of, clinical pathology. The student will learn basic laboratory skills, effective test ordering strategies, interpretation of laboratory data and clinical application of results.

PTHL 8411 Anatomic Pathology (1-12 Credits)

The overall goal of this elective will be an attempt to show the student how the pathologist fulfills a role in the practice of medicine. Spheres of activity will include clinical laboratory, examination of pathological specimens both grossly and microscopically, cytopathology cases (i.e. Gyn PAP Smear, FNA specimen and non-Gyn cytology), necropsies, bacteriology and virology labs, and research activities.

PTHL 8412 Hematopathology (1-12 Credits)

This elective is an advanced rotation in hematopathology. The goal is for the student to have primary responsibility in the diagnosis of peripheral blood, bone marrow, and lymph node disorders.

PTHL 8414 Forensic Pathology (1-12 Credits)

Forensic Pathology

PTHL 8415 Clinical Dermatopathology (1-12 Credits)

Provide medical students with an introduction to dermatopathology; exposure to the microscopic aspects of clinical dermatology and the necessity of clinicopathologic correlation.

NO ONE CAN SIGN UP FOR THIS COURSE WITHOUT THE PRIOR APPROVAL OF THE COURSE DIRECTORS. Please email Dr. Jerad Gardner (jgardner@uams.edu) or Dr. Sara Shalin (scshalin@uams.edu) if interested.

PTHL 8416 Dermatopathology research (1-12 Credits)

RETIRED COURSE: Provide medical students with an introduction to dermatopathology research; introduction to techniques of laboratory investigation.

THIS COURSE CANNOT BE TAKEN WITHOUT PRIOR CONSENT OF THE COURSE DIRECTOR. Email Jerad Gardner (jgardner@uams.edu) or Sara Shalin (scshalin@uams.edu) for details.

PTHL 8417 Immunohematology (Blood Banking) (1-16 Credits)

This elective is offered for those students who wish to learn more about transfusion medicine and coagulation. The student will learn how to manage simple to complex transfusion and coagulation problems. The student will become comfortable with ordering the appropriate blood and blood products as well as gaining insight and understanding into myriad of coagulation procedures.

This elective is especially important for those students who are going into residency training where hemotherapy is important such as Internal Medicine, Anesthesiology, Surgery, or Emergency Medicine. Of course, all students are welcome.

PTHL 8499 Research - Pathology (4-12 Credits)

Research in Pathology. Faculty and student will determine specific research assignment.

PULM 8401 Pulmonary (1-16 Credits)

Pulmonary

PULM 8402 Pulmonary (4 Credits)

Pulmonary

PULM 8403 Pulmonary Medicine (1-16 Credits)

Pulmonary Medicine

PULM 8404 Pulmonary (1-16 Credits)

Pulmonary

RADI 8301 Radiology - (M3) Selective (2 Credits)

In this course, you will learn how Radiologists diagnose abnormalities in every medical specialty and how Interventional Radiologists use images to perform minimally-invasive procedures throughout the body.

RADI 8401 Away-Radiology (2-12 Credits)

Away-Radiology

RADI 8402 Radiology (1-16 Credits)

Radiology

RADI 8403 Radiology (1-16 Credits)

Radiology

RADI 8405 Radiology (1-16 Credits)

Radiology

RADI 8407 Radiology NW (1-16 Credits)

Radiology NW

RADI 8409 Radiology (1-16 Credits)

Radiology

RADI 8411 Radiation Oncology (4 Credits)

Radiation Oncology

RADI 8412 Diagnostic Imaging (1-12 Credits)

An overview of diagnostic imaging procedures, including Nuclear Medicine, Ultrasound, Magnetic Resonance Imaging, and Computed Tomography will be presented, primarily as case material to the students.

RADI 8413 Pediatric Radiology (1-12 Credits)

TO TAKE THIS COURSE YOU MUST HAVE FIRST TAKEN THE DIAGNOSTIC RADIOLOGY ELECTIVE, OR MADE SPECIAL ARRANGEMENTS WITH THE COURSE DIRECTOR.

Students who are pursuing pediatrics residencies are not required to take the prerequisite Diagnostic Radiology Elective.

RADI 8414 Diagnostic Radiology (1-12 Credits)

Diagnostic Radiology

RADI 8415 Radiation Biology Research (1-12 Credits)

Radiation Biology Research

RADI 8416 Vascular and Intervention Radiology (1-12 Credits)

Vascular and Intervention Radiology

RADI 8417 Nuclear Medicine PET Service (1-12 Credits)

The student will have an excellent overall understanding of the PET imaging subspecialty of nuclear medicine by the end of the rotation. The elective should be strongly considered by students interested in pursuing a career in research, whether in an imaging specialty or a clinical field, due to the crucial role of molecular imaging in 21st Century medicine.

RADI 8499 Research - Radiology (4-12 Credits)

Research in Radiology. Faculty and student will determine specific research assignment.

RADO 8401 Away-Radiation Oncology (2-12 Credits)

Away-Radiation Oncology

RADO 8402 Radiation Oncology (1-12 Credits)

Radiation Oncology

RADO 8499 Research - Radiation Oncology (4-12 Credits)

Research in Radiation Oncology. Faculty and student will determine specific research assignment.

REHA 8301 Physical Medicine & Rehabilitation - (M3) Selective (2 Credits)

During the PM&R clerkship, the students will have the opportunity to attend the didactic sessions with the PM&R residents as well as participate in a selection of PM&R Inpatient and Outpatient clinical experiences. Clinical duties will include participation in the general PM&R outpatient clinics, UAMS PM&R consults, and the UAMS PM&R inpatient rehabilitation unit located at Baptist Rehabilitation Institute. There is also the option to spend time at Arkansas Children's Hospital to experience pediatric rehabilitation for those students with expressed interest in entering the pediatric field.

REHA 8401 Away-PM & R (1 Credit)

Away-PM & R

REHA 8402 Rehabilitation Medicine (1-16 Credits)

Rehabilitation Medicine

REHA 8403 Physical Med and Rehabilitation (1-12 Credits)

A PM&R medical student rotation is an excellent opportunity for anyone considering a career in internal medicine, family practice, neurology or geriatrics. Medical students will gain the knowledge, skills and attitudes outlined below through the four-week elective PM&R rotation. Students will rotate through the outpatient clinic at the UAMS Stephens Spine Center, the PM&R consult service at the UAMS Medical Center, inpatient services at Baptist Health Rehabilitation Institute and both inpatient and outpatient services at the North Little Rock Veteran's Hospital and Arkansas Children's Hospital.

If you would like more information about the elective please visit our website at www.pmr.uams.edu or contact Leigh Austin, PM&R Residency Program Coordinator at LBaustin@uams.edu.

REHA 8404 Spinal Cord Injury Medicine (2-4 Credits)

This clinical course will involve working with patients who have a spinal cord injury with complete or incomplete tetraplegia or paraplegia. You will learn how classify a spinal cord injury, prognosticate recovery and manage secondary complications and enhance functional recovery after a spinal cord injury.

RENL 8401 Renal Medicine (4 Credits)

Renal Medicine

RENL 8402 Renal Medicine (1-16 Credits)

Renal Medicine

RENL 8403 Renal Medicine (1-16 Credits)

Renal Medicine

RENL 8404 Renal Medicine (4 Credits)

Renal Medicine

SGRY 8301 Surgery (8 Credits)

Surgery

SGRY 8302 Surgery Subspecialties (4 Credits)

Surgery Subspecialties

SGRY 8400 Clinical Study - Surgery (4-12 Credits)

Independent Clinical Study in Surgery. Faculty and student will determine specific clinical assignment.

SGRY 8401 Away-Surgery (2-12 Credits)

Away-Surgery

SGRY 8402 General Surgery (1-16 Credits)

General Surgery

SGRY 8403 General Surgery (1-16 Credits)

General Surgery

SGRY 8404 General Surgery (1-16 Credits)

General Surgery

SGRY 8405 General Surgery (1-16 Credits)

General Surgery

SGRY 8406 General Surgery (4 Credits)

General Surgery

SGRY 8408 General Surgery (1-16 Credits)

General Surgery

SGRY 8410 Basic Surgical Skills (1-16 Credits)

This course will run over 6 weeks, with two 3-hour sessions per week. It will involve simulation to practice response to typical intern pages, basic bedside surgical procedures including chest tubes, IV lines, central lines, arterial lines, suturing, laparoscopy, intubation and trauma management.

SGRY 8411 Surgical Research (1-16 Credits)

Requires prior arrangement with a member of the surgical faculty to insure that each student has an approved project.

SGRY 8412 General Surgery (1-16 Credits)

General Surgery

SGRY 8413 General Surgery (1-12 Credits)

General Surgery

SGRY 8414 AI- Cardiovascular Surgery (1-12 Credits)

AI- Cardiovascular Surgery

SGRY 8415 Plastic And Reconstruct Surg (1-16 Credits)

Plastic And Reconstruct Surg

SGRY 8416 General Surgery (1-16 Credits)

General Surgery

SGRY 8417 Thoracic Surgery (4 Credits)

Thoracic Surgery

SGRY 8419 AI in Surgery (1-12 Credits)

The student will serve for four weeks as an Acting Intern on one of the principal general surgery services at the University Hospital, Veterans Affairs Hospital, or Arkansas Childrens' Hospital.

SGRY 8420 General Surgery Outpatient Clinic (1-12 Credits)

General Surgery Outpatient Clinic

SGRY 8421 Department Honors Prog in Surgery (1-12 Credits)

Department Honors Prog in Surgery

SGRY 8423 Surgical Oncology/Breast Service (1-12 Credits)

Surgical Oncology/Breast Service

SGRY 8424 Vascular Surgery (1-12 Credits)

This rotation is designed to expose the fourth year medical student to the field of vascular surgery in a more detailed fashion and to add to the knowledge obtained during the third year. The student will be able to understand the basic and clinical science of pre-op, operative, and post-op vascular disease processes including aneurysm disease, carotid disease, and peripheral vascular disease.

SGRY 8425 Endoscopy; Colon & Rectal Surgery (1-12 Credits)

Endoscopy; Colon & Rectal Surgery

SGRY 8426 Pediatric Surgery (1-12 Credits)

Pediatric Surgery

SGRY 8428 Emergency Surgical Trauma Service (1-12 Credits)

Emergency Surgical Trauma Service

SGRY 8430 Private Surgery (1-12 Credits)

Private Surgery - This elective will not count toward the 12 hour on-campus rule.

SGRY 8432 Management of Burns and Wounds (1-12 Credits)

Management of Burns and Wounds

SGRY 8433 General Surgery & Surgical Oncology (1-12 Credits)

General Surgery & Surgical Oncology

SGRY 8434 Pediatric Cardiothoracic Surgery (1-12 Credits)

Pediatric Cardiothoracic Surgery

SGRY 8436 Plastic and Reconstructive Surgery (1-12 Credits)

The students will participate in all aspects of the plastic surgical evaluation and treatment. He or she will learn the nuances of dealing with aesthetic and reconstructive plastic surgical patient from preoperative evaluation to intraoperative techniques to postoperative management.

SGRY 8437 Cardio-Thoracic Surgery (1-12 Credits)

Cardio-Thoracic Surgery

SGRY 8438 NW Surgical Specialties Clerkship (1-16 Credits)

NW Surgical Specialties Clerkship

SGRY 8439 Surgical Intensive Care (1-12 Credits)

Surgical Intensive Care

SGRY 8440 General and Endocrine Surgery (4-12 Credits)

This rotation is a surgical elective which allows the student a broad-based exposure to General Surgery, including common procedures such as herniorrhaphy and cholecystectomy. Students will gain exposure to foregut surgery, specifically acid reflux procedures and diaphragmatic repair. Additionally, students will spend time on the Endocrine Surgery service, seeing thyroid, parathyroid, and adrenal care. Enrollment is limited to senior medical students (M4).

SPEC 8402 Senior Specialties - Neuro/NS (1-16 Credits)

Senior Specialties - Neuro/NS

UROL 8301 Urology - (M3) Selective (2 Credits)

The UAMS Urology program follows the National Medical Student Curriculum developed by the American Urological Association. The standardized curriculum covers the essential topics in urology. The following link will take you directly to the curriculum:

<http://www.auanet.org/education/medical-student-core-content-and-other-resources.cfm>

The experience a student obtains during their clerkship will vary slightly ending on whether they elect a rotation at Arkansas Children's Hospital, UAMS or the VA. Obviously the Children's rotation will center primarily around the pediatric population while the UAMS rotation will be adult oriented and many of the cases the student will come into contact with would be the more advanced urological problems. The VA rotation is also adult centered but the patient exposure will be more in line with many common urological problems centering around the male population with a fewer number of female patients.

Depending on the hospital the student will be assigned to a primary staff physician, but will be in frequent contact with multiple staff members plus the residents assigned to the particular hospital.

UROL 8400 Clinical Study - OB/GYN (4-12 Credits)**UROL 8401 Away-Urology (1-4 Credits)**

Away-Urology

UROL 8402 Urology (4 Credits)

The senior student will evaluate new patients as assigned by the local physician-preceptor. These work-ups involve a complete history and physical examination, an assessment of the findings and formulation of a plan for diagnosis and management. The student will provide follow-up care for these patients over the four-week period, in coordination with other members of the team.

UROL 8403 Urology (4 Credits)

Urology

UROL 8404 Urology (4 Credits)

Urology

UROL 8406 Urology (4 Credits)

Urology

UROL 8407 Urology (4 Credits)

Urology

UROL 8408 Urology (4 Credits)

Urology

UROL 8409 Urology (1-16 Credits)

Urology

UROL 8410 Urology (4 Credits)

Urology

UROL 8411 Urology (4 Credits)

Urology

UROL 8412 AI- Urology (1-12 Credits)

Allow the student to function as an acting PGY1 on the urology service at UAMS, VAH and/or ACH.

UROL 8499 Research - Urology (4-12 Credits)

Research in Urology. Faculty and student will determine specific research assignment.



College of Nursing

College of Nursing

Contact Information

4301 W. Markham St. #509
Little Rock, AR 72205-7199
501-686-5374
<https://nursing.uams.edu/>

History

The College of Nursing of the University of Arkansas for Medical Sciences was established as an independent professional school of the University in March 1953, in response to the interest and support of professional and community groups throughout Arkansas. Establishment of the school was designed to help meet the pressing demands for larger numbers of skilled nurses and to make available to the people of Arkansas the best possible educational preparation for the profession of nursing.

The first program established within the College in 1953 was the baccalaureate program. Its purpose is implemented through a unified curriculum combining general education and professional instruction within a university setting. Further details are provided in the section of this catalog describing the program leading to the Bachelor of Science in Nursing degree.

The master's program leading to the degree of Master of Nursing Science was initiated in 1971. This program builds upon baccalaureate education and provides a program for advanced preparation in nursing. On January 1, 2008, the master's degree program was transferred from the Graduate School to the College of Nursing where it became a professional degree program. Further information is provided in the section of this catalog describing the master's program.

The Doctor of Nursing Practice (DNP) program was granted approval in October 2012 by the Arkansas Board of Higher Education and in May 2012 by the University of Arkansas Board of Trustees. The first class began fall 2013. The DNP program is designed to prepare students with the knowledge, skills, tools, and abilities needed to lead inter-professional teams in the development, implementation, and evaluation of evidence-informed innovative health care models for individuals, families and populations with complex health care needs across the lifespan. Graduates of the DNP program are expert clinicians who translate research to create, implement, and evaluate practice to improve quality outcomes and influence health care policy.

The Doctor of Philosophy with a major in nursing science program, implemented fall 1997, prepares nurse scientists to make significant contributions to nursing knowledge through clinical research. Further information describing this program is provided in a section of this catalog and the current *UAMS Graduate School Catalog*.

College of Nursing Mission Statement

The UAMS College of Nursing is committed to scholarly excellence in (1) under-graduate and graduate nursing education, (2) research, and (3) service to the University, profession and society.

Education

The UAMS College of Nursing provides exemplary and comprehensive educational programs, based on scholarship in education and practice. The College of Nursing offers educational programs to prepare professional nurses as generalists and for advanced practice, teaching, research, and administrative roles, thereby enhancing health care for the people of Arkansas. As a leader in the preparation of nurses for advanced health care, the College of Nursing collaborates with Regional Centers, other colleges of nursing, and the health care community to provide degree and continuing education programs. The College enhances access to education in this rural, agrarian state by offering degree programs and courses for nurses through distance education.

Research

The UAMS College of Nursing advances the body of nursing knowledge through scholarship in research. This community of scholars contributes to nursing science through research activities that are theory testing, theory generating, and of an applied or basic research nature. Scholarship includes the dissemination of research findings and the translation of research into practice.

Service

The service mission of the UAMS College of Nursing provides service through scholarly participation of faculty and students in academic, professional, and community organizations. Faculty practice as skilled clinicians, consultants, and professional experts in health care organizations and in the community. Faculty serve as role models for students and other nurses at the local, state, national, and international levels.

Philosophy

The UAMS College of Nursing advances the University's philosophy and mission through scholarship in teaching, research, and service. The College of Nursing provides excellent theory-based educational programs for students entering the nursing profession and nurses seeking advanced education. Because nursing is a research-based discipline, faculty participate in generating, disseminating, and using theory and research findings for education and practice. Faculty believe that service includes participation in academic, professional, and community organizations, and practice of the discipline.

The nursing curriculum is based on the nursing meta-paradigm of PERSON, ENVIRONMENT, HEALTH, and NURSING. Additionally, the curriculum is based on the following core concepts: health promotion, human diversity, illness and disease management, communication, critical thinking, professional values/ethics, and role development.

The concept of **person** includes individuals, families, groups, and communities. Persons are of intrinsic value and dignity and worthy of respect because of their shared and unique physical, emotional, intellectual, social, cultural, and spiritual characteristics. Each person possesses the inherent right for self-expression and for participation in life to the fullest extent possible based on his/her unique experience and perspective. People are self-determining, each person functioning interdependently with other individuals, families, groups, and communities, joined together because of shared values and needs.

Environment is the interaction of internal and external factors that influence the health of person(s).

Health, as perceived by the person, is the integration of physical, emotional, intellectual, social, cultural, and spiritual well-being that enables the performance deemed necessary and desirable to maintain existence in the environment. Health is affected throughout the life cycle by the interaction of genetic and environmental factors that include choices about health practices, and by the ability of persons to meet their health care needs and to access health care.

Nursing is an art and a science through which nurses provide caring assistance to persons within society. Nurses seek to promote, restore, and maintain health, and when death is imminent, to provide support that will allow the person to die with dignity. Nurses use a systematic process of critical thinking to collect and analyze data, and diagnose, plan, therapeutically intervene, and evaluate outcomes. Using professional values, ethics, and therapeutic communication, nurses implement this process in a variety of roles and settings in collaboration with consumers and other health professionals.

Nursing education prepares graduates to practice within the established professional guidelines and standards and to engage in continuous **role** development and revision of knowledge. The teaching/learning process fosters intellectual and personal growth; stimulates inquiry, critical thinking, and synthesis of knowledge; and helps the individual value and pursue life-long learning.

Baccalaureate nursing education builds upon a liberal arts and science foundation and provides the basis for the practice of professional nursing as a generalist. Baccalaureate education prepares students to think critically and to make clinical judgments that promote, restore, and maintain health. The nurse generalist is prepared for a beginning level professional practice that is grounded in current evidence-based practice. This practice is carried out in a variety of settings. Baccalaureate education provides the foundation for master's study.

Graduate education includes master's and doctoral study. Master's nursing education builds upon the baccalaureate nursing foundation and prepares nurses for specialization in advanced practice roles in a variety of settings. Master's education prepares advanced practice nurses to synthesize knowledge regarding health care systems and theoretical, scientific, and clinical knowledge from nursing and other disciplines; and to translate and integrate current evidence into practice.

Doctoral education at the Ph.D. level prepares nurse scientists to examine health questions pertaining to the theoretical foundation, education, economics, and policy implications associated with nursing education, patient/population care and other health issues. Ph.D. prepared nurse scientists are able to conduct research independently, lead research teams, guide others in their research efforts, publish scholarly papers based on new knowledge, and work collaboratively with faculty from other disciplines. The Doctor of Nursing Practice prepares advanced practice registered nurses as scholars in translating evidence-based research into clinical practice. DNP-prepared nurses use a blend of clinical organization, economic skills, and leadership to impact patient outcomes and manage complex health environments.

College of Nursing Administration and Faculty

The Chief Administrative Officer of the College of Nursing is the dean, who reports to the Chancellor. Reporting to the dean are four associate deans and the co-directors of the Hartford Center of Geriatric Excellence.

The Associate Dean for Academic Programs reports directly to the Dean of the College of Nursing and is administratively responsible for all academic programs and coordination of program administration with total College needs and goals. This associate dean is also responsible for facilitating the Department of Education and baccalaureate programs.

The Associate Dean for Administration reports directly to the Dean of the College of Nursing and is responsible for all material requisitioning and inventory, personnel actions, and accounting and budgeting for College operation. This associate dean is also responsible for fiscal resources that support the missions of the College.

The Associate Dean for Practice Programs reports directly to the Dean of the College of Nursing and is responsible for facilitating the development of the practice/service mission within the College. Included in the responsibilities of this position is the development of faculty practice which integrates the scholarship, educational, and service missions of the College.

The Associate Dean for Research reports directly to the Dean of the College of Nursing and is responsible for stimulating research interests of faculty. This associate dean also oversees the activities for advancing research and fostering scholarship initiatives on campus, in the state, regionally, and nationally, attracting support at the state and national levels.

The faculty comprises three departments:

- Department of Nursing Education
- Department of Nursing Practice
- Department of Nursing Science

Dean, Associate Deans, Directors

Patricia Cowan, Ph.D., RN, FAAN, Dean

Teresa Whited, DNP, RN, APRN, CPNP-PC, Associate Dean for Academic Programs,

Jessica Ellis, Ph.D., MBA, MA, Associate Dean for Administration

Donna Gullette, Ph.D., RN, APRN, AGACNP-BC, FAANP, Associate Dean for Practice, Director MNSc Program

TBA, Associate Dean for Research

Nicole Ward, Ph.D, APRN, WHNP-BC, Director, BSN Program

Larronda Rainey, MNsc, RN, Director, RN-BSN Program

Leonie DeClerk, DNP, RN, APRN, FNP-BC, Director, DNP Program

Michelle Gonzalez, PhD, CRNA, CHSE, Director, Nurse Anesthesia Program

Mark Dunavan, DNP, CRNA, Assistant Director, Nurse Anesthesia Program

Trish Wright, Ph.D., MPH, RN, Director, Ph.D. Program

Melodee Harris, Ph.D., RN, APRN, GNP-BC, AGPCNP-BC, FAAN, Co-Director, Hartford Center of Geriatric Nursing Excellence

Corey Nagel, Ph.D., MPH, RN, Co-Director, Hartford Center of Geriatric Nursing Excellence

Amanda Spinks, MPA, Director, Student Services

Faculty

Angela Anderson, 2019, Clinical Instructor

BSN, University of Arkansas for Medical Sciences; DNP, University of Tennessee Health Science Center

Maeghan Arnold, 2016, Clinical Instructor.

BSN, University of Central Arkansas; MNsc, University of Arkansas for Medical Sciences

Claudia Barone, 1991, Professor

BS, Russell Sage College; MSN, University of Virginia; EdD, University of Arkansas at Little Rock; DNP, University of Arkansas for Medical Sciences

Brittany Beasley, 2018, Clinical Instructor

BSN, Ph.D., University of Arkansas for Medical Sciences

Sondra Bedwell, 2003, Assistant Professor

BSN, Murray State University; MNsc, Ph.D., University of Arkansas for Medical Sciences

Albrey Berber, 2017, Clinical Instructor

BSN, Arkansas Tech University; MNsc, University of Arkansas for Medical Sciences; DNP, East Carolina University

Darlene Byrd, 2016, Clinical Assistant Professor

BA, Ouachita Baptist University; BSN, MNsc, University of Arkansas for Medical Sciences; DNP, University of Tennessee Health Science Center

Carol Campbell, 2018, Clinical Instructor

BSN, University of Arkansas for Medical Sciences; MSN, University of Central Arkansas; DNP, University of South Alabama

Natalie Pate Capps, 2003, Clinical Assistant Professor
BSN, University of Arkansas, Fayetteville; MNSc, Ph.D., University of Arkansas for Medical Sciences

Patricia Cowan, 2015, Dean and Professor
BSN, University of Missouri; MSN, University of Kansas; Ph.D., University of Tennessee Health Science Center

Veneine Cuningkin, 2014, Clinical Assistant Professor
BSN, University of Arkansas for Medical Sciences; MSN, University of Phoenix; DNP, Union University

Leonie DeClerk, 2013, Clinical Associate Professor
BSN, University of Arkansas, Pine Bluff; MNSc, University of Arkansas for Medical Sciences; DNP, Rush University

Pam deGravelles, 2015, Clinical Assistant Professor
BSN, Louisiana State University Medical School of Nursing; Med, Northwestern State University; MSN, University of Phoenix; Ph.D., University of Arkansas for Medical Sciences

Mark Dunavan, 2019, Clinical Assistant Professor
BSN, University of Arkansas for Medical Sciences; MNA, CRNA, University of Alabama-Birmingham; MSN, DNP, Union University

Beverly English, 2011, Clinical Assistant Professor
BSN, Baylor University; MNSc, University of Arkansas for Medical Sciences

Dona Friend, 2018, Clinical Assistant Professor
BSN, MNSc, University of Arkansas for Medical Sciences

Deena Garner, 2015, Clinical Assistant Professor
BBA, University of Arkansas at Little Rock; MNSc, DNP, University of Arkansas for Medical Sciences

Jennifer Gernat, 2015, Clinical Assistant Professor
BS, Penn State University; MNSc, University of Arkansas for Medical Sciences

Michelle Gonzalez 2019, Clinical Associate Professor
BSN, North Park College; MSN, DePaul University, BS, MSOM, Midwest College of Oriental Medicine; Ph.D., Trident University International

Tiffany Greenfield 2019, Clinical Assistant Professor
BSN, University of Arkansas for Medical Sciences; MNSc, University of Phoenix; DNP, Union University

Donna Gullette, 2005, Professor
BSN, Northwest Louisiana University; MSN, Northwestern State University; Ph.D., University of Alabama

Lauren Haggard-Duff, 2017, Clinical Assistant Professor
BSN, Lincoln University; MSN, University of Missouri, Columbia; Ph.D., Capella University

Melodee Harris, 2013, Associate Professor
BSN, Excelsior College; MSN, Concordia University of Wisconsin; Ph.D., University of Arkansas for Medical Sciences

Laura Hays 2019, Clinical Assistant Professor
PhD, APRN, University of Arkansas for Medical Sciences

Marilyn Faye Hughes, 2011, Clinical Instructor
BSN, MNSc, DNP, University of Arkansas for Medical Sciences

Josephine Jackson, 2013, Clinical Instructor
BSN, Alcorn State University; MSN, Mississippi University for Women; DNP, University of Alabama-Birmingham

Jamie Jones, 2018, Clinical Assistant Professor
BSN, University of Arkansas, Monticello; MSN, Walden University

Sara Jones, 2009, Associate Professor
BSN, Ph.D., University of Arkansas for Medical Sciences

Shannon Kalkwarf, 2018, Clinical Instructor
BSN, MNsc, University of Arkansas for Medical Sciences

Maryalice Kelly, 2017, Clinical Assistant Professor
BSN, University of Arkansas, Fayetteville; MSN, Vanderbilt University

Pam LaBorde, 2018, Clinical Assistant Professor
BSN, University of Arkansas for Medical Sciences; MSN, Vanderbilt University; DNP, University of Arkansas for Medical Sciences

Leanne Lefler, 2006, Associate Professor
BSN, Arkansas Tech University; MSN, University of Central Arkansas; Ph.D., University of Arkansas for Medical Sciences

Laura Mayfield, 2014, Clinical Assistant Professor
BS, University of Central Arkansas; ADN, University of Arkansas, Little Rock; MNsc, DNP, University of Arkansas for Medical Sciences

Leslie McCormack, 2015, Clinical Instructor
BSN, University of Arkansas, Fayetteville; MSN, Frontier Nursing University

Rochelle McFerguson 2019, Clinical Instructor
BSN, University of Central Arkansas; MNsc, University of Arkansas for Medical Sciences

Donna Middaugh, 1988, Clinical Associate Professor
BSN, University of Nebraska, Omaha; MSN, University of Texas at San Antonio; Ph.D., Kennedy-Western University

Corey Nagel, 2017, Assistant Professor
BSN, University of Arkansas for Medical Sciences; MS, MPH, Ph.D., Oregon Health & Science University

Pearman Parker, 2019, Clinical Instructor
BSN, University of South Carolina; Ph.D., University of South Carolina

Jacob Ponder, 2020, Clinical Instructor
BSN, MNsc, University of Arkansas for Medical Sciences

Larronda Rainey, 2008, Clinical Assistant Professor
BSN, University of Central Arkansas; MNsc, University of Arkansas for Medical Sciences

Fermin Renteria, 2005, Clinical Assistant Professor
BSN, Henderson State University; MNsc, University of Arkansas for Medical Sciences, DNP, American Sentinel University

Leah Richardson, 2014, Clinical Assistant Professor
BSN, Arkansas Tech University; MSN, University of Phoenix; Ph.D., University of Arkansas for Medical Sciences

Elizabeth Riley, Clinical Assistant Professor
BSN, Arkansas Tech University; MSN, University of Phoenix; Ph.D., University of Arkansas for Medical Sciences

Martha Rojo, 2015, Assistant Professor
BSN, California State University; MSN, University of Southern California; Ph.D., University of Arkansas for Medical Sciences

Janet Rooker, 2004, Clinical Associate Professor
BSN, MNsc, University of Arkansas for Medical Sciences

Melissa Rowe, 2020, Clinical Instructor
BSN, University of Arkansas-Monticello; MNsc, DNP, University of Arkansas for Medical Sciences

Taylor Steele 2019, Clinical Instructor
BSN, MNsc, University of Arkansas for Medical Sciences

Sharon Stevenson, 2016, Clinical Assistant Professor
BS, Biology, University of Arkansas, Pine Bluff; MNsc, University of Arkansas for Medical Sciences; DNP, University of Tennessee Health Science Center

Kimberly Stickley, 2017, Clinical Instructor
BSN, University of Arkansas for Medical Sciences; DNP University of Tennessee Health Science Center

Joan Tackett, 2011, Clinical Assistant Professor
BSN, MNsc, University of Arkansas for Medical Sciences

Janice Taylor
BSN, University of Arkansas for Medical Sciences; DNP, University of Tennessee Health Science Center

Stephanie Trotter, 2018, Clinical Instructor
BSN, Kansas State University; Ph.D., University of Arkansas for Medical Sciences

Nicole Ward, 2013, Clinical Assistant Professor
BSN, Arkansas Tech University; MNsc, Ph.D., University of Arkansas for Medical Sciences

Teresa Whited, 2015, Clinical Associate Professor
BSN, MS, University of Oklahoma; DNP, Texas Christian University

Channoah Williams, 2016 Clinical Assistant Professor
BSN, University of Arkansas, Pine Bluff; MSN, Arkansas State University; DNP, Samford University

Patricia (Trish) Wright, 2012, Associate Professor
BPS, University of Memphis; BSN, Harding University; MPH, Ph.D., University of Arkansas for Medical Sciences

Emeritus Faculty

Claudia Beverly, 1976, Professor
BSN, University of Central Arkansas; MNsc, University of Arkansas for Medical Sciences. Ph.D., University of Tennessee at Memphis

Ann Coleman, 2013, Professor
BSN, University of Mississippi; MSN, Ph.D., The University of Texas at Austin

Mary Hartwig, 2013, Associate Professor
BSN, University of Minnesota; MNsc, University of Washington; Ph.D., University of Tennessee

Patricia Heacock, 2002, Associate Professor
BS, West Texas State University; MSN, University of Texas System School of Nursing; Ph.D., The University of Texas at Austin

Linda C. Hodges, 2007, Dean and Professor
BSN, University of Virginia; MNsc, Emory University; EdD, University of North Carolina at Greensboro

Jean McSweeney, 1994, Professor
BSN, Cameron University; MSN, University of Texas at Arlington; Ph.D., University of Texas at Austin

Cheryl Schmidt, 2015, Associate Professor
BSN, MSN, Ohio State University; Ph.D., University of Pittsburgh

Elaine Souder, 2013, Professor
BSN, MSN, University of Pennsylvania; Ph.D., Boston College

Patricia J. Thompson, 2007, Associate Professor
BS, University of Central Arkansas; MNsc, University of Arkansas for Medical Sciences; Ph.D., The University of Texas at Austin

Sophronia Williams, 1997, Associate Professor BSN, MSN, Washington University

Secondary Faculty Appointments

Michael Anders, Ph.D., MPH, BS, Associate Professor

April Carpenter, MNsc, BSN, Clinical Instructor

D. Micah Hester, Ph.D., MA, BA, Professor
Pearl McElfish, Ph.D., MBA, MA, BA, Assistant Professor
Amy Leigh Overton-McCoy, Ph.D., MNSc, BSN, Clinical Assistant Professor
Ambre' Pownall, MSN, BSN, Clinical Instructor
Sarah J. Rhoads, Ph.D., MNSc, BSN, Professor
Angela J. Smith, MNSc, BSN, Clinical Instructor
Trenda Ray, PhD, MNSc, BSN, APRN, Clinical Assistant Professor

Baccalaureate and Graduate Programs in Nursing

ACADEMIC ADVISING

BSN Students

Faculty members are assigned as academic or specialty advisors and are available during office hours and by appointment for students. Students should seek advisement for any course, academic or progression issues. The Associate Dean for Academic Programs or Director of the BSN Program advises all students who have been unsuccessful in a course or who are out of the normal curriculum sequence due to personal reasons.

MNSc Students

Once the student is admitted to the MNSc program and has identified a nurse practitioner specialty or nursing administration, the specialty coordinator for that specialty will serve as the student's advisor. The specialty coordinator will meet with the student, design program of study and review pertinent policies and procedures for requirements of the program. The student should meet with the specialty coordinator prior to first semester of enrollment to update and/or revise the program of study. The student will be given a copy of the program of study. If changes are necessary in the program of study, the student should make an appointment with the specialty coordinator to revise and/or change the program of study. The Associate Dean for Practice and Director of the MNSc Program are available to assist you after you have met with the specialty coordinator.

DNP Students

Once the student is admitted to the DNP program, the Director of the DNP program or Specialty Coordinator will serve as the student's advisor. The DNP director or Specialty Coordinator will meet with the student, design the program of study, and review pertinent policies and procedures for requirements of the program. The student should meet with the DNP director or Specialty Coordinator prior to the first semester of enrollment to update and/or revise the program of study. The student will be given a copy of the program of study. If changes are necessary in the program of study, the student should make an appointment with the DNP director or Specialty Coordinator to revise and/or change the program of study. The Associate Dean for Practice is available to assist you after you have met with the DNP director.

Ph.D. Students

Once the student is admitted, the Director of the Ph.D. Program is named as the student's advisor and a faculty member with interests similar to the student will serve as a supplemental advisor. These designated faculty members will remain the advisors until the dissertation chair is selected. The chair serves as primary advisor until graduation. The student should meet with their faculty advisor prior to the first semester of enrollment to update programs of study. A copy of the program of study from the College of Nursing will be given to each student. If changes are necessary in the program of study, each student is expected to update his/her program of study with the Director of the Ph.D. Program and their advisor.

Accreditation

The University of Arkansas for Medical Sciences is a member of and accredited by the Higher Learning Commission, a Commission of the North Central Association of Colleges and Secondary Schools. The baccalaureate program of the College of Nursing is approved by the Arkansas State Board of Nursing. The baccalaureate, master's, and doctor of nursing practice programs of the College are fully accredited by the Commission on Collegiate Nursing Education (CCNE).

Auditing a Course

When a student is permitted to take a course for audit, that student must register for audit, pay the appropriate tuition and fees, and be admitted to class on a space available basis. Cost for auditing is the same as taking classes for credit. The last day to change from audit to credit is the fifth day of class. Students are not permitted to audit any course that has a clinical component.

Awards and Honors

Each year the College of Nursing presents a number of awards to graduating students who have been recognized for outstanding scholarship (academic performance) and achievement.

Undergraduate Awards

Dean's RN to BSN Award – Awarded to a graduating RN in the RN-BSN program who has demonstrated excellence in nursing practice, professional growth, and community leadership.

Faculty Award (Gold Key) – Awarded to two (2) graduating BSN students who have demonstrated academic excellence, excellence in nursing practice, leadership in professional and community activities, and personal and professional growth.

Faculty Award for Outstanding Achievement and Contribution – Awarded to a graduating BSN student who has demonstrated 1) leadership that fostered closer student relationships within the College and/or across the campus; 2) efforts that enhanced student faculty relationships; and 3) abilities that encouraged other students to participate in their professional organization.

Gloria Rauch Award – Awarded to a graduating BSN student who has demonstrated scholastic excellence and excellence in pediatric practice. Drs. Robert and Donna Middaugh and Robert Guy Middaugh established this award in memory of Gloria Rauch, a College of Nursing faculty member.

Griffey Professionalism Award – Awarded to a two (2) graduating BSN students (one male, one female) who have demonstrated leadership in setting professional standards in nursing practice. Nancy Ann Griffey Jordan and Carla Marie Griffey Hazelwood established this award in memory of their mother, Flora Mae Griffey.

Ina Swetnam Award – Awarded to a graduating BSN student who has demonstrated outstanding scholastic achievement and excellence in practice with maternity patients. UAMS College of Nursing alumni established this award in honor of Ina Swetnam.

Most Supportive Student Award – Awarded to the graduating BSN student who, throughout this program, has given sincere, positive encouragement to classmates; shared time and talents with classmates; facilitated group morale; and supported other students through triumphs and trials.

Nurse's Nurse Award – Awarded to the graduating BSN student who is recognized as the nurse you would most like to care for you if you were ill, who has the ability to show real empathy for patients as individuals, and whose loyalty lies with the patient first.

Nursing Excellence Award – Awarded to the graduating BSN student who has demonstrated outstanding class and clinical preparation and competence in nursing situations; has communicated well with other students and faculty; been creative in the delivery of care; looked further than the textbook for answers; and assisted other students during difficult times.

Outstanding RN to BSN Award – Awarded to a graduating RN to BSN student who has demonstrated excellence in compassionate practice, professional growth, and community leadership.

The Nightingale Award – Awarded to graduating BSN student who has demonstrated the desire to contribute to the nursing profession in the future and has participated in civic and community activities at the state and national level.

Virginia R. Jarratt Award – Awarded to the graduating BSN student who has demonstrated excellence in the art and science of nursing. Criteria for this award includes a demonstrated awareness of the heritage of nursing and current social and political forces affecting the delivery of health care; performance that consistently reveals appreciation for the dignity and worth of individuals, families, and professional colleagues; evidence of ability and willingness to promote the recognition and advancement of nursing as a caring and socially significant profession; and scholastic achievement. Mary Lou Bond established this award in honor of Virginia R. Jarratt, a former Dean of the UAMS College of Nursing.

Graduate Awards

Kathryn "Bucky" Thomas Award – A monetary award presented to a graduating MNSc student who has demonstrated kindness, compassion, positive encouragement to others, and shown respect and loyalty to the College. Ms. Benni Fambrough, former director of development, established this in honor of Ms. Thomas for her years of dedicated service as an administrative assistant in the College.

Dr. Eric Ashworth Hodges Dissertation Award – Awarded to a graduating Ph.D. student who presents the best dissertation. Doctoral candidates who have completed their nursing doctoral dissertation since May of the previous year are eligible. Dr. Linda Hodges, former Dean of the College of Nursing, established this award in honor of her son.

Outstanding Future Nurse Leader Award – Awarded to a graduating graduate student in recognition of exceptional potential for making an outstanding contribution to the profession as a nurse leader as demonstrated in scholastic achievement and professional service.

Veronica McNeirney Award – A monetary award presented to a graduating MNSc student who has demonstrated an exceptional humanistic approach, a sense of compassion, and the application of scientific knowledge and judgment in providing nursing care that reinforces the potential of the client. Veronica McNeirney, professor emeritus, in the College of Nursing, established this award.

Willa Belle Adams Award – A monetary award presented to a graduating MNSc student who exemplifies excellence in clinical nursing skills. Cyrus S. Adams established this award in memory of his wife, Willa, to honor the nursing care she received.

Honors

Dean's List

Names of students in the College of Nursing programs whose academic performances have been superior are recorded on the Dean's List. This recognition will be granted to a student at the end of the semester in which the following qualifications have been met:

1. The student was enrolled full time (≥ 12 hours) for the whole semester (fall & spring) in the BSN program.
2. The student was enrolled for at least five (5) hours for the whole semester (fall & spring) in RN-BSN program.
3. The student was enrolled for at least five (5) hours for the whole semester (fall & spring) in the MNSc Program.
4. The student was enrolled for at least five (5) hours for the whole semester (fall & spring) in the DNP or Ph.D. program.
5. The student had at least a 3.75 grade point average for the semester.
6. The student had no Ds, Fs, or Is on the semester grade report.

Each qualifying student will receive a letter of congratulations from the Dean of the College of Nursing.

Graduation with Honors

In order to graduate "With University Honors" from the College of Nursing, an undergraduate student must have a cumulative grade point average (which includes all courses transferred in) of at least 3.50 through the end of the semester before spring commencement. They will be recognized at Pinning, Hooding, Recognition, and Commencement ceremonies.

Graduates of the Master of Nursing Science and Doctor of Nursing Practice programs who have earned a 4.00 average in all graduate coursework for the current degree, through the end of the semester before spring commencement, will graduate "With Distinction." They will be recognized at Pinning, Hooding, and Recognition and Commencement ceremonies.

The top 10% of undergraduate RN seniors and traditional seniors will be listed in the Recognition Program to graduate with "Nursing Honors." Nursing Honors are calculated on cumulative grades from nursing courses only, through the end of the semester before spring commencement.

Certification/Licensure/Registry Requirements

Successful completion of a nursing program does not itself insure certification/licensure/registry eligibility. Students are advised to become familiar with the discipline-specific requirements published by each certification/licensure/registry agency. Per state law, Act 1208 of 1999, persons convicted of certain crimes will not be eligible to take the RN licensure examination (NCLEX).

Class and Clinical Attendance

Students are expected to be diligent in the pursuit of their studies and regular in their class including online web-based courses and clinical attendance. Students have the responsibility of making arrangements satisfactory to the instructor regarding all absences. Such arrangements should be made prior to the absence, if possible. All clinical absences must be made up. Policies of making up work missed as a result of absence are at the discretion of the instructor, and students should inform themselves at the beginning of each semester concerning the policies of their instructors. **The College of Nursing, in consultation with the faculty members involved, reserves the right to withdraw a student from a course because of excessive absences that interfere with attainment of course objectives. The student will receive a "WF" grade.**

Clinical learning experiences represent a commitment and responsibility to clients as well as essential application of knowledge. Students are expected to be present and on time for each clinical learning experience. Students are required to notify faculty prior to the beginning of the clinical experience if an absence or tardy arrival is expected. Absences and tardiness interfere with attaining clinical competence and meeting course objectives. Satisfactory demonstration of course requirements and clinical competency is necessary for successful completion of the course. When absences do occur, it is the student's responsibility to consult with the instructor about making up the missed time. An unsatisfactory or withdrawal failing (WF) grade from the course may result from excessive absences. Any student who does not successfully meet requirements mandated by clinical agencies, such as immunizations, criminal background checks, drug screens, driving record, etc., and/or is refused access to an agency, will not be able to meet program objectives. The student will, therefore, be administratively dismissed from the College of Nursing.

A student's place of employment and/or wage earning job cannot count for clinical hours completed. Clinical facilities reserve the right to ask students to participate in requirements that are required by the institution and may require a fee. A student refusing to comply will be administratively withdrawn from the course.

Clinical/Practicum Settings (All Programs)

Each degree program in the College of Nursing has a defined number of clinical/practicum hours that must be earned with a passing grade. The clinical settings used are diverse and sufficient in number to ensure that the student will meet core curriculum guidelines and specialty program goals.

Course Requirements

The number of class days shall equal to fifteen (15) class weeks excluding the final exam week for full semester courses.

For didactic courses, the credit hour equals the clock hours of class time; i.e. a three (3) credit course will meet three (3) hours per week for fifteen (15) weeks or (6) six hours per week for 7.5 weeks.

For didactic courses, students can expect to spend two to three times the number of credit hours per week for assignments and studying for all online and face-to-face classes.

Course Syllabi and Equipment

Most course syllabi are located in the respective course Blackboard site approximately 3-4 days prior to the start of the semester. Equipment needed by students for clinical practice will be designated by course faculty in the clinical courses and may be available for purchase through the UAMS Online Bookstore or through kits in the College of Nursing Innovative Practice Center.

CPR Certification

All College of Nursing students are required to be certified in cardiopulmonary resuscitation (CPR) prior to entry into the practicum courses. Students must present evidence of current CPR certification prior to the start of classes. The only acceptable courses are the American Heart Association (Health Care Provider) or American Red Cross (Professional Rescuer). Advanced Cardiovascular Life Support (ACLS) will not be accepted for CPR certification. However, ACLS is required prior to clinical specialty courses for Adult-Gerontology Acute Care Nurse Practitioner, Adult-Gerontology Primary Care Nurse Practitioner, and Family Nurse Practitioner students. Pediatric Nurse Practitioner students will be required to have Pediatric Advanced Life Support (PALS) certification. Current CPR certification will be required annually.

Criminal Background Check and Drug Screen

The College of Nursing will require criminal background checks to be performed annually on BSN, RN-BSN, MNsc and DNP students and will utilize the services of CastleBranch <https://mycb.castlebranch.com> to procure the national background check report.

Purpose

The College of Nursing requires all students in every program to have annual criminal background checks and drug screenings. The rationale for performing criminal background checks on accepted nursing school students is based on a number of issues, including, but not limited to:

1. The need to enhance safety and well-being of patients/research subjects and, in so doing, to bolster the public's continuing trust in the nursing profession;
2. The need to ascertain the ability of students to eventually become licensed nurses or maintain current license;
3. Consideration of liability issues which may affect the College of Nursing and our affiliated clinical facilities;
4. Compliance with mandates from many clinical agencies utilized by the College of Nursing.

Policy Statement

All students must consent to, submit to, and fully complete a criminal background check annually through <https://mycb.castlebranch.com> as a condition of matriculation into the University of Arkansas for Medical Sciences College of Nursing and, if applicable, Graduate School. Failure to do so will constitute failure to meet the matriculation requirements established by the College of Nursing and will result in administrative withdrawal from the program.

Matriculation and continued enrollment in the College of Nursing is contingent upon a completed criminal background check and drug screening with *acceptable* results. Administrative action will be taken, in the event of any of the following: Failure to consent to a criminal background check; refusal to provide necessary information to conduct a background check; falsifying information; failure to provide any additional information wherein an investigation is warranted; and failure to comply with the investigatory procedures when a cause for further action is warranted due to the:

1. Discovery of previously undisclosed information;
2. Discovery of more egregious information than was previously undisclosed information; and/or
3. Discovery of conflicting information between or among the College of Nursing application and/or the criminal background check report and/or any and all documents considered part of a student's application, will result in disciplinary action up to, and including, administrative withdrawal from the program or dismissal from the College of Nursing.

Procedure for Review of Criminal Background Check Findings

1. The Preliminary Review Committee will consist of the following:
 - a. Associate Dean for Academic Programs
 - b. Director of Student Services
 - c. An associate dean or designee (if needed)
2. Upon receipt of a criminal background check report from Certified Background.com, the Preliminary Review Committee will review the report.
3. If the Preliminary Review Committee determines that the criminal background check report is clear with no adverse findings, the student will be notified by the Associate Dean for Academic Programs.
4. If the Preliminary Review Committee determines that the criminal background check report identifies adverse findings, the report will be reviewed by the Preliminary Review Committee to determine if the report should be referred to the Criminal Background Check Review Committee, defined below.

Criminal Background Check Review Committee

Purpose

1. Review criminal background check report results referred to by the Preliminary Review Committee.
2. Review the criminal background check report findings, conduct an investigation, and recommend to the dean whether or not the offer of acceptance, conditional admission, and/or progression should be rescinded.
3. Conduct individualized reviews on a case-by-case basis.

Composition

1. The committee consists of the following voting members:
 - a. A member of the College of Nursing Admissions & Progressions Committee (votes only to break a tie)
 - b. Associate Dean for Academic Programs
 - c. Associate Dean for Practice
 - d. Director of BSN Program
 - e. Director of MNsc Program
 - f. Director of DNP Program
2. The committee also includes the following non-voting members:
 - a. Director of Student Services
 - b. Legal Counsel
3. The Associate Dean for Academic Programs will serve as the chair of the committee.
4. A quorum shall consist of at least 4 of 7 voting members.
5. If a member is unable to attend, the dean or dean's designee can appoint an alternate member from the faculty.

Process

1. The Director of Student Services will notify the student in writing of the scheduled investigation. This notification will contain the date, time, and location of the committee meeting. The student will be notified that the committee will convene even in the absence of the student.
2. If the student attends the meeting, he or she may have one (1) person present during the meeting, who may be an attorney, to advise him or her. This person may not speak on behalf of the student, committee members, or otherwise actively participate in the investigation.
3. The student may appear in person, make an oral statement, and answer questions from committee members. Should the student choose to remain silent, no adverse inference will be raised against him or her.
4. The student may submit additional information or clarification in writing to the committee within five (5) working days.
5. The Associate Dean for Academic Programs will facilitate the discussion regarding the criminal background check.
6. When the student has so requested, the Chair will provide for the student to be heard by the committee and for the student to hear the evidence presented.
7. Once the student's testimony has been presented, the Chair will dismiss the student from the meeting, and continue discussion, deliberation, and voting regarding the final recommendation of the committee to the dean.
8. The committee will consider cause for action to dismiss the student. Such factors involved in a final decision may include, but are not limited to:
 - a. Failure on the part of the student to fully disclose information;
 - b. The accuracy of the information provided by the student;
 - c. The relationship between the offense committed and the student's participation in the basic science or clinical education components of the nursing education program;
 - d. The nature and seriousness of the offense;
 - e. The circumstances under which the offense occurred;
 - f. The age of the person when the offense was committed;
 - g. Whether the offense was an isolated event or part of a pattern of similar offenses;
 - h. The length of time since the offense was committed;

- i. Past employment history;
 - j. Past history of academic or non-academic misconduct at prior institutions;
 - k. Evidence of successful rehabilitation; and
 - l. Forthrightness of the information provided by the student in opportunities provided for self-report on application-related forms.
9. Upon completion of the discussion, the Chair will call for a vote to recommend to the dean to dismiss the student or rescind the offer of conditional admission.
 10. A three-fourths (3/4) vote of present committee members is required to make a recommendation to the dean to dismiss the student or rescind the offer of conditional admission.
 11. A vote of less than three-fourths (<3/4) of present committee members will result in a recommendation to the dean for “no cause for action.”
 12. The Chair will adjourn the committee meeting.

A Committee Vote Approved by the Dean Resulting in No Cause for Action

1. The Associate Dean for Academic Programs will notify the dean of a committee vote that recommends “no cause for action.”
2. Upon the dean’s affirmation of the committee’s recommendation for “no cause for action,” the dean will notify the student.
3. The dean will advise the student of the committee’s proceedings.
4. Students will be counseled that the College of Nursing has no control or jurisdiction over decisions for licensure made by the Arkansas State Board of Nursing. Activities/issues that appear on the student’s criminal background check may jeopardize the student from either taking the NCLEX licensure exam or becoming licensed in any given state. Students may be advised to consult with the Arkansas State Board of Nursing to determine future eligibility for licensure.

A Committee Vote Approved by the Dean to Dismiss a Student or Rescind an Offer of Acceptance

1. The Associate Dean for Academic Programs will notify the dean of a committee vote to recommend that the College of Nursing dismiss a student or rescind an offer of conditional admission.
2. The Associate Dean for Academic Programs will advise appropriate administrators of any dismissal decision or rescinding of an admissions offer.
3. Upon the dean’s affirmation of the committee’s recommendation to dismiss, the Associate Dean for Academic Programs will advise the student that he/she has been dismissed.
4. Decisions by the dean are final and are not subject to appeal.

Criminal Background Check Review Committee Documentation

1. The student’s file will be retained.
2. The criminal background check and committee investigation records will be stored in a locked, limited access file cabinet in the Dean’s Office.
3. The file will be shredded at the appropriate time or whenever the student has successfully completed the degree from the College of Nursing.

Required Equipment/Access

Students in all College of Nursing Programs (Traditional BSN, RN, MNsc, DNP & Ph.D.) are required to have access to a computer and internet for all courses. Students must have access to software able to create files compatible with Microsoft Office including Word and PowerPoint. Students must also be able to open and create pdf documents. Specific software may be required for individual courses.

Students in the traditional BSN program will be required to use an iPad for testing and accessing resources needed for clinical and coursework. Details regarding the minimum iPad specifications needed will be included in an information packet sent out after acceptance to the program.

Financial Resources through the College of Nursing

For students in the Master of Nursing Science program, the Professional Nurse Traineeship funds, if available, are handled through the Office of the Dean, College of Nursing. In order to be considered a full-time student in the master’s and DNP programs for federal financial aid purposes, a student must be taking a minimum of nine (9) credit hours per fall/spring semester, and five (5) credit hours for the summer semester.

The Professional Nurse Traineeship funds

If available, funds are handled through the Office of the Dean, College of Nursing. These are awarded to students in the graduate program in their final three (3) semesters of study.

Barton Scholarships

The Barton Scholarship is awarded to students in the baccalaureate program. Funds are handled through the Office of the Associate Dean for Academic Programs, College of Nursing. The scholarships are awarded automatically for academic excellence and are based on cumulative grade point average. Funds are awarded in August for the fall and spring semesters based on fund availability.

Graduate Nursing Education Student Loan and Scholarship Program (AGNELS)

The last revision of The Arkansas Graduate Nursing Education Student Loan/Scholarship Program, Act 1468, was in 2005 and was designed to increase the number of advanced nurse practitioners/clinical nurse specialists practicing in Arkansas communities, nurse educators teaching in Arkansas nursing schools, nurse administrators, and advanced practice nurses working in the Arkansas Department of Health (ADH). Students who receive graduate nursing loans during graduate studies may have these loans converted to scholarship grants according to the terms of the loan. Advanced nurse practitioner/clinical nurse specialist students can fulfill the payback terms by practicing full-time as a nurse practitioner/clinical nurse specialist in a community in Arkansas, by serving as a nurse administrator in an Arkansas complex health care agency, or by working at the ADH one year for each year of the loan. Nurse educator students can fulfill the payback terms by teaching full-time in an Arkansas nursing school one year for each year of the loan. More information and applications are available online at the [College of Nursing](#) website.

Eligibility is extended to any bona fide resident of Arkansas enrolled and accepted for enrollment in an accredited graduate nursing program located in Arkansas and leading to a master's degree in nursing in either a nurse practitioner specialty/clinical nurse specialty program, an advanced nursing practice specialty for preparation to work in public health, a nursing administration specialty, an advanced nursing specialty with educational preparation (a minimum of 6 semester hours in nursing education courses), or a doctoral degree.

Master's nurse educator applicants can either apply for part-time or full-time funding. Full-time master's nurse educator applicants must be enrolled in nine or more credit hours per semester. Part-time master's nurse educator applicants must be enrolled for at least six or more credit hours per semester.

The nursing doctoral program applicant must be enrolled full-time each semester of funding (9 credit hours or more) to receive the full amount of funding. When enrolled for at least six or more credit hours per semester, the nursing doctoral applicant qualifies for half funding.

Monies for these loan/scholarship programs are available if appropriated by the Arkansas Legislature.

Named Endowed Scholarships

When students are accepted for admission into the Bachelor of Science in Nursing program, the Master of Nursing Science program, Doctor of Nursing Practice, or the Doctor of Philosophy in Nursing programs at the University of Arkansas for Medical Sciences, they are encouraged to investigate possible sources of loans and scholarships, if needed. Scholarships are awarded based on the criterion established by the donors. They are subject to the maintenance of satisfactory academic work and meeting the obligations of the contract signed on the Scholarship Agreement.

Applications, along with due date, is found on the [College of Nursing website under Financial Assistance](#). ***Applications received past the due date will not be considered.*** Undergraduate and graduate students will be **notified by July 1st**.

College of Nursing Scholarships

Scholarship information and applications listed below are posted on the [College of Nursing](#) website. Eligibility and Guidelines:

- All UAMS employees (including faculty) who are receiving UAMS financial support for school (i.e.: UA tuition discount or UAMS education contract) are not eligible for College of Nursing scholarships. This does not apply to loans or scholarships awarded by external agencies (such as Graduate Nurse Loan Program, ASBON, professional organizations, etc.)
- Funding is available for degree seeking undergraduate and graduate students.
- Scholarships are awarded primarily on the basis of scholastic ability, leadership qualities, and financial need.
- A student's funding is subject to the maintenance of satisfactory academic work and the completion of all of the requirements listed on the application form and scholarship agreement.
- Students can apply for College of Nursing Scholarships once they have made application to any College of Nursing degree seeking program (post-master's certification students and non-degree seeking students are not eligible). However, the Awards & Scholarship Committee will only award scholarship to students who have been admitted by May 1st each year.
- Applications received past the due date and incomplete applications will not be considered.
- Most scholarships are awarded for fall and spring only except for the full paid scholarships.

Scholarships for Undergraduate or Graduate Students

Dean's Diversity Endowed Scholarship

This scholarship supports a nursing student who is from a group underrepresented in nursing (minorities, males) or from a disadvantaged background. The student must have a grade point average of 3.5 or higher. The scholarship, created in 2016 by Dean Patty Cowan, is intended to provide tuition support at the in-state rate for one year. It is given to one student per year.

Madelyne M. and Edward C. McCarty Nursing Endowed Scholarship

This scholarship goes to Union or Marion county student(s) with a grade point of 3.0 or higher. It is intended for either second year BSN students or students in our master's, Ph.D., or DNP programs.

Howard A. and Johnnie Allison Moum Endowed Nursing Scholarship honoring Benni Ogden Fambrough

This scholarship was established by the late Howard and Johnnie Moum to honor and recognize Benni Ogden Fambrough who provided years of assistance to the Moum's. Benni is a retired College of Nursing faculty member and former Director of Advancement and Community Relations. This scholarship goes to a deserving nursing student in either our undergraduate or graduate level programs.

John K. Cook, Jr. and Lucille W. Cook Endowed Scholarship in Nursing

This scholarship will be used to support students in good standing and enrolled in the College of Nursing, with a preference for awarding scholarships to those students who are determined by the College of Nursing to need financial support and with a preference that the scholarship be awarded to students who have served or are currently serving in the U.S. Armed Services or to a student whose family member served in or is serving in the U.S. Armed Services.

Scholarships for BSN Students

Arkansas Hospital Auxiliary Association Endowed Scholarship

This scholarship supports a second year BSN student in the College of Nursing who demonstrates financial need. Priority given to student(s) who make a commitment to become a nurse educator.

Arkansas Hospital Auxiliary Association Scholarship

This \$2,000 scholarship supports a second year BSN student who is an Arkansas resident, has at least a 2.5 GPA, and demonstrates financial need.

Barbara Pearson Nursing Endowed Scholarship

This scholarship supports students in the BSN program. It is a memorial to Barbara Pearson, a longtime faculty member and friend of the College of Nursing.

Barton Endowed Scholarship

This scholarship is awarded to top students in the BSN program. The scholarships are awarded for academic excellence and are based on a cumulative GPA of 3.5.

Becky Moore Endowed Scholarship

This scholarship was established in Becky Moore's memory by her parents, John and Margaret Heuston. It supports undergraduate nursing students.

Benni Ogden Fambrough Endowed Scholarship

This scholarship was established by the College of Nursing, family, and friends in honor of Benni Ogden Fambrough, retired College of Nursing faculty member and former Director of Advancement and Community Relations. It supports BSN students who demonstrate leadership potential and financial need.

Cammy Giffin Haynes Endowed Scholarship

This scholarship is awarded each academic year to two BSN students who have academic promise and financial need. It was established by Mr. and Mrs. Jerry Giffin in memory of their daughter, Cammy Giffin Haynes. Preference is given to Joe T. Robinson High School graduates or registered nurses who graduated from Eastern Arkansas Community College in Forrest City, Arkansas, and are returning to college to obtain their BSN degree.

Carolyn B. Purtle Endowed Scholarship

This scholarship is awarded to a baccalaureate student in the College of Nursing who demonstrate financial need and a commitment to excellence in nursing practice. Preference is given to students from Hempstead or Nevada counties.

Class of 1996 Endowed Scholarship

This scholarship is awarded to BSN students demonstrating financial need.

Class of 1997 Endowed Scholarship

This scholarship is awarded to BSN students demonstrating financial need.

Class of 1998 Endowed Scholarship

This scholarship is awarded to BSN students demonstrating financial need.

Class of 1999 Endowed Scholarship

This scholarship is awarded to BSN students demonstrating financial need.

Crystal Webster Nursing Endowed Scholarship

This scholarship was established in memory of Crystal Webster by her family and the College of Nursing Senior Class of 2010. It supports BSN students demonstrating financial need.

David L. Johnston Endowed Scholarship

This scholarship was established in David Johnston's memory by the Johnston family in honor of the nursing care he received at the VA hospital. It is awarded to nursing students demonstrating financial need. The endowment is managed by the United Methodist Foundation of Arkansas.

Dean's Excellence Award for Future Nurse Educators Endowed Scholarship

This scholarship is awarded to top academic students selected for the Honors Program who have made a commitment to eventually pursue a doctoral degree and teach in an Arkansas school of nursing. This scholarship provides full tuition support for the last semester of each recipient's baccalaureate education. Scholarship recipients must be accepted into the Honors Program and have at least a 3.5 GPA to hold this scholarship.

Dr. and Mrs. W.B.H. Pool BSN Endowed Scholarship

The gift shall be used for the establishment of a scholarship endowment in the College of Nursing. The scholarship shall be awarded annually to a nursing student based on criteria as determined by the College of Nursing's scholarship committee. Further, Dr. Pool instructs the committee to direct the funds to a student or student(s) whose need is greatest.

Dr. Elizabeth O'Connell Endowed Scholarship

Dr. Elizabeth O'Connell was a professor of maternal and child health at the College of Nursing from 1957-1961. This scholarship was created by her former students and is awarded to BSN students demonstrating leadership and financial need. Priority is given to students interested in a career in maternal and/or child nursing.

Dr. Janet Lord Nursing Endowed Scholarship

Dr. Janet Lord was on the UAMS College of Nursing faculty from 1982-2003. During her tenure, she served as Interim Associate Dean for the Doctoral Program. This scholarship supports BSN students who demonstrate leadership potential and financial need.

Dr. Lee and Maria Nauss Endowed Scholarship

This scholarship was established by Dr. Lee and Mrs. Maria Nauss and supports BSN students with academic promise and financial need.

Flora Mae Griffey Nursing Endowed Scholarship

This scholarship was established by Nancy Ann Griffey Jordan and Carla Marie Griffey Hazlewood in memory of their mother, Flora Mae Griffey, to honor her love and compassion for the nursing profession. It supports BSN students demonstrating financial need.

Florence C. Zook RN Nursing Endowed Scholarship

This scholarship was established by Mr. Harold Zook to honor his wife Florence, and her desire to help nursing students achieve their personal goals. This scholarship is awarded to BSN students with academic promise and financial need who are committed to practicing oncology nursing.

Florence Grabiell Ellis RN Endowed Scholarship

This scholarship supports BSN students demonstrating financial need. It was established through the bequest of Mary Ellis, in memory of her mother, Florence.

Gloria Rauch Endowed Scholarship

This scholarship was established by UAMS faculty, staff, students, and friends of Gloria Rauch to honor her 34 years of educating students in the College of Nursing. This scholarship is awarded to BSN students who demonstrate scholastic achievement and excellence in practice with infants, children, and their families.

Helen F. Lang RN Endowed Scholarship

Dr. Nicholas and Helen Lang established this scholarship in honor of Helen for a lifetime devoted to the care of her patients and to the education of surgical house staff. It supports senior BSN students committed to a career in surgical nursing, who demonstrate academic achievement and financial need.

Helene Fuld Foundation Health Trust Endowed Scholarship

This scholarship, established by the Helene Fuld Health Trust, is awarded to academically outstanding BSN students for the five semesters of their undergraduate education. Scholarship recipients must maintain at least a 3.0 GPA while holding this scholarship.

Jane and Bob Wilson Nursing Endowed Scholarship

This scholarship was established by Jane and Bob Wilson and supports BSN students who demonstrate financial need.

Joanna Marie Patterson Nursing Endowed Scholarship

This scholarship was established by Joanna Patterson in memory of her parents, Patricia Ann and Joseph Calvin Patterson. It supports a BSN student from Saline county or Central Arkansas who demonstrate financial need.

Kathryn Crandall Endowed Scholarship

This scholarship is awarded to BSN students demonstrating academic promise and financial need. Ms. Crandall, who had a love for nursing, left funds in her will to establish this scholarship.

Little Rock Departmental Club Endowed Scholarship

This scholarship was established by the Little Rock Departmental Club to support BSN students.

M.B. Knighten Memorial Surgical Nursing Endowed Scholarship

This scholarship was established by the Knighten family in memory of M.B. Knighten. It supports BSN students committed to careers in surgical nursing, who demonstrate academic achievement and financial need.

Marie Stephens Endowed Scholarship

This scholarship is awarded to BSN students demonstrating academic ability and financial need. Dr. Norma Long, a graduate of the College's 1958 BSN class, established this scholarship as a tribute to her mother, Marie.

Marion E. Pool BSN Endowed Scholarship

Marion Pool served as Professor and Chairman of UAMS Public Health Nursing from 1957-1960. This scholarship is awarded to a baccalaureate student demonstrating financial need.

Martha Harding Gann Memorial Endowed Scholarship

The Arkansas Medical Society Alliance established this scholarship in memory of Martha Harding Gann who was very active in the Medical Society. The scholarship is awarded to a senior nursing student.

Mary Katherine Mourot Endowed Scholarship

This scholarship was established by Wanda Weise, a longtime employee at UAMS, in memory of her sister, Mary Katherine Mourot, who was a registered nurse. It supports a senior nursing student who has one of the three highest GPAs in the class.

Mike W. Spades Memorial Endowed Scholarship

This scholarship was established in memory of Mike W. Spades by his family. This scholarship supports BSN students.

Mr. and Mrs. Jon Huntsman Endowed Scholarship

Established by Mr. and Mrs. Jon Huntsman, longtime friends of the College, this scholarship supports BSN students demonstrating financial need.

N. Ray Woods Endowed Scholarship

This scholarship supports BSN students with financial need. It was established by Rita M. Woods in loving memory of her husband.

Neil and Clara Spain Endowed Scholarship

This scholarship was established by the estate of Neil and Clara Spain and supports students in the BSN program.

Paul O. Canaday Scholarship

This scholarship was established in memory of Mr. Paul O. Canaday. It supports BSN students demonstrating scholastic achievement and financial need. Preference is given to registered nursing students from the UALR associate degree nursing program.

Richard Monroe and JoAnn Hennessy Smith Endowed Scholarship

Richard and JoAnn Smith, longtime faculty of the College of Nursing, established this scholarship. It supports junior, senior, or registered nursing students seeking a BSN, who demonstrate academic excellence with a GPA of 3.3 or higher and who are either United States military veterans or who are seeking an opportunity in the military.

Rita M. Woods Nursing Endowed Scholarship

This scholarship was established by Rita M. Woods, longtime friend of the College of Nursing. It supports BSN students with financial need.

Sharon Knighten Oncology Nursing Endowed Scholarship

This scholarship was established by the Knighten family in honor of Sharon Knighten. It supports BSN students committed to a career in oncology, who demonstrate academic achievement and financial need.

Veronica McNeirney Endowed Scholarship

This scholarship was established in memory of Veronica McNeirney, a longtime faculty member and friend of the College of Nursing. It supports BSN students demonstrating leadership potential and financial need.

Virginia L. Goosen Endowed Nursing Scholarship

This scholarship was established by Dr. Kenneth Goosen and Ms. Kimberly Morton in honor of his wife and her mother, Virginia Goosen. It supports BSN students who have volunteer experience with the Red Cross or who desire to pursue a career in oncology nursing.

Scholarships for RN-BSN or Master's Students:**Dr. Beth Vaughan Wrobel Endowed Scholarship**

This scholarship is awarded to RN-BSN and/or Master's nursing students who attend the nursing program at the UAMS Regional Centers. It is a tribute to Dr. Vaughan-Wrobel, former Associate Dean for Academic Programs at the College of Nursing, and the first nurse educator at the Area Health Education Centers (now called UAMS Regional Centers).

Jean McClendon Endowed Scholarship

This scholarship was established in memory of Kathryn Jean McClendon by her sister and brother-in-law, Annette McClendon and Walter Walker, and her brother and sister-in-law, A. Thornton and Harriett McClendon. It is awarded to registered nurses returning for a BSN degree in nursing.

Scholarships for Master's Students**Angie F. Waldrum Endowed Scholarship**

Angie Faye Waldrum was the first registered nurse to serve on the Arkansas State Board of Health. This scholarship was established by her son, Joe Waldrum, family and her colleague, Marion Pool. It supports Master's level students in the Family Nurse Practitioner program.

Daphne Doster Endowed Scholarship

Daphne Doster served as the founding Dean of the College in 1952. She established this scholarship for Master's students demonstrating financial need and who are Arkansas residents.

Dr. Ann King Cashion Endowed Scholarship

This scholarship was established in honor of Dr. Ann Cashion by her family and friends. Dr. Cashion is an alumna of the UAMS College of Nursing Master's program and was the first chairperson of the College's Advisory Board. It is awarded to Master's nursing students demonstrating financial need.

Ellen Sullivan, MNsc, APRN, Acute Care Nurse Practitioner Endowed Scholarship

This scholarship was established by Ellen Sullivan, MNsc, APRN, ACNP-BC, a clinical instructor at the College of Nursing. This scholarship will be awarded to MNsc students enrolled in the Adult Gerontology Acute Care Nurse Practitioner (AGACNP) program who have a career interest in either hematology or cardiology and who demonstrate academic excellence and financial need.

Kim Knighten Oelke Family Nurse Practitioner Endowed Scholarship

This scholarship was established by Sharon Knighten in honor of her daughter, Kim Oelke. It supports Master's nursing students in the Family Nurse Practitioner program who are active in community service and demonstrate academic achievement and financial need.

Patrick Joseph McNeirney Endowed Scholarship

Veronica McNeirney established this scholarship in memory of her father, Patrick. Ms. McNeirney was faculty emeritus in the College of Nursing. This scholarship is given to Master's degree nursing students who intend to pursue a career as Family Nurse Practitioners.

Sophronia Reacie Williams Endowed Scholarship

Sophronia Reacie Williams was a tenured Associate Professor at the College of Nursing whose professional career spanned more than 42 years. This scholarship was established by Ms. Williams and augmented by faculty, staff, and friends. This scholarship is given to minority Master's nursing students with exceptional leadership abilities, and whose career goals include earning a Doctoral degree.

W.G. Cooper Endowed Scholarship

This scholarship was established by the Cooper family. It supports Master's students who have expressed an interest in oncology and have demonstrated financial need.

Scholarships for MNSc or DNP Students

Kathy Edgar-Hayden and Laretta Edgar Endowed Nursing Scholarship

This scholarship supports graduate students, who demonstrate financial need, in the Advanced Practice nursing program. It became endowed by the estate of Lauraetta M. Edgar. The scholarship honors Mrs. Edgar (deceased) and her daughter, Kathy Edgar-Hayden, a 1980 graduate of the UAMS College of Nursing.

Patricia Evans Heacock Endowed Scholarship

This scholarship is awarded to a MNSc or Ph.D. student who has shown dedication to advanced psychiatric mental health and gerontological nursing, or whose doctoral research is a focus of these specialty areas. Students should demonstrate academic excellence and financial need.

Scholarships for Ph.D. or DNP Students

Arkansas Minority Health Commission Health Care Workforce Diversity Endowed Scholarship

This scholarship was established by the Arkansas Minority Health Commission and is designated for the support of minority graduate students who demonstrate financial need and are enrolled in the college's Ph.D. or DNP program.

DNP Scholarship in Tobacco Control

This scholarship is for a BSN-DNP student who is interested in tobacco control as part of his/her DNP coursework/project and upon graduation, APRN practice. The student must not use tobacco to be eligible for the scholarship. Other priorities for funding are scholastic achievement and demonstrated financial need. This scholarship is provided by Drs. Claudia and Gary Barone of UAMS.

Marion Pool Doctoral Endowed Nursing Scholarship

Marion Pool, who served as Professor and Chairman of Public Health Nursing at UAMS, established this scholarship. This is one of five scholarships Ms. Pool established at our college. This scholarship is for an outstanding DNP or Ph.D. student -- full-time or part-time -- who has financial need.

William Randolph Hearst Minority Doctoral Endowed Scholarship

This scholarship goes to minority students who are pursuing a nursing Ph.D. or DNP degree.

Scholarships for Ph.D. Students

Dr. Carolyn L. Cason Academic Legacy Endowed Scholarship

Established by Dr. Carolyn Cason, former faculty member, with the support of friends, this scholarship supports students in the Ph.D. program.

Dr. Cathy Cole Memorial Ph.D. Endowed Scholarship

This scholarship was established by friends of Dr. Cathy Cole in her memory. Dr. Cole taught in the College of Nursing and devoted 35 years of her life to nursing. The scholarship will support nursing students in the Ph.D. program who have an interest in research in the areas of sleep, dementia, and/or cardiovascular disease.

Dr. Cornelia Kelly Beck Research Endowment Scholarship

This scholarship was established by the College of Nursing honoring Dr. Cornelia Kelly Beck, Associate Dean for Research and Evaluation at the College from 1989-1997. It supports Ph.D. students engaged in gerontological research.

Dr. Eloise Field Endowed Scholarship

Dr. Elois Field, Dean of the UAMS College of Nursing from 1965-1978, and Dr. Michael Carter, co-chair of the UAMS College of Nursing Alumni Society and a former student of Dr. Field's, established this scholarship to support Ph.D. students interested in pursuing a career in clinical research. Students should display a pioneering spirit and a visionary talent for advancing the nursing profession.

Scholarships for Graduate Students

Cornelia Sundermann Endowed Scholarship

This scholarship was established by faculty, staff, friends, and family of Mrs. Cornelia Sundermann, faculty emeritus of the College of Nursing. This scholarship is awarded to graduate students demonstrating academic excellence and financial need.

Deborah Dorsa Carman Endowed Scholarship

The Deborah Dorsa Carman Scholarship supports students experiencing financial barriers enrolled at UAMS College of Nursing or Graduate School pursuing an advanced degree in nursing. The applicant must have successfully completed two courses in their current program to be eligible for this award. The honoree requests that preference be given to applicants who plan to practice, teach and/or conduct research to improve the health of infants or children.

Dr. & Mrs. William Pool Endowed Scholarship

This scholarship was established by Marion Pool who served as Professor and Chairman of Public Health Nursing at UAMS from 1957-1960. This scholarship supports full-time graduate students who are currently Arkansas residents who demonstrate financial need and intend to practice in Arkansas following graduation.

Dr. Sheila Collier Horner Endowed Scholarship

Dr. Sheila Horner was a Clinical Assistant Professor at the College of Nursing. Family, friends, and colleagues established this scholarship in her memory. It supports graduate students demonstrating financial need.

Janet Smith Rooker Neuroscience Nursing Endowed Scholarship

This scholarship was established by Jan Rooker, clinical associate professor at the College of Nursing, and her husband Jeff in honor of Jan's love for and commitment to Neuroscience Nursing. The scholarship is awarded to a graduate student who expresses a commitment to a career in neuroscience nursing and who has an excellent academic record in the College of Nursing.

Mary Emma Smith Endowed Scholarship

Mary Emma Smith was a pioneer in nursing, who dedicated her career to public health nursing and the establishment of the collegiate nursing education program in the state. This scholarship is awarded to graduate students who may be experiencing financial barriers.

Virginia Ivey Penick Endowed Scholarship

Ms. Virginia Penick, a founding member of the UAMS College of Nursing's Advisory Board, established this scholarship with the support of her family and friends. It is awarded to graduate nursing students demonstrating financial need. Priority is given to students from the following Arkansas counties: Bradley, Calhoun, Cleveland, and Drew.

Immunizations

Both undergraduate and graduate students are required by the College of Nursing to have immunizations prior to enrollment. The College of Nursing requires documentation of Hepatitis B immunizations and TB skin test upon entry for all students. A TB skin test will be required annually.

Immunization records must include proof of the following:

- 2 MMR vaccines (or positive measles, mumps, rubella titers)
- TDAP vaccines (or TD if less than 2 years since booster)
- Start of Hepatitis B Vaccines or proof of 3 Hepatitis B vaccines (or positive tier for Hepatitis B)
- Varicella vaccines (students must show documentation of 2 doses of Varicella vaccine, or a varicella titer showing immunity, or a health care provider documentation of varicella disease or herpes zoster)
- TB Skin test (completed within 3 months prior to the first day of class)

Clinical agencies and UAMS also require annual flu vaccines for all student, regardless of location.

Liability Insurance

All students enrolled in the nursing major are required to have liability insurance throughout the nursing program. All hospitals and agencies where students are scheduled for clinical practicums and facilities where data are collected by students require that students be insured. The College of Nursing contracts with an agency to furnish a group liability policy, and the cost of this policy is charged annually with other fees at registration.

Licensure

All College of Nursing students who are or have been licensed as a nurse (LPN, RN, RNP, APRN, etc.) must maintain that nursing license "in good standing" with the appropriate State Board of Nursing throughout their enrollment in the College of Nursing. Students may not continue to be enrolled in any courses or have any contact with patients/clients, if their license is expired, encumbered, probationary, suspended, or surrendered. It is the student's ethical and professional obligation to inform the College of Nursing Student Services Office immediately upon any change in licensure status. Failure to do so will be considered a breach of the College of Nursing Scholastic Non-Cognitive Performance Standards and the College of Nursing Honor Code, and the student will be dismissed from the College of Nursing.

Performance Standards for Admission and Progression (All College of Nursing Programs)

The professional nurse must possess the knowledge and ability to effectively assist his or her client's biophysical, psychological, social, cultural, and intellectual domains. Further, the professional nurse must competently analyze the assessment data through intellectual processing to arrive at a definition of the client's status or problem, plan independently or collaboratively for a full range of therapeutic nursing interventions, execute all or part of the plans through nursing acts, and evaluate the care delivered and the client's responses to it.

A candidate for professional nursing must have the abilities and skills necessary for use of the nursing process. These skills and abilities include observation, communication, motor ability, conceptualization, integration and quantification, and behavioral/social acceptability. Technological compensation can be made for some handicaps in certain of these areas, but a candidate should be able to perform in a reasonably independent manner. The use of a trained intermediary is not acceptable in that a candidate's judgment must be mediated by someone else's power of observation and selection.

The following abilities and skills are necessary to meet the requirements of the program:

1. **Observation:** The candidate must be able to observe a patient accurately at a distance and close at hand. Observation necessitates the functional use of the sense of vision, hearing, and somatic sensation. It is enhanced by the functional use of the sense of smell.
2. **Communication:** The candidate must be able to speak, to hear, and to observe patients in order to elicit information; describe changes in mood, activity, and posture; and perceive nonverbal communications. A candidate must be able to communicate effectively and sensitively with patients. Communication includes not only speech but reading and writing. The candidate must be able to communicate effectively and efficiently in oral and written form with all members of the health care team.
3. **Motor:** Candidates should have sufficient motor function to elicit information from patients by palpation, auscultation, percussion, and other assessment maneuvers. A candidate must have sufficient motor skills to gain access to clients in a variety of care settings and to manipulate the equipment central to the treatment of patients receiving professional nursing care. Such actions require coordination of both gross and fine muscular movements, equilibrium, and functional use of the senses of touch and vision.
4. **Intellectual-Conceptual, Integrative, and Quantitative Abilities:** These abilities include measurement, calculation, reasoning, analysis, and synthesis. Problem solving, the critical skill demanded of nurses, requires all of these intellectual abilities. In addition, the candidate should be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures.
5. **Behavioral and Social Attributes:** A candidate must possess the emotional health required for full utilization of his/her intellectual abilities; the exercise of good judgment; the prompt completion of all responsibilities attendant to the care of patients; and the development of mature, sensitive, and effective relationships with patients. Candidates must be able to tolerate physically taxing workloads and to function effectively under stress. They must be able to adapt to changing environments, to display flexibility, and to learn to function in the face of uncertainties inherent in the clinical problems of many patients. Compassion, integrity, concern for others, interpersonal skills, interest, and motivation are all personal qualities necessary for professional nursing.

The College of Nursing affirms that all students enrolled in the College of Nursing must possess those intellectual, ethical, physical, and emotional capabilities required to undertake the full curriculum and to achieve the levels of competence required by the faculty for safe professional practice. If an applicant believes that he/she cannot meet one or more of these standards without accommodations or modifications, determination will be made, on an individual basis, whether or not the necessary accommodations or modifications can be made reasonably.

Bower, D., et al (1988). Evaluation instruments in nursing. New York: National League for Nursing.

Cheating may not occur related to any testing activity or assignment to meet course requirements. Cheating is intentionally using or attempting to use or the sharing of study materials or unauthorized exam information. Students are expected to do their own work. Students who cheat may receive an "F" in the course and/or be dismissed from the College of Nursing.

Student Activities & Organizations

Students in the College of Nursing are eligible to participate in all campus activities. All generic BSN students are eligible for membership in the local, state, and national Nursing Students' Association. Students at UAMS also participate in the activities of the Associated Student Government of the Medical Sciences Campus, an organization which includes students of the Colleges of Medicine, Nursing, Pharmacy, Public Health, and Health Professions.

Academic Houses

Upon entry in the undergraduate BSN program, students are placed in one of seven Academic Houses. Students are placed in an Academic House in August of their junior year. Each Academic House has two faculty advisors and is named after a former Dean of the College of Nursing. The faculty advisors for each Academic House serve as the advisors for the students in their house and meet with the whole house a minimum of two times per semester. Each house elects a representative leader to serve as a liaison for house activities. House leaders will work with the Academic Coach to facilitate scheduled activities each semester. Please see Student Handbook for additional information.

Arkansas Nursing Student Association (ANSA) – Generic BSN Students

The Arkansas Nursing Student Association was first established in 1955. The state association is one (1) of fifty-one (51) constituent members of the National Student Nurses Association. The association holds a fall convention each year to provide the opportunity for continued growth in nursing

and knowledge of the world, people, and ourselves. It promotes professional and social unity among nursing students. There is a local chapter of ANSA on the UAMS Campus and all generic BSN students are members upon enrollment in the program. Meetings are held twice per semester.

There is no minimum GPA required for the UAMS ANSA chapter membership, however, the College of Nursing requires that all students selected to board positions in the UAMS chapter of ANSA must maintain a minimum GPA of 3.0 in nursing courses. All board positions for the SNA are elected in the spring of the junior year putting rising seniors in the overarching leadership positions. It is recommended that any student pursuing a position at the state or national level consider the impact of the position on their academic performance.

Students Serving on the Select University and College of Nursing Committees

Representatives to serve on select University and College of Nursing committees will be elected in September each year. Students elected to these committee positions must attend a minimum of 80% of the committee meetings and maintain a minimum 3.0 GPA in nursing courses.

Sigma International Honor Society of Nursing

Sigma is the International Honor Society of Nursing to which students from all CON programs may be invited for membership. Student membership criteria can be accessed on the Sigma Global Nursing Excellence website: <https://www.sigmanursing.org/why-sigma/sigma-membership/apply-now/student-membership-criteria>

Potential members who meet our eligibility criteria are invited to join Sigma—baccalaureate and graduate nursing students who demonstrate excellence in scholarship and to nurse leaders exhibiting exceptional achievements in nursing. Membership in the society is limited and highly selective.

Sigma Theta Tau was established in 1922 by six (6) students at the Indiana University Training School for Nurses. Their aim was to develop a society that would reward distinguished effort and increase professional spirit in the field of nursing. Sigma Theta Tau is a member of the American Association of College Honor Societies. Sigma's mission is advancing world health and celebrating nursing excellence in scholarship, leadership, and service. Sigma's vision is to be the global organization of choice for nursing.

Each chapter has two (2) faculty members who function as counselors to the Honor Society. These faculty members are available in the College of Nursing to answer any specific questions a student may have. Any faculty member can provide the student with the names of these counselors who may be contacted through the office.

Student Access to UAMS Facilities

Any recognized student organization, with the approval of its faculty advisor, may use UAMS facilities for meetings or performances subject only to scheduling regulations. The Office of Academic Services coordinates the scheduling of major student-sponsored events and assists in resolving schedule and facility conflicts.

Student Conduct

Students enrolled in programs within the University of Arkansas for Medical Sciences College of Nursing are preparing for the professional practice role. Their personal conduct is expected to reflect behavior appropriate to their profession; **unsatisfactory conduct may result in dismissal from the program**. More detailed information can be found in the student handbook under "Scholastic Non-Cognitive Performance Standards."

Substance abuse or use of substances, such as unlawful drugs or alcohol, is incompatible with responsible behavior expected of students preparing for a nursing career. An unlawful drug includes, but is not limited to, a controlled substance, an illicit substance, and an illegal substance, and is any drug that is illegal under federal, state or local law. UAMS Student Health and UAMS Student Wellness are available to provide resource assistance to students if such problems are encountered. All services provided are strictly confidential.

Withdrawal from the College of Nursing

A student who voluntarily leaves the UAMS College of Nursing before the end of the semester or summer term must complete the Add/Drop/Withdrawal Form found on the Office of the University Registrar website. It is the student's responsibility to obtain the required advisor and Associate Dean for Academic Programs signatures on the form. Students who fail to officially withdraw will earn an "F" in the classes for which they are registered. Campus clearance must also be completed by the student before the withdrawal is considered official.

Students who elect to re-enter the College of Nursing program must submit a Request to Re-Enter Program Form found on the College of Nursing website. Re-admission may be granted on a space-available basis.

All students who have satisfactorily completed coursework toward a degree and have not registered for more than two semesters (fall and spring not including the summer term), but have not withdrawn from the program will need to complete a request-to-re-enter-program form and follow the current admission requirements. Readmission to the program will be based, in part, on a space-available basis.

All students who applied, were accepted, registered, and then withdrew from the program without completing ANY coursework will need to reapply for the program and pay an additional application & confirmation fee under the current academic policies.

All applicants who have been accepted and decide not to register for classes for the semester in which they have been accepted will lose their confirmation fee. They will need to reapply to the program and pay the application fee. If accepted, they will pay a new confirmation fee.

Bachelor of Science in Nursing (Traditional BSN Program)

The curriculum leading to the degree of Bachelor of Science in Nursing (BSN) requires the completion of 62 semester hours of required general education courses, which may be completed at any accredited college or university. The upper division professional requirements are completed in the College of Nursing, University of Arkansas for Medical Sciences, Little Rock begin in the summer following the completion of 58 hours of prerequisite courses for the traditional program.

Credit earned in certain courses, such as those courses classified as developmental, remedial (rather than college level), basic, or technical/vocational courses, will not fulfill requirements for transfer credit. No nursing course may count toward the general education prerequisites.

Within the context of the philosophy described earlier, the major purpose of the College of Nursing in its baccalaureate degree program is to prepare competent professional nurse generalists and provide a foundation for graduate study. The professional nurse generalist is prepared to provide health care to individuals, families, groups, and/or communities in a variety of settings. The graduate is accountable for the management of nursing care, serves as client advocates, and collaborates with other health care professionals.

Deferred Action for Childhood Arrivals (DACA) Applicants (Legislation Pending)

The Arkansas State Board of Nursing is not authorized at this time to license DACA graduates from RN or LPN programs. Graduates may be able to sit for licensure in other states besides Arkansas. DACA applicants or interested BSN students should contact the Arkansas State Board of Nursing for further information.

NOTE: Students who have been convicted of a crime may **not** be eligible to take the national licensing exam upon completion of the program per state law, Act 1208 of 1999 and Act 303 of 2001. The Arkansas State Board of Nursing has **instituted a mandatory criminal background check** for all persons planning to take the NCLEX for Arkansas licensure. This check must be completed no earlier than twelve (12) months prior to the application for licensure by examination. An FBI fingerprint check is also required and will be submitted prior to program completion. Students will be asked to complete and pay for a background check as well as a FBI fingerprint check. Applications for NCLEX will not be processed until the criminal background and fingerprint check results have been reported to the Arkansas State Board of Nursing by the Arkansas State Police.

Graduating from a nursing program does not assure ASBN's approval to take the licensure examination. Eligibility to take the licensure examination is dependent on meeting standards in the ASBN Nurse Practice Act and Rules. You will be required to sign a statement, before beginning the nursing program, that states you have read and understood ACA 17-3-102 and ACA §17-87-312 and the specific offenses which, if pleaded guilty, nolo contendere, or found guilty of will make an individual ineligible to receive or hold a license in Arkansas. You can access the information at <http://www.arsbn.org/examination>

Information from the Arkansas State Board of Nursing for individuals taking licensure exam: (NCLEX)

Previous Convictions

"Can I obtain a license if I have been convicted of..." state and federal criminal background checks are conducted on every individual applying for licensure as a nurse in Arkansas. The question is, "Have you ever been convicted of a misdemeanor or felony or pled guilty or nolo contendere to any charge in any state or jurisdiction?"

This is a simple "yes" or "no" answer, but all too often, an applicant answers no when they should be honest and answer yes. The excuses are typically, "I forgot..." or "It has never shown up before..." or "I thought the question asked..." Please be very careful as you answer the question. If you answer "no" and court documents reveal a conviction or plea, the application can be denied or disciplinary action can be taken against the nurse. DWI's and similar offenses must be reported.

All misdemeanor and/or felony convictions must be reported to the Arkansas Board of Nursing at the time of application. Failure to report past convictions could result in denial of licensure. Certain felonies such as robbery, theft of property and violation of the uniform controlled substance act, have been identified as an automatic bar to licensure. (See ACA 17-3-102 and ACA §17-87-312 below for a complete list) Individuals, who have pleaded guilty or nolo contendere to, or been found guilty of any of the offenses listed in ACA §17-87-312 by any court in the State of Arkansas or of any similar offense by a court in another state are ineligible to receive or hold a nursing license in Arkansas.

The law determines what information is released to individuals or agencies who request criminal background checks. Because the Board is a licensing agency, everything can show up on the background check including juvenile, military, sealed, and expunged records. Nursing programs and employers do not receive the same report that the Board of Nursing receives.

Every applicant with any type of charges showing on the background check, even when the charges have been dismissed or nol-prossed must be reviewed by Board staff. Approximately 650 individuals are investigated each year due to issues with their background checks. Of those, about 10% falsify the licensure application. The review process does slow down the processing time of the application. If all of the appropriate documents are attached to the application, the review process will not take as long.

Documents needed are:

- Letter from the applicant explaining the circumstances of each incident.
- Certified copy of the disposition for each incident in an envelope sealed by the court (no faxed documents).
- Proof that all court ordered stipulations have been met (completed probation, paid fines, completed classes, etc.).

Additional documents and reports may be required due to the circumstances of the incident being investigated.

The criminal background history of each applicant is reviewed on an individual basis. Some factors to consider are:

- Type and number of convictions
- Length of time since convictions
- Completion of probation and all court ordered stipulations
- Sealed, expunged or pardoned by the governor

Applicants may be approved by staff or may require Board approval. The approval process is dependent upon the nature of the conviction/s.

The Board of Nursing office answers many calls by individuals seeking endorsement, planning to attend or currently attending a nursing program. The Board of Nursing does not have jurisdiction over any individual until an application for licensure is submitted. Therefore, they cannot give a definitive answer until the paperwork is received.

It is a shame for a nurse, especially a new graduate, to have any disciplinary action against their license for not being honest on the application. Disciplinary action follows a nurse the rest of their nursing career and may affect employment opportunities. Be honest and don't start off on the wrong foot.

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17-3-102. Licensing restrictions based on criminal records.

(a) An individual is not eligible to receive or hold a license issued by a licensing entity if that individual has pleaded guilty or nolo contendere to or been found guilty of any of the following offenses by any court in the State of Arkansas or of any similar offense by a court in another state or of any similar offense by a federal court, unless the conviction was lawfully sealed under the Comprehensive Criminal Record Sealing Act of 2013, § 16-90-1401 et seq., or otherwise previously sealed, pardoned or expunged under prior law:

- (1) Capital murder as prohibited in § 5-10-101;
- (2) Murder in the first degree and second degree as prohibited in §§ 5-10-102 and 5-10-103;
- (3) Manslaughter as prohibited in § 5-10-104;
- (4) Negligent homicide as prohibited in § 5-10-105;
- (5) Kidnapping as prohibited in § 5-11-102;
- (6) False imprisonment in the first degree as prohibited in § 5-11-103;
- (7) Permanent detention or restraint as prohibited in § 5-11-106;
- (8) Robbery as prohibited in § 5-12-102;
- (9) Aggravated robbery as prohibited in § 5-12-103;
- (10) Battery in the first degree as prohibited in § 5-13-201;
- (11) Aggravated assault as prohibited in § 5-13-204;
- (12) Introduction of a controlled substance into the body of another person as prohibited in § 5-13-210;
- (13) Aggravated assault upon a law enforcement officer or an employee of a correctional facility as prohibited in § 5-13-211, if a Class Y felony;
- (14) Terroristic threatening in the first degree as prohibited in § 5-13-301;
- (15) Rape as prohibited in § 5-14-103;
- (16) Sexual indecency with a child as prohibited in § 5-14-110;
- (17) Sexual extortion as prohibited in § 5-14-113;

- (18) Sexual assault in the first degree, second degree, third degree, and fourth degree as prohibited in §§ 5-14-124 — 5-14-127;
- (19) Incest as prohibited in § 5-26-202;
- (20) Offenses against the family as prohibited in §§ 5-26-303 — 5-26-306;
- (21) Endangering the welfare of an incompetent person in the first degree, as prohibited in § 5-27-201;
- (22) Endangering the welfare of a minor in the first degree as prohibited in § 5-27-205;
- (23) Permitting the abuse of a minor as prohibited in § 5-27- 221;
- (24) Engaging children in sexually explicit conduct for use in visual or print media, transportation of minors for prohibited sexual conduct, pandering or possessing visual or print medium depicting sexually explicit conduct involving a child, or use of a child or consent to use of a child in a sexual performance by producing, directing, or promoting a sexual performance by a child, as prohibited in §§ 5-27-303 — 5-27-305, 5-27-402, and 5-27-403;
- (25) Computer child pornography as prohibited in § 5-27-603;
- (26) Computer exploitation of a child in the first degree as prohibited in § 5-27-605;
- (27) Felony adult abuse as prohibited in § 5-28-103;
- (28) Theft of property as prohibited in § 5-36-103;
- (29) Theft by receiving as prohibited in § 5-36-106;
- (30) Arson as prohibited in § 5-38-301;
- (31) Burglary as prohibited in § 5-39-201;
- (32) Felony violation of the Uniform Controlled Substances Act, §§ 5-64-101 — 5-64-510, as prohibited in the former § 5-64-401, and §§ 5-64- 419 — 5-64-442;
- (33) Promotion of prostitution in the first degree as prohibited in § 5-70-104;
- (34) Stalking as prohibited in § 5-71-229;
- (35) Criminal attempt, criminal complicity, criminal solicitation, or criminal conspiracy, as prohibited in §§ 5-3-201, 5-3-202, 5-3-301, and 5-3-401, to commit any of the offenses listed in this subsection; and
- (36) All other crimes referenced in this title.

(b)

(1) If an individual has been convicted of a crime listed in subsection (a) of this section, a licensing entity may waive disqualification or revocation of a license based on the conviction if a request for a waiver is made by:

(A) An affected applicant for a license; or

(B) The individual holding a license subject to revocation.

(2) A basis upon which a waiver may be granted includes without limitation:

(A) The age at which the offense was committed;

(B) The circumstances surrounding the offense;

(C) The length of time since the offense was committed;

(D) Subsequent work history since the offense was committed;

(E) Employment references since the offense was committed;

(F) Character references since the offense was committed;

(G) Relevance of the offense to the occupational license; and

(H) Other evidence demonstrating that licensure of the applicant does not pose a threat to the health or safety of the public.

(c) If an individual has a valid criminal conviction for an offense that could disqualify the individual from receiving a license, the disqualification shall not be considered for more than five (5) years from the date of conviction or incarceration or on which probation ends, whichever date is the latest, if the individual:

(A) Was not convicted for committing a violent or sexual offense; and

(B) Has not been convicted of any other offense during the five-year disqualification period.

(d) A licensing entity shall not, as a basis upon which a license may be granted or denied:

(1) Use vague or generic terms, including without limitation the phrase "moral turpitude" and "good character"; or

(2) Consider arrests without a subsequent conviction.

(e) Due to the serious nature of the offenses, the following shall result in permanent disqualification for licensure:

- (1) Capital murder as prohibited in § 5-10-101;
- (2) Murder in the first degree as prohibited in § 5-10-102 and murder in the second degree as prohibited in § 5-10-103;
- (3) Kidnapping as prohibited in § 5-11-102;
- (4) Aggravated assault upon a law enforcement officer or an employee of a correctional facility as prohibited in § 5-13-211, if a Class Y felony;
- (5) Rape as prohibited in § 5-14-103;
- (6) Sexual extortion as prohibited in § 5-14-113;
- (7) Sexual assault in the first degree as prohibited in § 5-14-124 and sexual assault in the second degree as prohibited in § 5-14-125;
- (8) Incest as prohibited in § 5-26-202;
- (9) Endangering the welfare of an incompetent person in the first degree as prohibited in § 5-27-201;
- (10) Endangering the welfare of a minor in the first degree as prohibited in § 5-27-205;
- (11) Adult abuse that constitutes a felony as prohibited in § 5-28-103; and
- (12) Arson as prohibited in § 5-38-301.

(f) This chapter does not preclude a licensing entity from taking emergency action against a licensee as authorized under § 25-15-211 for the sake of public health, safety, or welfare.

(g) The permanent disqualification for an offense listed in subsection (e) of this section does not apply to an individual who holds a valid license on the effective date of this chapter.

17-87-312. Criminal background checks.

(a)

(1) Each first-time applicant for a license issued by the Arkansas State Board of Nursing shall apply to the Identification Bureau of the Division of Arkansas State Police for a state and national criminal background check, to be conducted by the Federal Bureau of Investigation.

(2) At the time a person applies to an Arkansas nursing educational program, the program shall notify the applicant in writing of the provisions and requirements of this section.

(b) The check shall conform to the applicable federal standards and shall include the taking of fingerprints.

(c) The applicant shall sign a release of information to the board and shall be responsible to the Division of Arkansas State Police for the payment of any fee associated with the criminal background check.

(d) Upon completion of the criminal background check, the Identification Bureau of the Division of Arkansas State Police shall forward to the board all releasable information obtained concerning the applicant.

(e) For purposes of this section, the board shall follow the licensing restrictions based on criminal records under § 17-3-102.

(f)

(1) The board may issue a nonrenewable temporary permit for licensure to a first-time applicant pending the results of the criminal background check.

(2) The permit shall be valid for no more than six (6) months.

(g)

(1) Any information received by the board from the Identification Bureau of the Division of Arkansas State Police under this section shall not be available for examination except by:

(A) The affected applicant for licensure or his or her authorized representative; or

(B) The person whose license is subject to revocation or his or her authorized representative.

(2) No record, file, or document shall be removed from the custody of the Division of Arkansas State Police.

(h) Any information made available to the affected applicant for licensure or the person whose license is subject to revocation shall be information pertaining to that person only.

(i) Rights of privilege and confidentiality established in this section shall not extend to any document created for purposes other than this background check.

(j) The board shall adopt the necessary rules to fully implement the provisions of this section.

(k)

(1) The board may participate at the state and federal level in programs that provide notification of an arrest subsequent to an initial background check that is conducted through available governmental

systems.

(2) The board may submit an applicant's fingerprints to the federal Next Generation Identification system.

(3) The fingerprints may be searched by future submissions to the Next Generation Identification system, including latent fingerprint searches.

(4) An applicant enrolled in the Next Generation Identification system is not required to re-fingerprint when a subsequent request for a state or federal criminal history background check is required if:

(A) A legible set of the applicant's fingerprints is obtained when the applicant enrolls in the Next Generation Identification system; and

(B) The applicant is subject to the Rap Back service of the Next Generation Identification system.

(I) The Identification Bureau of the Division of Arkansas State Police and the Federal Bureau of Investigation may maintain fingerprints in the Integrated Automated Fingerprint Identification System.

Key Concepts, Student Program Outcomes, and AACN Essentials

Key Concepts	Program Learning Outcomes	AACN Essentials for Baccalaureate Education
1. Professional and Ethical Self-Regulation Continued ethical and professional development and autonomous, accountable practice based on professional engagement and lifelong learning.	Use professional standards and values as the basis for nursing practice to enhance health care. Demonstrate accountability for own value system, nursing practice and lifelong learning.	Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice Essential VIII: Professionalism and Professional Values Essential IX: Baccalaureate Generalist Nursing Practice
2. Information in Health Care Technology Employ basic competence in information technology systems, including decision-support systems that promote communication and quality safe patient care; for example, but not limited to, electronic health and medical records, patient monitoring systems, and medication administration systems.	Utilize evidence-based clinical judgement skills to promote patient safety and quality of health care. Engage in critical thinking, decision making and independent judgement to enhance healthcare.	Essential III: Scholarship for Evidence-Based Practice Essential IV: Information Management and Application of Patient Care Technology Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes
3. Interprofessional Care Services	Communicate and collaborate with health care professionals and consumers to	Essentials VI: Interprofessional Communication and

Interprofessional collaboration among health professionals to deliver high quality and safe patient care.	provide cost effective , quality health care.	Collaboration for Improving Patient Health Outcomes Essential IX: Baccalaureate Generalist Nursing Practice
4. Health Promotion and Disease Prevention Population focused nursing based on primary, secondary, and tertiary measures aimed at assisting patients, communities, and the public to prevent disease/injury and to promote health across the lifespan.	Apply the knowledge and values synthesized from the humanities, social, physical, behavioral and nursing science in the practice of professional nursing. Use evidence-based clinical judgement skills to promote patient safety and quality of health care. Engage in critical thinking, decision making and independent judgement to enhance health care.	Essential VII: Clinical Prevention and Population Health Essential IX: Baccalaureate Generalist Nursing Practice
5. Population-Focused Health Care Population-focused nursing involves identifying determinants of health, prioritizing primary prevention when possible, actively identifying and reaching out to those who might benefit from a service, and using available resources to assure best overall improvement in the health of the population.	Apply the knowledge and values synthesized from the humanities, social, physical, behavioral, and nursing sciences in the practice of professional nursing	Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice Essential VII: Clinical Prevention and Population Health Essential IX: Baccalaureate Generalist Nursing Practice
6. Evidence-Based Practice Professional practice employing interventions for which empirical findings demonstrate effectiveness in optimizing health outcomes.	Use the research process to critique and apply research findings to improve nursing practice.	Essential III: Scholarship for Evidence- Based Practice Essential IX: Baccalaureate Generalist Nursing Practice
Key Concepts	Characteristics of the Baccalaureate Graduate	AACN Essentials for Baccalaureate Education
7. Leadership in Health Care Development and implementation of health care policies, including financial and regulatory, which influence the nature and functioning of the health care system at the local, state, national, and global levels.	Use leadership skills and knowledge of health policy, to improve delivery of global health care.	Essential V: Health Care Policy, Finance, and Regulatory Environments Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety
8. Patient Care Management Provide high quality and safe care for groups of ethnically diverse patients within the continuum of age and developmental levels.	Apply the knowledge and values synthesized from the humanities, social, physical, behavioral and nursing science in the practice of professional nursing. Demonstrate accountability for own	Essential IX: Baccalaureate Generalist Nursing Practice Essential VIII: Professionalism and Professional Values

	<p>value system, nursing practice and lifelong learning.</p> <p>Utilize evidence-based clinical judgement skills to promote patient safety and quality of health care. Engage in critical thinking, decision making and independent judgement to enhance health care.</p>	<p>Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety</p>
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Admissions Requirements for Traditional BSN Program

1. All applicants, including those with a previous baccalaureate or higher degree, must have a minimum cumulative grade point average (GPA) of 2.5 or greater on a 4.0 scale and a grade of "C" or better in all College of Nursing general education prerequisite courses. Entering GPA is calculated using only general education prerequisite course grade, excluding elective hours. Grade replacement policy is in effect. To replace a grade, the number of hours must be equal and the course content must be equal. (In the case of repeated courses, only the last grade will be used to calculate the GPA.) All 58 prerequisite hours must be successfully completed with a "C" or better prior to enrollment. In the traditional BSN Program some prerequisite coursework may be completed after enrollment in to the RN-BSN Program. Applicant GPAs will be calculated based upon the 58 hours of prerequisite coursework and also cumulative coursework.
2. An applicant must complete and successfully pass the Assessment Technologies Institute (ATI) Test of Essentials Academic Skills (TEAS). This exam must be completed at the applicant's personal expense prior to March 1 of the year of application, and an official score report must be submitted at the time of application. Minimum passing score must be 65% or greater (rounding does not apply) to be considered for admission. Students must have completed the exam within two (2) years prior to the application date with the highest exam score considered for application purposes. Scores older than two (2) years will not be considered. Testing information is available on the College of Nursing website.
3. Students who meet the minimum GPA and TEAS requirements may be invited to an interview.
4. When an applicant has earned a grade of "NC", "D", "F", "WD" or "WF" in a nursing course from another program, this grade will count toward progression. See policy on progression.
5. Applicants, including those who have earned a baccalaureate degree outside the United States, must complete at least 58 semester hours of prerequisite general education courses prior to admission.
6. The CIA official language field listing will be used to determine whether the TOEFL exam is required for international applicants who declare English as their first language. If English is listed as the official language of their country of birth on the CIA listing, the student will not be required to complete the TOEFL exam as an admission requirement. If the applicant was not born in the United States or in a country where English is the official language, the applicant may document their English proficiency in one of two ways:
 - a. An official TOEFL score of at least 550 or above on the paper-based exam, or 213 or above on computer-based exam, or a minimum score of 20 in each section of the iBT is required. The test must have been taken within the last two (2) calendar years of admission. Official TOEFL exam score report reflecting successful completion must be received no later than one (1) month past the application deadline date. Only TOEFL test scores received directly from ETS will be accepted as valid. Testing information is available at www.ets.org/toefl.
 - b. If the applicant's entire educational experience has been in the United States, the applicant does not have to take the TOEFL. To document this, the applicant must provide records/transcripts from the time that the applicant entered school in the seventh grade through high school, and college. If the applicant may cannot provide this documentation, the applicant may appeal first to the College of Nursing Admissions and Progression Committee, and then to the Dean of the College of Nursing.
7. International Applicants: If a candidate is basing admission eligibility on credits from an international accredited college or university, the official transcript must first be evaluated by the United States accredited college or university where prerequisites courses are being taken. A copy of the evaluation must be submitted with the application. A GPA for purposes of admission is figured on courses taken at United States accredited colleges or universities.
8. Official transcripts of coursework from all other institutions attended must be forwarded to the College of Nursing Student Services Office for review. Upon request, an accompanying catalog for the years covered by the transcript must be submitted before evaluation can take place.
9. To comply with mandates from clinical agencies utilized by the College of Nursing, students enrolled in all College of Nursing programs are required **at the initial semester of enrollment and yearly** to have criminal background checks, driving history record checks, and urine drug screens in order to remain enrolled in any College of Nursing course. All screenings are conducted at the expense of the individual student. The screenings listed will be conducted by CastleBranch <https://mycb.castlebranch.com>, a background check service that allows students to purchase their own background check. The results of a student's background check and drug screen are posted to the <https://mycb.castlebranch.com> website in a secure, tamper-proof environment, where the student, as well as College of Nursing administrators, can view the background check results. The urine drug screen is coordinated by this company but is conducted at designated community sites through Lab Corp. Each student will be instructed via the <https://mycb.castlebranch.com> website regarding the specific approved Lab Corp site closest to them.

Application for Admission

Students are encouraged to contact the College of Nursing in their freshman year of college to help map out general education coursework. All general education prerequisites must be completed prior to entry each year. **All** application materials must be received by the Student Services Office on the deadline of the year the student plans to enter the program.

Steps in Applying for Admission to the Baccalaureate Program in Nursing

1. Complete the online application process. The online application may be accessed at the [College of Nursing website](#). **All** application materials must be received by March 1 of the year the student plans to enter the program.
2. All official transcripts must be received by the Student Services Office on or before the posted application deadline. Transcripts are considered official when enclosed in a sealed envelope and bearing the official seal of the issuing institution. Candidates must provide official transcripts from every institution attended.
3. Applicants who have attended a previous nursing school or another health related profession school must have a letter submitted from that school that includes a statement regarding the student's standing at the previous school. Applicants who have been previously dismissed from a program or who are not in good standing will not be considered for admission.
4. Exception for a previous nursing course failure earned greater than or equal to ten (10) years from date of admission to the College of Nursing may be appealed to the College's Admission and Progression Committee. An appeal must be made within thirty (30) days of the date on the letter of acceptance.
5. Admission will not be considered for anyone who earned a "NC", "D", "F", "WD" or "WF" in any two nursing courses, unless they are currently a licensed RN or LPN.

Admission Policy, Review, and Notification for traditional BSN Program

To be considered a candidate for admission to the baccalaureate program, applicants must have:

1. Completed all prerequisite courses with a grade of "C" or better, and
2. Achieved a cumulative GPA of 2.5 on a 4.0 scale for all general education prerequisite courses less elective hours, and
3. An adjusted individual total score of at least 65% on the TEAS exam completed within the last two years of planned enrollment, and
4. Completed an individual interview.

Following review of all documents, applicants are notified of a decision by mail. The number of applicants accepted to any College of Nursing program is based on available resources.

Licensed Practical Nurse and Licensed Psychiatric Technician Nurse

Applicants who have completed a practical nurse program and who have achieved licensure as a practical nurse or who have completed a psychiatric technician nurse program and who are a licensed psychiatric technician nurse are eligible to apply for admission to the nursing major with advanced standing credit as determined by specific validation examinations in nursing courses. *NOTE: Licensure must be an unencumbered Arkansas or unencumbered compact state LPN license.*

In order to apply as an LPN/LPTN, the following steps are included in addition to the "Steps in Applying for Admission to the Baccalaureate Program":

1. Applicants with LPN/LPTN preparation must have a transcript from the school where they received their preparation sent by that school to the College of Nursing.
2. For the advanced standing tests, the student must take the ATI Fundamentals and Pharmacology Standardized exams. The student must make a Level 2 or higher on each exam to receive course credit and be exempt from taking the course. Exam scores may not be more than 1 year old at the time of admission to the BSN program. The exams may be taken no more than one (1) time.
3. See "Arkansas Nursing Progression Model" below to determine advanced standing for LPNs/LPTNs. (The LPN/LPTN applicant may receive credit for nine (9) semester hours through advanced testing for NURS 3110 Foundations for Professional Nursing I and four (4) hours of Pharmacology if verification from standardized testing is received. The LPN/LPTN student may articulate the RN Health Assessment course three (3) hours only with the following verification:
LPN/LPTN applicants must supply proof of RN Health Assessment by
 - a. Official transcript verifying RN Health Assessment course or
 - b. Documentation of a continuing education course, followed by written and practical exam administered by the College of Nursing and payment of credit by exam fee.
4. Applicants who have graduated from LPN/LPTN school >12 months prior to entering the BSN program must submit the "Employee Verification Letter" obtained from the College of Nursing as part of the admission packet.

Nursing Credit Parameters for the Progressing LPN or LPTN

The LPN or LPTN progressing to:	Associate Degree in Nursing	Baccalaureate Degree in Nursing	Diploma in Nursing
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Will be awarded <u>at least</u> the following number of semester credit hours	6 semester hours in nursing	11 semester hours in nursing	25 semester hours in nursing
Will be required to complete <u>no more than</u> the following number of semester credit hours	40 semester hours in nursing	59 semester hours in nursing	60 semester hours in nursing

Progression Testing and Work Experience Requirements

< 12 Months After Graduation	> 12 Months After Graduation
No testing for progression required although some programs may require math competency exam for articulation. No work experience required although it may be required for accelerated tracks within programs.	No testing for progression required if during past 12 – 24 months have had at least 1000 hours of nursing employment. Individual schools may have special requirements for work experience settings. The individual school may require testing if work experience requirement not met.

Associate Degree and Diploma School Graduates

A graduate with an ADN or diploma in nursing who has achieved licensure as a registered nurse and currently holds an unencumbered Arkansas or unencumbered compact state RN license may apply for admission to the nursing program. *The RN to BSN program is web-based.* In order to apply as a RN, the following steps are included in addition to steps 1 – 2 in the "Steps in Applying for Admission to Baccalaureate Program":

- Applicants with RN nursing preparation must have a transcript from the nursing school where they received their preparation sent by that school to the College of Nursing.
- In-state applicants for the RN to BSN program must have graduated from:
 - An NLN CNEA (formerly NLNAC) or ACEN accredited program
 - OR
 - An ASBN approved program
 Out-of-state applicants for all programs must have graduated from:
 - An NLN CNEA (formerly NLNAC) or ACEN accredited program
- See "Arkansas Nursing Progression Model" below to determine need for testing.
- Applicants who have graduated from nursing school >12 months prior to entering the RN-BSN/MNSc program must submit a notarized "Employee Verification Letter" obtained from the College of Nursing as part of the admission packet.
- Applicants must supply proof of completion of a health assessment course by:
 - Official transcript verifying health assessment course; or
 - Documentation of a continuing education course administered by the College of Nursing.

Arkansas Nursing Progression Model: Associate Degree or Diploma Registered Nurse to the Baccalaureate Degree in Nursing

Nursing credit parameters for the progressing RN who graduated from an associate degree or diploma program that was NLN CNEA (formerly NLNAC) or ACEN accredited at the time of graduation

The RN progressing to	Baccalaureate Degree in Nursing*
Will be awarded <u>at least</u> the following number of semester credit hours in nursing by either transfer credit OR progression but not BOTH.	33 semester hours in nursing
Will be required to complete <u>no more than</u> the following number of semester credit hours in nursing.	38 semester hours in nursing

* RN to Baccalaureate degree programs which admit only RNs and no LPNs or unlicensed students might not record the progressing credit on the student's transcript and still meet this parameter.

Progression Testing and Work Experience Requirements

< 12 Months After Graduation	> 12 Months After Graduation
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<p>No testing for progression required although some programs may require math competency exam for progression.</p> <p>No work experience required although it may be required for accelerated tracks within programs.</p>	<p>No testing for progression required if during past 12 – 24 months have had at least 1000 hours of nursing employment. Individual schools may have special requirements for work experience settings.</p> <p>The individual school may require testing if work experience requirement not met.</p>
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Admission by Transfer from another Baccalaureate Nursing Program

NOTE: All transfer students must complete the TEAS Exam at their own expense prior to transfer to the traditional BSN Program. A qualified student in good standing at any NLNAC or CCNE accredited baccalaureate school of nursing may apply for admission by transfer. The amount of transfer credit and the placement of the student are based on evaluation of the courses the applicant presents and a comparison of those required for the degree offered by the College of Nursing. The applicant must complete at least twenty-six (26) semester hours in the College of Nursing before a degree will be awarded. When a transfer student has received a grade of less than a "C" in a nursing course from another program, this grade will count toward progression. See item #3 below. Transfer students are admitted on a space available basis. Transfer students who have been out of the nursing program for more than one year will not be permitted to transfer previous nursing coursework and will have to make application to the BSN Program as a new student.

The student wishing to transfer into the nursing program needs to access a copy of the "Process for Transfer" from the College of Nursing website. Included in the process is a letter from all previous nursing programs. The letter should include a statement of the student's standing at the previous school. The first semester of enrollment will include a one (1) hour special topics course for transfer students.

Progression, Probation, Suspension, Withdrawal, and Dismissal

Progression

- For progression in the nursing major, only grades of "C" or above will be accepted for nursing courses.
- Students who make less than a "C" may not progress into courses for which that course(s) is a prerequisite until the course(s) has been repeated and the required minimum grade attained.
- If a student earns a "NC", "D", "F", or "WF" for any two (2) nursing courses for any reason, the student will be dismissed from the College of Nursing and must withdraw from all other coursework. This includes any previous nursing coursework from another college.
- Re-admission will not be considered for any student dismissed from the College of Nursing at the University of Arkansas for Medical Sciences who earned a "NC", "D", "F", or "WF" from two (2) nursing courses. Exceptions may be considered by the dean on an individual basis.
- Traditional BSN students must successfully complete all Pathophysiologic Basis for Health Assessment coursework in order to continue in the program.
- A student taking graduate courses may register for a course only twice. If a grade is not earned after two (2) registrations, the student may not register for the course again. A student will not be permitted to transfer credit from another institution for any comparable course that has been registered for twice at UAMS.
- Any student who does not successfully meet requirements mandated by clinical agencies, such as criminal background checks, drug screens, etc., and/or is refused access to a healthcare institution or any agency will not be able to meet program objectives. The student will, therefore, be administratively withdrawn from College of Nursing.

Probation, Suspension

- Students must maintain a GPA of 2.0 or higher each semester in the nursing major to remain in good academic standing. When a student fails to attain a 2.0 GPA for work completed in a semester, the student will be placed on probation for the following semester. A student may not be removed from probation on the basis of less than twelve (12) semester hours of work following probationary status; failure to attain a 2.0 GPA on the first twelve (12) hours of coursework after being placed on probation will result in suspension from the College of Nursing.
- A baccalaureate student who has been on academic suspension from the College of Nursing must appeal to the Associate Dean for Academic Programs for reentry. Any conditions stipulated by the Associate Dean for Academic Programs at the time of suspension must be met before the student can re-enter the program. At least one semester must elapse before the student may appeal for reentry. Reentry will be granted on a space available basis.
- A student who is readmitted following an academic suspension is expected to achieve a minimum 2.0 GPA on the courses taken during the semester in which the student is readmitted to the major. A student who does not achieve a 2.0 GPA on the course(s) taken during the re-admission semester will be dismissed from the program.
- Any student seeking re-admission to the nursing program who has been out of the nursing program for a period of one or more semesters, or who has been suspended for academic reasons, must apply and meet the requirements of this catalog, including GPA, in effect at the time of application for re-admission.

Withdrawal

- Course drop/withdrawal dates: See the [Academic Calendar](#) found on the College of Nursing website.
- After the last date to withdraw, any withdrawal from the course through the last class day will be considered a "WF" unless the student is passing the course at the time of withdrawal. A "WF" (withdraw failing) figures into the total GPA as an "F". Exceptions will be considered by the dean on an individual basis.
- Degree-Seeking students returning after previous enrollment: Students wanting to return to the College of Nursing to continue their program of study must submit a [Request to Re-Enter Program Form](#) found on the [College of Nursing](#) website under 'Future Students'.

Dismissal

- A student will be dismissed from the College of Nursing when the student's behavior in any College-related activity is determined to be inconsistent with professional responsibility and accountability.
- A student will be dismissed from the College of Nursing for unprofessional conduct that is likely to deceive, defraud, or injure clients or the public by any act, practice, or omission that fails to conform to the accepted standards of the nursing profession and indicates conscious disregard for the health and welfare of the public and of the client.
- Safety is considered basic for achievement of a satisfactory grade in all practicum courses. A student who is unsafe in the clinical area will be withdrawn/failing (WF), immediately, regardless of successful achievement in other areas under evaluation.
- Any student who is not progressing to the next semester in any manner (withdraw, dismissal, etc.) must clear campus. The student is required to obtain the Campus Clearance form from the Office of the University Registrar and complete the clearance requirements as soon as possible. All transcripts and verification of enrollment letters/forms will be held until this process is complete.
- Students who are dismissed from the College of Nursing are ineligible to return for the same degree program.

Computerized Web-Based Evaluations for Courses/Faculty

Course/Faculty Evaluation Policy

Web-based evaluations are conducted to assist the faculty in improving their courses and their teaching strategies.

As members of the student body enrolled in a professional program of study, all students are required to complete the course/faculty evaluations as a part of their preparation for their professional role. The College of Nursing Scholastic Non-Cognitive Performance Standards guides the student in an understanding of these expectations.

Course/Faculty Evaluation Procedure

1. The policy and procedure for Course/Faculty Evaluations will be included in the *College of Nursing Catalog*, College of Nursing website, and all course syllabi. Students in all programs will be held responsible for this policy.
2. A review of the policy and procedure for Course/Faculty Evaluations will be given at the time of orientation to the program (if applicable) for students at all levels.
3. All enrolled students will be notified through their UAMS email account of the date and time period that the Course/Faculty Evaluations form will be available for each course offering each semester. Weekly reminders will be sent to every student.
4. The Course/Faculty Evaluation form for all courses (7 ½ week and full semester courses) will be posted prior to the end of the semester with the last day of evaluation availability being the final day of the semester.

Course/Faculty Evaluation Form

Course/Faculty Evaluations are used by each nursing program in the College. They are created based on a critical review of the literature and evaluation tools used on campus and at other schools. The consistency of the evaluations will ensure over time that the student understands the meaning of each of the components and, therefore, will improve the reliability and validity of the tool. The evaluation includes a Likert Scale and a comments section where students may comment in specific detail on any of the various tool components. The evaluations are computerized, and a program allows for the creation of reports on faculty and course evaluation data.

Academic Dishonesty/Honor Code (See College of Nursing Student Handbook)

The Honor Code was developed by the students in the College of Nursing. Students will be asked to sign the honor code roll during their junior year and to abide by the Code throughout their academic program. More information about the honor code and honor council can be found in the *UAMS College of Nursing Student Handbook*. The Code is as follows:

Grading Scale

The following grading scale is effective for the undergraduate nursing program:

90-100%	A
80-89.99%	B
75-79.99%	C
70-74.99%	D

<70%

F

NOTE: Grades are not rounded.

Undergraduate Student Standing

Definitions of undergraduate student classifications are as follows:

Junior – a student who has successfully completed 33.5 semester hours or fewer of professional nursing coursework.

Senior – a student who has successfully completed more than 33.5 semester hours of professional nursing coursework.

Credit Hours for Baccalaureate Courses

- Twelve (12) semester hours constitute full-time enrollment in fall and spring semesters.
- Six (6) semester hours constitute full-time enrollment in summer sessions.
- The number of class days shall equal to fifteen (15) class weeks, excluding the final week, per semester.
- For didactic courses, the credit hour equals the clock hours of class time; i.e. a 3 credit course will meet 3 hours per week for fifteen (15) weeks, or 6 hours per week for seven and one half (7.5) weeks.
- The faculty-to-student ratio for undergraduate practicum course is 1:8 (acute care areas only)

For a clinical course, the ratio of credit hour to clock hour is 1:3 for baccalaureate courses. For example, a baccalaureate clinical course that is 2.5 credits will meet 112.5 clock hours in a seven and one half (7.5) or fifteen (15) week period. (Equals approximately 7.5 hours/week times 15 weeks) or (15 hours/week times 7.5 weeks).

Incomplete Grades

The designation “I”, or Incomplete, may be assigned when the instructor deems that circumstances beyond the student’s control prevented timely completion of course requirements. The designation is given by the instructor only after consultation with the student, course coordinator, program director, and the Associate Dean for Academic Programs.

An “I” may be changed to a grade provided all course requirements have been completed by the end of the next semester or summer session in which the student is enrolled. If the student does not complete the course requirement by the end of the next enrolled semester or summer session, the incomplete grade shall be changed to an “F”. When the grade is changed to a final grade, this shall become the grade for the semester in which the course was originally taken. If clinical resources are not available during a summer session, exceptions may be made by the Associate Dean for Academic Programs.

If the “I” grade is received in a course which is prerequisite to course(s) in the subsequent semester, the “I” must be removed before a student may progress to the next semester course(s).

Students dismissed in any semester or summer session where an Incomplete (I) was earned may appeal to the program director and the Associate Dean for Academic Programs to complete outstanding coursework necessary to earn a grade in the course.

Grade Forgiveness Policy

If a student repeats a course, the grade earned in the most current semester will be used to determine satisfactory completion of the course, graduation requisites, and GPA. All coursework attempted will be recorded on the official transcript.

Degree Requirements/Graduation

A candidate for the degree of Bachelor of Science in Nursing must:

1. Complete all special general degree requirements applicable to all of the undergraduate colleges of the University of Arkansas System.
2. For generic students – Complete a maximum of 120 semester hours with a cumulative GPA of at least 2.0 on all work presented for graduation and of at least a 2.0 in all nursing courses with a cumulative GPA of to graduate.
3. For RN to BSN students – Complete a maximum of 120 semester hours with a cumulative GPA of at least 2.0 on all work presented for graduation and at least 2.0 in all nursing courses with a cumulative GPA of 2.0 to graduate.
4. Attend the Pinning, Hooding, and Recognition and Commencement ceremonies.

Drug Math Policy

All baccalaureate students are required to pass a drug math exam each semester. Drug math exams will be administered prior to the medication administration check off, and then at the beginning of each subsequent semester. Course exams for any course with a practical component starting with Foundations II should contain a minimum of three (3) drug math questions. The drug math exam must be successfully passed prior to administering medications in the clinical setting. Students are expected to adhere to the guidelines.

Guidelines

1. Achieve 90% to pass.
2. Three (3) attempts to pass the exam are allowed.
3. Failure to take a Drug Math exam during the designated testing time will result in a grade of "0" for that exam and counts as 1 of the 3 allowed attempts.
4. 24 hour minimum before taking the next exam. Complete exam 1 prior to the first clinical day.
5. Complete all testing by the end of the testing period.
6. Calculators are NOT allowed. They are built into the testing software.

Procedure

1. The first drug math exam will be given prior to attending the first clinical day.
2. Instructions for location of exam will be given by your course instructor.
3. Exam 2 and exam 3 will be given as scheduled by your course instructor.
4. If testing in the Library, tell the person you are there to take the drug math exam. Show a picture ID to the SSC staff prior to taking the exam. (This step is for 2nd or 3rd attempts.)

Exam

1. When you have completed the exam, the computer will give you your score. Your instructor will review the exam and notify the class when the scores are final.
2. Once you have received your score, the computer will give you feedback on any question(s) you missed including the correct answer.
3. Prior to starting the exam, the computer will ask you to acknowledge an honor pledge. The honor pledge must be acknowledged before the computer will record your results.
4. Give all scratch paper to your instructor or the staff person before leaving.

If you are not successful on the first exam

1. The course coordinator will notify you if you are unsuccessful on the exam.
2. Wait a minimum of 24 hours before the second attempt.
3. Your instructor will notify you of time and place for subsequent exams.

BSN Student Exam Policy

See College of Nursing Student Handbook.

Standardized Testing Guidelines

NCLEX

Successful completion of the baccalaureate program and the requirements to take the NCLEX examination is defined as completion with a grade of "C" or better in all courses and program requirements for the baccalaureate degree and awarding of that degree. Students are required to pay for and take nationally-normed exams throughout the BSN curriculum and to make a satisfactory score on such exams. These nationally-normed exams will be administered following completion of selected courses throughout the BSN program. Failure to complete any one exam on the date of which the student was scheduled to take the exam will necessitate withholding course grades until the exam is completed. Failure to achieve the identified benchmark score on any normed exam will require the student to complete formalized remediation following the exam failure but does not prevent progression.

Assessment Technologies Institute (ATI) Standardized Exam Policy

Pre-admission Exam

An applicant must complete and successfully pass the Assessment Technologies Institute (ATI) Test of Essential Academic Skills (TEAS). This exam is at the applicant's expense. The pre-admission TEAS exam must be completed by the application deadline of the current admission year. An official score report must be submitted at the time of application. A minimum passing score on the adjusted total score must be at least 65% to be considered for admission to the BSN program (rounding does not apply). Students must have completed the exam within two (2) years prior to the application date with the highest exam score considered for application purposes. Scores older than two (2) years will not be considered.

Licensed RNs returning for a BSN degree are exempt from this test. All transfer students must take the TEAS exam at their own expense prior to transferring into the program. Students may register for the exam and find testing sites at www.atitesting.com. Once you have accessed the website, choose TEAS at Pearson VUE Test option and follow the information given.

Standardized Normed Exams

Standardized normed exams are given during the junior and senior year in conjunction with certain nursing courses. These exams are as follows:

Junior Year Testing:

- Critical Thinking: Entrance Exam and Self-Assessment Inventory
- Foundations of Professional Nursing II
- Nursing Care of the Childbearing Family
- Nursing Care of Children
- Psychiatric-Mental Health Nursing
- Pharmacology

Failure of any one of the above nationally-normed junior exams requires formalized remediation and or independent study course at the student's own expense and must be completed prior to enrollment in senior level courses. This formalized remediation occurs between the junior and senior year. The Academic Coach and faculty advisors will assist with formal remediation.

Senior Year Testing:

- Medical Surgical Exam 1 Pre-Test
- Nursing Leadership and Management
- Community Health/Public Health Nursing
- Medical Surgical Exam 2 Post-Test
- RN Predictor
- Critical Thinking Exit Exam

Remediating ATI Benchmark Exams

Students scoring a level 1 or below on selected benchmark exams will be assigned remediation by the Academic Coach. The following plan will be followed when completing remediation:

- Student will complete a focused review on the initial benchmark exam and complete ATI active learning templates on missed concepts. These will be submitted to the Academic Coach via Blackboard prior to the scheduled benchmark exam retake per the due date assigned by the Academic Coach.
- Benchmark retakes occur within 6 weeks of the initial exam and may be scheduled in between traditional semester dates. Students are required to complete the retake exam as scheduled.
- If the student continues to score a level 1 or below on the retake exam, additional remediation will be assigned by the Academic Coach with a due date no later than 1 month after the retake exam.

The following benchmark exams follow the ATI remediation plan:

- Fundamentals
- Pharmacology
- Nursing care of the childbearing family
- Nursing care of children
- Mental Health
- Leadership

The benchmarking exams for Nutrition and Medical Surgical content administered prior to the Capstone course do not require remediation, but all students are required to complete a focused review and are encouraged to use ATI active learning templates to self-remediate.

Students identified as having consistently low performance on ATI benchmark exams will be required to meet with the Academic Coach and Capstone Coordinator prior to and during the Capstone course, and may be assigned targeted remediation to improve success in courses and NCLEX preparation.

Students who do not earn a passing grade in the course (<75% on combined course exam grades) will not take the ATI Standardized Examination. While successful passing of the ATI Standardized Examination is not a requirement for passing the course, the student's score on the ATI benchmark exam will account for 5% of the course grade. This 5% will be added into the student's final course grade after they have achieved a minimum average of 75% on all course exams. If the student's course grade falls below a 75% average after the ATI benchmark score is applied, they will fail the course. The scoring of benchmark exams is listed below:

Level 1 or below: 75%

Level 2: 95%

Level 3: 100%

ATI Course Final Exams

All courses listed below have an **ATI Final Course Exam**. In order to facilitate grade calculation of your final exam, this exam will be *customized by your course faculty from the ATI test bank*. Faculty in the College of Nursing are committed to your success in achieving nursing licensure and, therefore, have implemented use of the ATI examinations as the final exam in the following courses:

Junior:

- Foundations I
- Foundations II
- Pharmacology I and II
- Pediatrics
- Childbearing Family
- Psychiatric-Mental Health Nursing

Senior:

- Care and Management of Adults
- Acute Care of Adults
- Leadership & Professionalism
- Older Adults
- Community Health
- Senior Capstone

The ATI Final Exams will be very similar to the ATI Standardized Examinations.

IMPORTANT ATI INFORMATION: All students are required to complete the assigned ATI Practice Exams, learning modules, and other ATI assignments with at least a 90% score AND provide their ATI transcript documenting completion of these practice exams and assignments at the time designated by their course instructors. *If they do not complete these assignments with a 90% score, they will NOT sit for the final, and will fail the course.* All students who have earned a passing grade in the course ($\geq 75\%$ on combined course exam grades) will then take the ATI Standardized Examination following successful completion of the course.

Students who do not earn a passing grade in the course ($< 75\%$ on combined course exam grades) will not take the ATI Standardized Examination. While successful passing of the ATI Standardized Examination is not a requirement for passing the course, incentive points will be awarded for all students that score at a Level II or Level III. Students who score a Level II or Level III on the ATI Standardized Examination will have the following raw points (not percentage points) added to the final course examination:

- Score of Level II = 5 points added to course final examination
- Score of Level III = 7 points added to course final examination
- Senior students will not receive incentive points for Acute Care of Adults due to the timing of the medical surgical ATI exam taken during the Capstone course.

Final course grades will only improve or remain the same but will never decrease as a result of the ATI Standardized Examination incentive point program. Students who score a Level 1 or Below Level 1 on the ATI Standardized Examination for any course will be required to complete ATI remediation prior to beginning of fall semester classes. Students failing to complete the remediation will not be allowed to progress into the fall semester.

ATI content is integrated throughout all BSN courses; therefore, ATI will constitute 50% of the course grade for each BSN course.

Senior Capstone Course

This course will be offered in the semester the student graduates from the BSN program.

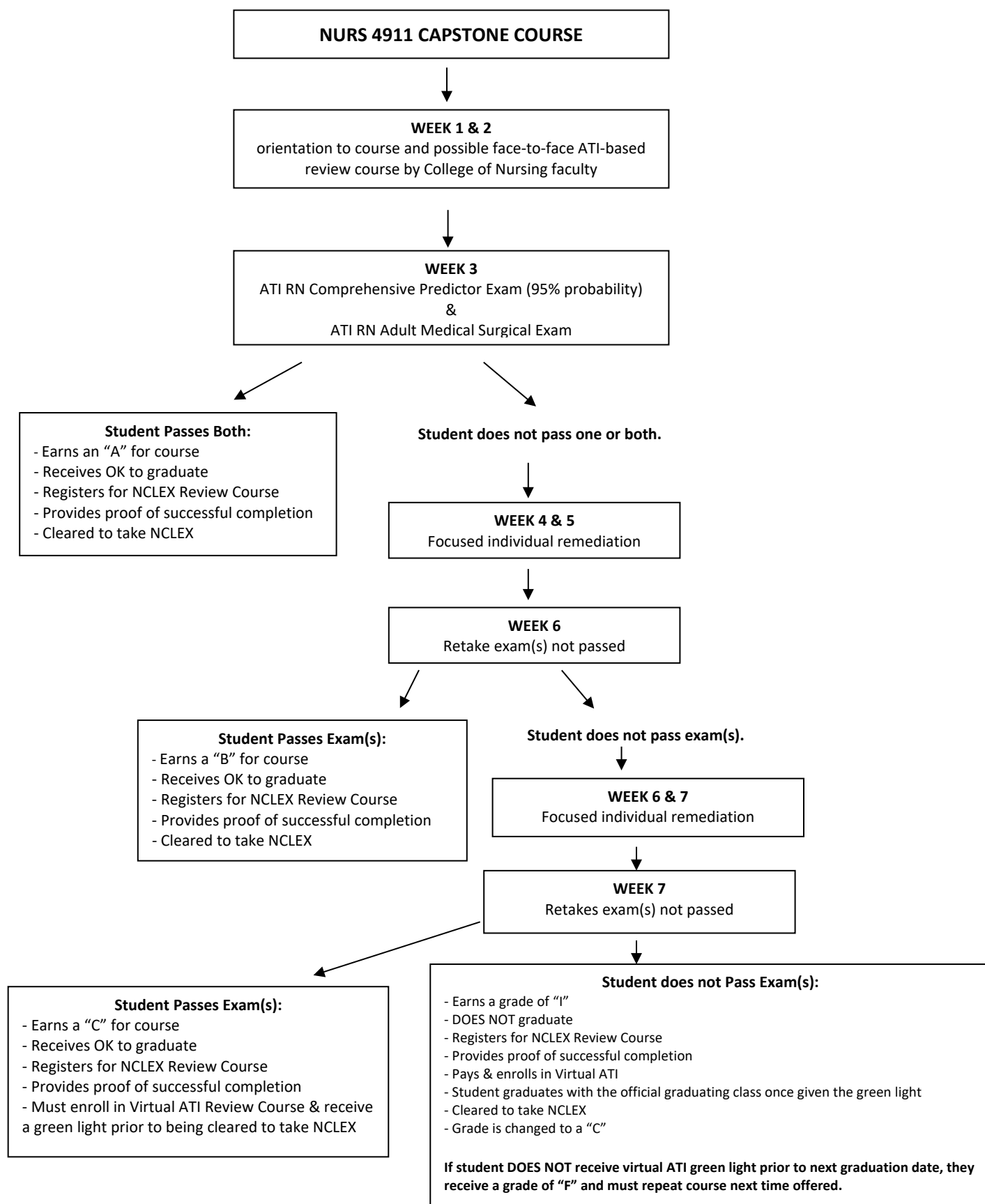
Students will have three chances to take the ATI RN Comprehensive Predictor Exam and ATI RN Adult Medical Surgical Exam during the Senior Capstone course and successfully meet the benchmark score for each exam.

Students who score a 95% probability on the ATI RN Comprehensive Predictor Exam and a Level 2 benchmark on the ATI RN Adult Medical Surgical Exam on the first attempt will earn a grade of "A" for the course. Students who score a 95% probability on the ATI RN Comprehensive Predictor Exam and a Level 2 benchmark on the ATI RN Adult Medical Surgical Exam on the second attempt will earn a grade of "B" for the course.

Students who have to take both or either exam for a third time will also be required to pay and enroll in the Virtual ATI (VATI) Review Course and complete the course. If the student meets the benchmark on both exams after taking them for the third time, a grade of "C" will be obtained in the course and will be allowed to graduate; however, the student will remain in VATI until he/she has completed the course, receives a "Green Light" from ATI and is released to take the NCLEX-RN Licensure Exam upon graduation.

Students who take the two exams on the third time and do not meet the benchmark scores will receive an Incomplete “I” grade for the course, will not graduate, and will also pay and enroll in the Virtual ATI (VATI) Review Course and receive a “Green Light” (Certification of Completion from ATI). The student must enroll in VATI no later than the first day of the class for the semester immediately following the senior Capstone course (first day of spring semester or first day of traditional summer semester). The student will have 12 weeks to complete the VATI course and earn the Green Light. Once the Green Light is achieved, the student’s grade in Capstone will change from an “I” to a “C” and the student will be processed for graduation at the next available degree conferral date as set by the UAMS Office of the Registrar. If the student does not achieve the Green Light status from VATI within the 12 weeks, they will receive a failing grade for the Capstone course. Students who fail the Capstone course will be required to register to repeat the course with the next semester it is offered (fall or spring).

All students enrolled in NURS 4911: Senior Capstone are required to complete an NCLEX-RN review course of their choice during the semester in which the Senior Capstone course is taken. Completion of the NCLEX-RN review course is graded on a Pass/Fail basis.



Interprofessional Education Requirements

Starting with the fall semester 2017 BSN students will be required to participate and meet the milestone requirements for interprofessional education (IPE). This will require phases of IPE curriculum (non-credit coursework) that are a graduation requirement for ALL Colleges at UAMS. Students will be enrolled in the IPE curriculum during the BSN program.

Curriculum Overview: BSN

Transferring Coursework for a BSN

The curriculum leading to a Bachelor of Science in Nursing (BSN) consists of 120 semester hours. It requires successful completion of general education courses and two (2) years and a summer session of professional nursing instruction.

1. All applicants, including those with a previous baccalaureate or higher degree, must have a minimum GPA of 2.5 or greater on a 4.0 scale with a grade of "C" or better in all College of Nursing general education prerequisite courses. Entering GPA is calculated using every general education prerequisite course grade excluding elective hours. Grade replacement policy is in effect. To replace a grade, the number of hours must be equal and the course content must be equal. (In the case of repeated courses, only the last grade will be used to calculate the GPA.) All 58 prerequisite hours must be successfully completed with a "C" or better prior to enrollment.
2. An applicant must complete and successfully pass the Assessment Technologies Institute (ATI) Test of Essentials Academic Skills (TEAS). This exam must be completed at the applicant's personal expense prior to the deadline of the year of application, and an official score report must be submitted at the time of application. Minimum passing score must be 65% or greater (rounding does not apply) to be considered for admission. Students must have completed the exam within two (2) years prior to the application date with the highest exam score considered for application purposes. Scores older than two (2) years will not be considered. Testing information is available on the College of Nursing website.

[BSN Prerequisites by College](#) are found on the [College of Nursing](#) website. For all other requests for course transfer equivalency, please fax the request to the Student Services Office in the College of Nursing, (501) 686-7591.

In evaluating transfer of credit, the Student Services Office uses guidelines which include, but are not limited to, the following:

1. The coursework is taken at an institution of higher education which has been accredited by a regional accrediting agency.
2. The coursework is not technical, vocational, or remedial (developmental) in nature.
3. The coursework is applicable to a baccalaureate degree.
4. The course has a grade of "C" or better.

An applicant who has withheld pertinent information regarding educational background or who has falsified information or credentials may be denied admission to the College of Nursing or, if enrolled, may be immediately withdrawn.

General Education

BACCALAUREATE PROGRAM--GENERAL EDUCATION REQUIREMENTS

HRS	BIOPHYSICAL SCIENCES	
4 hours	Chemistry w/Lab	
4 hours	Microbiology w/Lab	
8 hours	Anatomy and Physiology I and II w/Labs	
	SOCIAL SCIENCES	
3 hours	US History or American National Government	
9 hours	Social Sciences	Examples include psychology, anthropology, economics, geography, sociology, and history courses.
	HUMANITIES AND ENGL. COMP.	
6 hours	Fine Arts/ Humanities	Examples include the humanities, logical reasoning, art, foreign language, and philosophy courses.
6 hours	English Composition I and II	
3 hours	Speech	Will accept: Speech, Oral communications, OR a technical writing course.

	ADDITIONAL COURSES	
3 hours	College Algebra or Quantitative Literacy	
3 hours	Intro to Statistics	
3 hours	Nutrition	
6 hours	Electives	
58 hours	Total	

Please contact the College of Nursing Student Services Office if you have questions regarding a specific course.

The College of Nursing updated the required prerequisites for the BSN programs in Fall 2018. Refer to the College of Nursing website for specific college's eligible courses.

Total General Education Credits: 58

1. The total sequence of anatomy and physiology must cover all body systems.
2. All biophysical science courses must include labs. Labs taught online are accepted.
3. Elective courses are to be chosen by individual students. Any course will count toward electives except nursing courses, remedial (developmental) courses, or technical/vocational courses. To determine the number of general elective hours needed, subtract the total non-elective hours earned from the fifty-eight (58) hours required. A course in basic computer skills is highly recommended.

NOTE: A grade of "C" or better will be required for all courses.

BSN Program of Study

Junior Year

Fall Semester

Semester Hours

Rotation I (July – mid-August)

NURS 3112: Pathophysiologic Basis for Health Assessment..... 6.0

Rotation II (mid-August – mid-October)

NURS 3110: Foundations of Professional Nursing I Theory and Practicum 5.0

Rotation III (mid-August – mid-December)

NURS 3215: Foundations of Professional Nursing II Theory and Practicum 5.5

*NURS 3111: Clinical Pharmacology in Nursing I..... 2.0

*taught from mid-August – mid-December over 15 weeks) **18.5**

Spring Semester

**NURS 3212: Clinical Pharmacology in Nursing II..... 2

Junior Specialty Courses

NURS 3116: Nursing Care of the Childbearing Family Theory and Practicum 5.0

**NURS 3211: Therapeutic Communication and Mental Health Nursing 2.0

NURS 3117: Nursing Care of Children Theory and Practicum 5.0

taught from January – May over 15 weeks **15

(LPN students who place out of Pathophysiologic Basis for Health Assessment will take one (1) semester hour of Special Topics during the first semester of enrollment.)

Senior Year

Fall Semester

NURS 4114: Leadership and Professionalism in Nursing Practice.....	3 credit hours
NURS 4212: Care and Management of Adults Theory and Practicum	6
NURS 4213: Acute Care of Adults Theory and Practicum	<u>6</u>

OR

NURS 4114: Leadership and Professionalism in Nursing Practice 2.....	3
NURS 4112: Community/Public Health Nursing Theory and Practicum	5
NURS 4211: Nursing Care of the Older Adult Theory and Practicum	<u>5</u>

Spring Semester

NURS 4911: Senior Capstone (All Students)	1
NURS 4212: Care and Management of Adults Theory and Practicum	6
NURS 4213: Acute Care of Adults Theory and Practicum	6
NURS 4111: Introduction to Research and Evidenced Based Practice.....	3

OR

NURS 4911: Senior Capstone (All Students)	1
NURS 4111: Introduction to Research and Evidence-Based Practice+	3
NURS 4112: Community/Public Health Nursing Theory and Practicum	5
NURS 4211: Nursing Care of the Older Adult Theory and Practicum	<u>5</u>

BSN Honors Program

Program Description

The BSN Honors Program is designed to cultivate the best generic BSN students for graduate studies; including the option of entering the BSN to Ph.D. Program in Nursing. The program has clear admission and curriculum requirements and includes a mentoring program. The goals of the honors program are to:

- Encourage scholarly achievement in talented and highly motivated students
- Promote a high level of knowledge related to nursing education and evidenced based practice
- Promote degree advancement in nursing through the use of faculty mentors
- Stimulate creative and critical thinking
- Facilitate acquisition of research and leadership skills

Potential honors students will be selected after the spring semester of their junior year and invited to participate in the program at the beginning of their senior year (fall semester). During the fall semester, they will be assigned to a faculty mentor, who will guide the student in completing the application for admission to the Honors Program.

Students meeting the stated criteria of excellence can apply for admission to this program. If accepted, students will complete required coursework prior to graduation. Mentored by senior faculty throughout this educational experience, students can earn advanced standing when they enter the College's Ph.D. program. Honors students will be limited to five each year.

Admission Criteria

- Currently enrolled in the BSN program.
- A score of 75% or above on the TEAS pre-admission exam.
- Three letters of support from faculty.
- Résumé including evidence of leadership and community service involvement.
- A written essay on the student's long-term goals and why he/she wants to participate in the Honors Program.
- A GPA in nursing courses of 3.5 or above.
- Interview with faculty

Selection of participants is based on space and availability of resources. Highest scores will receive first consideration.

Honor's Project

From the students chosen area of emphasis, an honors project will be completed. Students will work on this honors project throughout the senior year with their mentor's guidance. The student may either work alongside an established research interest or present their mentor with a new related idea they would like to examine. Examples of projects are:

- a. Assist with IRB submission/reviews
- b. Assist with grant writing or submission of a grant
- c. Data collection and analysis
- d. Literature Reviews
- e. Instrument Development
- f. Patient/subject interactions with interventions
- g. Dissemination of a study's findings

The student may be assigned additional opportunities by the honors program coordinator and/or mentor based on the needs of the project.

Requirements for Completion of the Honor's Program

- The student will be required to present their honors project in a poster or podium format at the UAMS research day. The student may also have the opportunity to submit for a poster abstract and/or attend the Southern Nursing Research Society (SNRS) annual meeting if funding resources are available.
- The student must complete leadership and interdisciplinary care modules on the Institute for Healthcare Improvement website and provide documented completion.
- The student must complete training on Human Subject Protection (CITI training) for research and present completion to the mentor at the first meeting. www.citiprogram.org
- The student must complete HIPPA training for research.
- The student must complete modules on patient /family centered care as assigned and provide certificate of completion.
- Attend at least one (1) dissertation proposals/defense.
- Attend Ph.D. Council and science department meetings as assigned.
- Attend and present project at Honor's student reception.

Students completing the honors program will have 'honors graduate' reflected on both their transcript and at graduation. They will be matched with a mentor based on these interests. Mentors will be matched based on availability. Students who exhibit a pattern of disciplinary action reports (DAR) will be removed from the honors program.

Baccalaureate Completion RN Programs

Accelerated RN to BSN and RN to BSN/MNSc (with graduate course substitution)

The RN programs allow for pathways leading to the completion of a Bachelor of Science in Nursing (BSN) degree for students holding a current RN license. The curriculum leading to the degree of Bachelor of Science in Nursing (BSN) requires all candidates for the baccalaureate completion program to complete 58 semester hours of required general education courses, which may be completed at any accredited college or university. The upper division professional requirements are completed in the College of Nursing, University of Arkansas for Medical Sciences. Credit earned in certain courses, such as those courses classified as developmental, remedial (rather than college level), basic, or technical/vocational courses, will not fulfill requirements for transfer credit. No nursing course may count toward the general education prerequisites. The baccalaureate completion program is online.

Within the context of the philosophy described earlier, the major purpose of the College of Nursing in its baccalaureate degree program is to prepare professional nurse generalists and provide a foundation for graduate study. The professional nurse generalist is prepared to provide health care to individuals, families, groups, and/or communities in a variety of settings. The graduate is accountable for the management of nursing care, serves as client advocates, and collaborates with other health care professionals. *NOTE: Students in this program follow all policies on progression, probation, suspension, withdrawal, and dismissal for the Bachelor of Nursing Science program.*

For the Accelerated RN to BSN and RN to BSN/Master's with graduate course substitution) programs, all required admission documents must be received or postmarked by the College of Nursing Student Services Office by the following deadlines:

- March 1 for the summer admission
- June 1 for the first fall session (August start) admission
- November 1 for the first spring session (January start) admission

Application for RN Programs

The [online application for admission](#) is found at the [College of Nursing](#) website.

1. All applicants, including those with a previous baccalaureate or higher degree, must have a minimum cumulative GPA of 2.5 or greater on a 4.0 scale and a grade of "C" or better in the College of Nursing general education prerequisite courses. Applicant GPAs will be calculated based upon the completed prerequisite coursework and also cumulative coursework. Grade replacement policy is in effect. To replace a grade, the number of hours must be equal and course content must be equal. In the case of repeated course, only the last grade will be used to calculate the GPA. RN to BSN applicants who have not completed all prerequisite general education courses prior to admission may be granted conditional admission. Conditional admission is granted at the discretion of the Director of Admissions and the Director of the RN to BSN Program and/or Associate Dean for Academic Programs. In order to be eligible for conditional admission, a minimum of 37 hours of prerequisite courses, of which 21 hours are core prerequisite courses, must be completed prior to admission. Applicants may complete up to 21 hours of remaining prerequisite courses with a minimum grade of "C" while concurrently enrolled in RN-BSN courses.
2. The CIA official language field listing to determine whether the TOEFL exam is required for international applicants who declare English as their first language. If English is listed as the official language of their country of birth on the CIA listing, the student will not be required to complete the TOEFL exam as an admission requirement. If the applicant was not born in the United States or in a country where English is the official language, the applicant may document their English proficiency in one (1) of two (2) ways:
 - a. An official TOEFL score of at least 550 or above on the paper-based exam, or 213 or above on computer-based exam, or a minimum score of 20 in each section of the iBT is required. The test must have been taken within the last two (2) calendar years of admission. Official TOEFL exam score report reflecting successful completion must be received no later than one (1) month past the application deadline date. Only TOEFL test scores received directly from ETS will be accepted as valid. Testing information is available at <http://ets.org>.
 - b. If the applicant's entire educational experience has been in the United States, the applicant does not have to take the TOEFL. To document this, the applicant must provide records/transcripts from the time that the applicant entered school in the seventh grade through high school, and college. If the applicant cannot provide this documentation, the applicant may appeal first to the College of Nursing Admissions and Progression Committee, and then to the Dean of the College of Nursing.
3. International Applicants: If a candidate is basing admission eligibility on credits from an international accredited college or university, the official transcript must first be evaluated by the United States accredited college or university where prerequisite courses are being taken. A copy of the evaluation must be submitted with the application. A GPA for purposes of admission is figured on courses taken at United States accredited colleges or universities.
4. Official transcripts of coursework from all other institutions attended must be forwarded to the Student Services Office, College of Nursing, for review. An accompanying catalog for the years covered by the transcript may be requested before transcript evaluation can take place.
5. To comply with mandates from clinical agencies utilized by the UAMS College of Nursing (CON), students enrolled in all CON programs are required **at the initial semester of enrollment and then each year of enrollment thereafter** to have criminal background checks, driving history, record checks, and urine drug screens in order to remain enrolled in any CON course. All screenings are conducted at the expense of the individual student. The screenings listed will be conducted by CastleBranch <https://mycb.castlebranch.com>, a background check service that allows students to purchase their own background check. The results of a student's background check and drug screen are posted to the <https://mycb.castlebranch.com> website in a secure, tamper-proof environment, where the student, as well as UAMS CON administrators, can view the background check results. The urine drug screen is coordinated by this company but is conducted at designated community sites through Lab Corp. Each student will be instructed via the <https://mycb.castlebranch.com> website regarding the specific approved Lab Corp site closest to them.

Requirements necessary to receive advanced placement vary with length of time since graduation and length of time of nursing employment. See "Arkansas Nursing Articulation Model".

NOTE:

1. All submitted prerequisite coursework and credit by examination are considered part of the application process.
2. Students interested in the Accelerated RN to BSN program must score a cumulative GPA of 2.5 on a 4.0 scale. Students interested in the RN to BSN/MNSc program must score a cumulative GPA of 2.85 or greater to take selected graduate coursework to be applied to the BSN degree. All prerequisite coursework must be successfully completed with a "C" or better prior to enrollment in the RN-BSN/MNSc with graduate courses pathway
3. The Accelerated RN to BSN and RN to BSN/MNSc programs can be completed part-time or full-time.
4. Students interested in pursuing a master's degree must apply to the master's program. **Students must have been awarded the BSN degree prior to starting the master's specialty program.** NOTE: When the student enters the master's program, they do not have to repeat graduate courses taken during the BSN program if a B or higher was earned.
5. Admission to the master's program is competitive and will be ranked by the GPA calculated from the last 60 hours of undergraduate coursework. An individual interview and essay may also be a part of the admission process. Selection of participants is based on space and availability of resources. Highest GPA and interview scores are given priority consideration.

Admission Requirements: Baccalaureate RN Completion Programs

A graduate with an ADN or diploma in nursing who has achieved licensure as a registered nurse and currently holds an unencumbered Arkansas or unencumbered compact state RN license may apply for admission to the nursing program. The RN to BSN programs are online. Students are

encouraged to contact the College of Nursing to help map out general education coursework. **All** application materials must be received by the Student Services Office on the deadline of the enrollment period that the student plans to enter the program. In order to apply as a RN, complete the following steps:

Steps in Applying for Admission to the Baccalaureate RN Completion Program

1. Complete the online application process. The online application may be accessed at the [College of Nursing website](#).
2. All official transcripts must be received by the Student Services Office on or before the posted application deadline. Transcripts are considered official when enclosed in a sealed envelope and bearing the official seal of the issuing institution. Candidates must provide official transcripts from every institution attended.
3. Applicants with RN nursing preparation must have a transcript from the nursing school where they received their preparation sent by that school to the College of Nursing
4. Candidates must have a current unencumbered RN license number unless conditional admission status has been granted.

Associate Degree and Diploma School Graduates

1. In-state applicants for the RN to BSN program must have graduated from:
 - An NLN CNEA (formerly NLNAC) or ACEN accredited program OR
 - An ASBN approved program
 Out-of-state applicants for all programs must have graduated from:
 - An NLN CNEA (formerly NLNAC) or ACEN accredited program
2. See "Arkansas Nursing Progression Model" below to determine need for testing.
3. Applicants who have graduated from nursing school >12 months prior to entering the RN-BSN/MNSc program must submit a notarized "Employee Verification Letter" obtained from the College of Nursing as part of the admission packet. Applicants who graduated from nursing programs < 12 months after graduation do not require testing for progression or work experience.
4. Applicants must supply proof of completion of a health assessment course by:
 - a. Official transcript verifying health assessment course; or
 - b. Documentation of a continuing education course administered by the College of Nursing.

Arkansas Nursing Progression Model Associate Degree or Diploma Registered Nurse to the Baccalaureate Degree in Nursing

Nursing credit parameters for the progressing RN who graduated from an associate degree or diploma program that was NLN CNEA (formerly NLNAC) or ACEN accredited at the time of graduation

The RN progressing to	Baccalaureate Degree in Nursing*
Will be awarded <u>at least</u> the following number of semester credit hours in nursing by either transfer credit OR progression but not BOTH.	33 semester hours in nursing
Will be required to complete <u>no more than</u> the following number of semester credit hours in nursing.	38 semester hours in nursing

* RN to Baccalaureate degree programs which admit only RNs and no LPNs or unlicensed students might not record the progressing credit on the student's transcript and still meet this parameter.

Progression Testing and Work Experience Requirements

< 12 Months After Graduation	> 12 Months After Graduation
<p>No testing for progression required although some programs may require math competency exam for progression.</p> <p>No work experience required although it may be required for accelerated tracks within programs.</p>	<p>No testing for progression required if during past 12 – 24 months have had at least 1000 hours of nursing employment. Individual schools may have special requirements for work experience settings. The individual school may require testing if work experience requirement not met.</p>

Progression, Probation, Suspension, Withdrawal, and Dismissal

Progression

- For progression in the nursing major, only grades of "C" or above will be accepted for nursing courses.

- Students who make less than a "C" may not progress into courses for which that course(s) is a prerequisite until the course(s) has been repeated and the required minimum grade attained.
- Students in the RN to BSN program, who earn a letter grade below a "C" in any RN to BSN course will be required to repeat the course prior to progressing to Capstone II. If the student earns a "NC", "D", "F", or "WF" from two (2) RN to BSN courses, that student will be dismissed from the College of Nursing and must withdraw from all other coursework.
- Re-admission will not be considered for any student dismissed from the College of Nursing at the University of Arkansas for Medical Sciences who earned a "NC", "D", "F", or "WF" from two (2) nursing courses. Exceptions may be considered by the dean on an individual basis.
- Students in the RN to BSN program with graduate course substitution (RN to BSN/MNSc), who earn a letter grade of "C" in a master's course will not be allowed to enroll in any additional master's courses and will not be counted in the master's program.
- Students in the RN to BSN program with graduate course substitution (RN to BSN/MNSc) must repeat any graduate level course in which they earned below a "B." "Cs" earned in master's courses, or taken while enrolled in the baccalaureate level will not be counted in the master's program.
- Students in the RN to BSN program with graduate course substitution (RN to BSN/MNSc), taking graduate courses may register for a course only twice. If a grade is not earned after two (2) registrations, the student may not register for the course again. A student will not be permitted to transfer credit from another institution for any comparable course that has been registered for twice at UAMS.
- Any student who does not successfully meet requirements mandated by clinical agencies, such as criminal background checks, drug screens, etc., and/or is refused access to a healthcare institution or any agency will not be able to meet program objectives. The student will, therefore, be administratively withdrawn from College of Nursing.

Probation, Suspension

- Students must maintain a GPA of 2.0 or higher each semester in the nursing major to remain in good academic standing. When a student fails to attain a 2.0 GPA for work completed in a semester, the student will be placed on probation for the following semester. A student may not be removed from probation on the basis of less than twelve (12) semester hours of work following probationary status; failure to attain a 2.0 GPA on the first twelve (12) hours of coursework after being placed on probation will result in suspension from the College of Nursing.
- A baccalaureate student who has been on academic suspension from the College of Nursing must appeal to the Associate Dean for Academic Programs for reentry. Any conditions stipulated by the Associate Dean for Academic Programs at the time of suspension must be met before the student can re-enter the program. At least one semester must elapse before the student may appeal for reentry. Reentry will be granted on a space available basis.
- A student who is readmitted following an academic suspension is expected to achieve a minimum 2.0 GPA on the courses taken during the semester in which the student is readmitted to the major. A student who does not achieve a 2.0 GPA on the course(s) taken during the re-admission semester will be dismissed from the program.
- Any student seeking re-admission to the nursing program who has been out of the nursing program for a period of one or more semesters, or who has been suspended for academic reasons, must apply and meet the requirements of the catalog, including GPA, in effect at the time of application for re-admission.

Withdrawal

- Course drop/withdrawal dates: See the [Academic Calendar](#) found on the College of Nursing website.
- After the last date to withdraw, any withdrawal from the course through the last class day will be considered a "WF" unless the student is passing the course at the time of withdrawal. A "WF" (withdraw failing) figures into the total GPA as an "F". Exceptions will be considered by the dean on an individual basis.
- Degree-Seeking students returning after previous enrollment: Students wanting to return to the College of Nursing to continue their program of study must submit a [Request to Re-Enter Program Form](#) found on the [College of Nursing](#) website under 'Future Students'.

Dismissal

- A student will be dismissed from the College of Nursing when the student's behavior in any College-related activity is determined to be inconsistent with professional responsibility and accountability.
- A student will be dismissed from the College of Nursing for unprofessional conduct that is likely to deceive, defraud, or injure clients or the public by any act, practice, or omission that fails to conform to the accepted standards of the nursing profession and indicates conscious disregard for the health and welfare of the public and of the client.
- Safety is considered basic for achievement of a satisfactory grade in all practicum courses. A student who is unsafe in the clinical area will be withdrawn/failing (WF), immediately, regardless of successful achievement in other areas under evaluation.
- Any student who is not progressing to the next semester in any manner (withdraw, dismissal, etc.) must clear campus. The student is required to obtain the Campus Clearance form from the Office of the University Registrar and complete the clearance requirements as soon as possible. All transcripts and verification of enrollment letters/forms will be held until this process is complete.
- Students who are dismissed from the CON are ineligible to return for the same degree program.

Computerized Web-Based Evaluations for Courses/Faculty

Course/Faculty Evaluation Policy

Web-based evaluations are conducted to assist the faculty in improving their courses and their teaching strategies.

As members of the student body enrolled in a professional program of study, all students are required to complete the course/faculty evaluations as a part of their preparation for their professional role. The College of Nursing Scholastic Non-Cognitive Performance Standards guides the student in an understanding of these expectations.

Course/Faculty Evaluation Procedure

1. The policy and procedure for Course/Faculty Evaluations will be included in the *UAMS College of Nursing Student Handbook*, *UAMS College of Nursing Catalog*, College of Nursing website, and all course syllabi. Students in all programs will be held responsible for this policy.
2. A review of the policy and procedure for Course/Faculty Evaluations will be given at the time of orientation to the program (if applicable) for students at all levels.
3. All enrolled students will be notified through their UAMS email account of the date and time period that the Course/Faculty Evaluations form will be available for each course offering each semester. Weekly reminders will be sent to every student.
4. The Course/Faculty Evaluation form for all courses (7 ½ week and full semester courses) will be posted prior to the end of the semester with the last day of evaluation availability being the final day of the semester.

Course/Faculty Evaluation Form

Course/Faculty Evaluations are used by each nursing program in the College. They are created based on a critical review of the literature and evaluation tools used on campus and at other schools. The consistency of the evaluations will ensure over time that the student understands the meaning of each of the components and, therefore, will improve the reliability and validity of the tool. The evaluation includes a Likert Scale and a comments section where students may comment in specific detail on any of the various tool components. The evaluations are computerized, and a program allows for the creation of reports on faculty and course evaluation data.

Academic Dishonesty/Honor Code (See College of Nursing Student Handbook)

The Honor Code was developed by the students in the College of Nursing. Students will be asked to sign the honor code roll during their junior year and to abide by the Code throughout their academic program. More information about the honor code and honor council can be found in the *UAMS College of Nursing Student Handbook*. The Code is as follows:

Grading Scale

The following grading scale is effective for the undergraduate nursing program:

90-100%	A
80-89.99%	B
75-75.99%	C
70-74.99%	D
<70%	F

NOTE: Grades are not rounded

Credit Hours for Baccalaureate Courses

- Twelve (12) semester hours constitute full-time enrollment in fall and spring semesters.
- Six (6) semester hours constitute full-time enrollment in summer sessions.
- The number of class days shall equal to fifteen (15) class weeks, excluding the final week, per semester.
- For didactic courses, the credit hour equals the clock hours of class time; i.e. a 3 credit course will meet 3 hours per week for fifteen (15) weeks, or 6 hours per week for seven and one half (7.5) weeks.
- For a clinical course, the ratio of credit hour to clock hour is 1:3 for baccalaureate courses. For example, a baccalaureate clinical course that is 2.5 credits will meet 112.5 clock hours in a seven and one half (7.5) or fifteen (15) week period. (Equals approximately 7.5 hours/week times 15 weeks) or (15 hours/week times 7.5 weeks).

Incomplete Grades

The designation “I”, or Incomplete, may be assigned when the instructor deems that circumstances beyond the student’s control prevented timely completion of course requirements. The designation is given by the instructor only after consultation with the student, course coordinator, program director, and the Associate Dean for Academic Programs.

An “I” may be changed to a grade provided all course requirements have been completed by the end of the next semester or summer session in which the student is enrolled. If the student does not complete the course requirement by the end of the next enrolled semester or summer session, the incomplete grade shall be changed to an “F”. When the grade is changed to a final grade, this shall become the grade for the semester in which the course was originally taken.

If the “I” grade is received in a course which is prerequisite to course(s) in the subsequent semester, the “I” must be removed before a student may progress to the next semester course(s). Students dismissed in any semester or summer session where an Incomplete (I) was earned may appeal to the program director and the Associate Dean for Academic Programs to complete outstanding coursework necessary to earn a grade in the course.

Grade Forgiveness Policy

If a student repeats a course, the grade earned in the most current semester will be used to determine satisfactory completion of the course, graduation requisites, and GPA. All coursework attempted will be recorded on the official transcript.

Degree Requirements/Graduation

A candidate for the degree of Bachelor of Science in Nursing must:

1. Complete all special general degree requirements applicable to all of the undergraduate colleges of the University of Arkansas System.
2. For RN to BSN students:
Complete a maximum of 120 semester hours with a cumulative GPA of at least 2.0 on all work presented for graduation and at least 2.0 in all nursing courses with a cumulative GPA of 2.0 to graduate.
3. Attend the Pinning, Hooding, and Recognition and Commencement ceremonies.

Drug Math Policy: RN-BSN Students

All baccalaureate students are required to pass a drug math exam each semester. Students are expected to adhere to the drug math guidelines and procedures. RN-BSN Students take the drug math exam only during their first semester of enrollment with NURS 4131. Successful completion of NURS 4131 requires passing the drug math exam.

Guidelines

1. Achieve 90% to pass.
2. Three (3) attempts to pass the exam are allowed.
3. Failure to take a drug math exam during the designated testing time will result in a grade of “0” for that exam and counts as 1 of the 3 allowed attempts.
4. 24 hour minimum before taking the next exam..
5. Complete all testing by the end of the testing period.
6. **Calculators are NOT allowed.** They are built into the testing software.

Procedure

1. The drug math exam will be scheduled in NURS 4131.
2. All exams are located online in the NURS 4131 Blackboard course
3. Each exam is to be completed according to the exam schedule outlined in the course.

Exam:

1. When you have completed the exam, the computer will give you your score.
2. Once you have received your score, the computer will give you feedback on any question(s) you missed.
3. Prior to starting the exam, the computer will ask you to acknowledge an honor pledge. The honor pledge must be acknowledged before the computer will record your results.

BSN Student Exam Policy

See College of Nursing Student Handbook.

Key Concepts, Student Program Outcomes, and AACN Essentials

Key Concept	Characteristics of the Baccalaureate Graduate	AACN Essentials for Baccalaureate Education
1. Professional and Ethical Self-Regulation Continued ethical and professional development and autonomous, accountable practice based on professional engagement and lifelong learning.	Use professional standards and values as the basis for nursing practice to enhance health care. Demonstrate accountability for own value system, nursing practice and lifelong learning.	Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice Essential VIII: Professionalism and Professional Values Essential IX: Baccalaureate Generalist Nursing Practice
2. Information in Health Care Technology Employ basic competence in information technology systems, including decision-support systems that promote communication and quality safe patient care; for example, but not limited to, electronic health and medical records, patient monitoring systems, and medication administration systems.	Utilize evidence-based clinical judgement skills to promote patient safety and quality of health care. Engage in critical thinking, decision making and independent judgement to enhance healthcare.	Essential III: Scholarship for Evidence-Based Practice Essential IV: Information Management and Application of Patient Care Technology Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes
3. Interprofessional Care Services Interprofessional collaboration among health professionals to deliver high quality and safe patient care.	Communicate and collaborate with health care professionals and consumers to provide cost effective quality health care.	Essentials VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes Essential IX: Baccalaureate Generalist Nursing Practice
4. Health Promotion and Disease Prevention Population focused nursing based on primary, secondary, and tertiary measures aimed at assisting patients, communities, and the public to prevent disease/injury and to promote health across the lifespan.	Apply the knowledge and values synthesized from the humanities, social, physical, behavioral and nursing science in the practice of professional nursing. Use evidence-based clinical judgement skills to promote patient safety and quality of health care. Engage in critical thinking, decision making and independent judgement to enhance health care	Essential VII: Clinical Prevention and Population Health Essential IX: Baccalaureate Generalist Nursing Practice
5. Population-Focused Health Care Population-focused nursing involves identifying determinants of health, prioritizing primary prevention when possible, actively identifying and reaching out to those who might benefit from a service, and using available resources to assure best overall improvement in the health of the population.	Apply the knowledge and values synthesized from the humanities, social, physical, behavioral, and nursing sciences in the practice of professional nursing	Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice Essential VII: Clinical Prevention and Population Health Essential IX: Baccalaureate Generalist Nursing Practice

6. Evidence-Based Practice Professional practice employing interventions for which empirical findings demonstrate effectiveness in optimizing health outcomes.	Use the research process to critique and apply research findings to improve nursing practice.	Essential III: Scholarship for Evidence- Based Practice Essential IX: Baccalaureate Generalist Nursing Practice
7. Leadership in Health Care Development and implementation of health care policies, including financial and regulatory, which influence the nature and functioning of the health care system at the local, state, national, and global levels.	Use leadership skills and knowledge of health policy, , to improve delivery of global health care.	Essential V: Health Care Policy, Finance, and Regulatory Environments Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety
8. Patient Care Management Provide high quality and safe care for groups of ethnically diverse patients within the continuum of age and developmental levels.	Apply the knowledge and values synthesized from the humanities, social, physical, behavioral and nursing science in the practice of professional nursing. Demonstrate accountability for own value system, nursing practice and lifelong learning. Utilize evidence-based clinical judgement skills to promote patient safety and quality of health care. Engage in critical thinking, decision making and independent judgement to enhance health care.	Essential IX: Baccalaureate Generalist Nursing Practice Essential VIII: Professionalism and Professional Values Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety

Interprofessional Education Requirements

Starting with the fall semester 2018 RN- BSN students will be required to participate and meet the milestone requirements for interprofessional education (IPE). This will require phases of IPE curriculum (non-credit coursework) that are a graduation requirement for ALL Colleges at UAMS. Students will be enrolled in the IPE curriculum during the BSN program.

Curriculum Overview: RN-BSN Programs

[BSN Prerequisites by College](#) is found on the [College of Nursing](#) website. For all other requests for course transfer equivalency, please fax the request to the Student Services Office in the College of Nursing, (501) 686-7591. In evaluating transfer of credit, the Student Services Office uses guidelines which include, but are not limited to, the following:

1. The coursework is taken at an institution of higher education which has been accredited by a regional accrediting agency.
2. The coursework is not technical, vocational, or remedial (developmental) in nature.
3. The coursework is applicable to a baccalaureate degree.
4. The course has a grade of "C" or better.

An applicant who has withheld pertinent information regarding educational background or who has falsified information or credentials may be denied admission to the College of Nursing or, if enrolled, may be immediately withdrawn.

BACCALAUREATE PROGRAM--GENERAL EDUCATION REQUIREMENTS

HRS	BIOPHYSICAL SCIENCES	
4 hours	Chemistry w/Lab	
4 hours	Microbiology w/Lab	
8 hours	Anatomy and Physiology I and II w/Labs	

	SOCIAL SCIENCES	
3 hours	US History or American National Government	
9 hours	Social Sciences	Examples include psychology, anthropology, economics, geography, sociology, and history courses.
	HUMANITIES AND ENGL. COMP.	
6 hours	Fine Arts/ Humanities	Examples include the humanities, logical reasoning, art, foreign language, and philosophy courses.
6 hours	English Composition I and II	
3 hours	Speech	Will accept: Speech, Oral communications, OR a technical writing course.
	ADDITIONAL COURSES	
3 hours	College Algebra or Quantitative Literacy	
3 hours	Intro to Statistics	
3 hours	Nutrition	
6 hours	Electives	
58 hours	Total	

Please contact the College of Nursing Student Services Office if you have questions regarding a specific course.

The College of Nursing updated the required prerequisites for the BSN programs in Fall 2018. Refer to the College of Nursing website for specific college's eligible courses.

Total General Education Credits: 58

1. The total sequence of anatomy and physiology must cover all body systems.
5. 2. All biophysical science courses must include labs. Labs taught online are accepted.
6. 3. Elective courses are to be chosen by individual students. Any course will count toward electives except nursing courses, remedial (developmental) courses, or technical/vocational courses. To determine the number of general elective hours needed, subtract the total non-elective hours earned from the fifty-eight (58) hours required. A course in basic computer skills is highly recommended.

NOTE: A grade of "C" or better is required for all courses.

Accelerated RN to BSN Program of Study

Requirements/Courses

- Prerequisite General Education Requirements: 58 credit hours (See General Information Requirements under Bachelor of Science in Nursing Program)
- Credits by examination or validation: 36 credit hours
- UAMS Credits taken: 26 credit hours

UAMS Coursework

*NURS 4131: Transition (1)

*NURS 4132: Introduction to Research and Evidenced-Based Practice (3)

*NURS 4133: Community/Public Health Nursing (3)

*NURS 4135: Nursing Leadership and Management (3)

*NURS 4134: Nursing Care of the Older Adult (3)

*NURS 4236: Nursing Informatics (3)

*NURS 4235: Cultural Competency in Nursing (2)

*NURS 4238: Professional Issues (2)

*NURS 4930: Capstone I (3)

*NURS 4931: Capstone II (3)

Total Semester Hours: 120

* Courses are online

RN to BSN/MNSc Program of Study

Requirements/Courses

- Prerequisite General Education Requirements: 58 credit hours (See General Information Requirements under Bachelor of Science in Nursing Program)
- Credits by examination or validation: 36 credit hours
- Credits taken: 26 credit hours

UAMS Coursework

- *NURS4131: Transition (1)
- *NURS4133: Community/Public Health Nursing (3)
- *NURS4135: Nursing Leadership and Management (3)
- *NURS4134: Nursing Care of the Older Adult (3)
- *NURS4236: Nursing Informatics (3)
- +*NURS5100: Theory in Nursing (3)
- +*NURS5101: Research Methodology (3)
- +*NURS5202: Introduction to Professional Practice Management (1)
- *NURS4930: Capstone I (1)
- *NURS4931: Capstone II (1)

Total Semester Hours: 120

* Courses are online

+Graduate level course

Master of Nursing Science (MNSc)

Expanding the College of Nursing Graduate Degree Programs

Post-BSN to DNP

In the fall semester of 2017, the College of Nursing opened its new post Bachelor of Science in Nursing (BSN) to Doctorate of Nursing Practice (DNP) program. The post-BSN to DNP program may be completed in 3 or 4 years to prepare students in one of the following advanced nursing practitioner specialties: **Adult-Gerontology Acute Care, Adult-Gerontology Primary Care, Family Nurse Practitioner, Psychiatric-Mental Health, Acute Care Pediatrics, or Primary Care Pediatrics**. Upon completion of required coursework, students will be eligible to sit for the national certification exam in his or her chosen specialty. The post-BSN to DNP program has a fall only admission with an application deadline of February 1st.

The College of Nursing will gradually reduce the number of students admitted to the Master of Nursing Science (MNSc) Nurse Practitioner Specialties beginning in the fall of 2017. We anticipate the last admission to the MNSc Nurse Practitioner Specialty will be in Spring of 2021.

The **Nursing Administration** Master's specialty will remain with both fall and spring admissions. The MNSc Nursing Administration specialty application deadlines will be February 1st and September 1st each year. Students who choose Nursing Administration are not eligible to complete the nurse practitioner focused post-BSN to DNP program.

The program leading to the Master of Nursing Science degree is accredited by the Commission on Collegiate Nursing Education (CCNE). Nursing course requirements are completed in the College of Nursing, University of Arkansas for Medical Sciences, Little Rock. Semester hours completed by candidates for the Master of Nursing Science (MNSc) vary depending on the area of study selected.

The Master of Nursing Science program prepares nurses for advanced practice registered nurses (APRNs) roles in at least one of six population foci and will provide a foundation for doctoral study. APRNs are accountable to society and practice in the roles of nurse practitioner, administrator, and educator. The APRN is prepared to 1) provide and manage care of family/individual across lifespan (adult-gerontology, pediatrics, or psychiatric-mental health); 2) participate in the development and implementation of health care systems that are accessible and responsive to the consumer; 3) use and collaborate in research; 4) develop, implement, and evaluate educational programs; and 5) provide leadership in the profession, the health care sector, and society as a whole.

The master's nurse practitioner programs meet the criteria as set forth by the 2016 National Task Force (NTF) on quality nurse practitioner education.

These program specific procedures, course requirements, and criteria for satisfactory academic progress are applicable to all students pursuing the Master of Nursing Science degree.

Characteristics of the Master's Graduate

Graduates will enact the role of the advanced practice nurse, which includes to

1. Promote, manage, and coordinate health care in culturally and ethnically diverse populations within areas of specialization.
2. Design and implement theory and research based health care interventions within a variety of health care systems.
3. Deliver health care that is responsive and accessible to the consumer in a variety of health care systems.
4. Analyze the external and internal environment of health care delivery systems including economic, political, ethical, legal and philosophical factors.
5. Analyze issues related to health policy and health economics.
6. Provide leadership in the profession and community to advance registered nursing practice and health care systems.
7. Plan, implement, and evaluate education activities using teaching and learning theories.
8. Provide consultation to health care providers and consumers.
9. Effectively communicate scholarly ideas through a variety of media.
10. Establish collegial and collaborative relationships within health care systems.
11. Develop advanced registered nurse practice based on professional values and standards.
12. The master's graduates shall demonstrate the role of the APRN.

Admission Requirements

All required admission documents must be received or postmarked by the College of Nursing Student Services Office by **February 1** for applicants seeking admission for part-time study in the following fall semester and **September 1** for admission the following spring semester. Students given a tentative admission status may not register for graduate nursing courses until the tentative status is removed. An applicant may receive a tentative admission status if the BSN degree is incomplete, the student does not have a current, unencumbered RN license, or the student has not completed all admission prerequisites such as a course in health assessment or statistics. **Admission preference is to Arkansas residents.**

The number of applicants accepted in any College of Nursing program is based on available resources.

1. Complete the application for the College of Nursing.
2. Provide official transcripts from any and all colleges and universities attended. A course in basic statistics must have a letter grade of "C" or better.
3. Present proof of earned baccalaureate degree in nursing from a NLNAC or CCNE accredited program.
4. Provide evidence of an unencumbered Arkansas or unencumbered compact state RN license. All College of Nursing students who are or have been licensed as a nurse (LPN, RN, RNP, APRN, etc.) must maintain that nursing license "in good standing" with the appropriate State Board of Nursing throughout their enrollment in the College of Nursing. Students may not continue to be enrolled in any courses or have any contact with patients/clients, if their license is expired, encumbered, probationary, suspended, or surrendered. It is the student's ethical and professional obligation to inform the College of Nursing Student Services Office immediately upon any change in licensure status. Failure to do so will be considered a breach of the College of Nursing Scholastic Non-Cognitive Performance Standards and the College of Nursing Honor Code, and the student will be dismissed from the College of Nursing.
5. Provide evidence of an academic or an ANCC-COA continuing education approved health assessment course.
6. Admission to the Master of Nursing Science program is competitive. Students will be ranked by GPA calculated from the last 60 hours of undergraduate (baccalaureate level) coursework. An individual interview and essay may also be a part of the admission process. Selection of participants is based on space and availability of resources. Highest GPA and interview scores are given priority consideration.
7. Admission of conditional applicants, those with a GPA of 2.50 – 2.84, may be contingent based on an interview and the availability of resources and program space. **(Students with less than a 2.50 GPA will not be considered for admission.)**
8. Students must hold a GPA of 2.85 or above (on a 4 point scale) for regular admission. Students with less than a 2.85 GPA may be considered for conditional admission. However, grade replacement policy is in effect. To replace a grade, number of hours must be equal and course content must be equal. (In the case of repeated courses, only the last grade will be used to calculate the entering GPA.)
9. A standardized entrance exam is **NOT** required for entry (GRE/MAT).
10. Applicants who have attended a previous graduate nursing school or another health related profession school must have a letter submitted from that school that includes a statement regarding the student's standing at the previous school. Applicants who have been previously dismissed from a program or who are not in good standing will not be considered for admission. Admission will not be considered for anyone who earned a "NC", or "C" in any two graduate nursing courses or a "D", "F", "WD" or "WF" in any graduate nursing course.
11. The CIA official language field listing to determine whether the TOEFL exam is required for international applicants who declare English as their first language. If English is listed as the official language of their country of birth on the CIA listing, the student will not be required to

complete the TOEFL exam as an admission requirement. If the applicant was not born in the United States or in a country where English is the official language, the applicant may document their English proficiency in one of two ways:

- a. An official TOEFL score of at least 550 or above on the paper-based exam, or 213 or above on computer-based exam, or a minimum score of 20 in each section of the iBT is required. The test must have been taken within the last two (2) calendar years of admission. Official TOEFL exam score report reflecting successful completion must be received no later than one (1) month past the application deadline date. Only TOEFL test scores received directly from ETS will be accepted as valid. Testing information is available at <http://ets.org>.
 - b. If the applicant's entire educational experience has been in the United States, the applicant does not have to take the TOEFL. To document this, the applicant must provide records/transcripts from the time that the applicant entered school in the seventh grade through high school, and college. If the applicant cannot provide this documentation, the applicant may appeal first to the College of Nursing Admissions and Progression Committee, and then to the Dean of the College of Nursing.
12. Evaluation of Foreign Transcripts – If the degree was earned outside of the United States, the applicant must have all international transcripts evaluated by a credentialing entity that is a member of NACES (The National Association of Credential Evaluation Services www.naces.org (e.g., www.wes.org or www.ece.org). The evaluation must include proof of the equivalency of a United States degree and an equivalent GPA that is based on a 4.0 grading system.

NOTE:

1. In addition to meeting the admission requirements, a minimum of two (2) years of clinical experience is strongly recommended prior to admission. The College of Nursing requires a student to have been employed 2000 hours as an RN in clinical practice before he/she can enroll in advanced health assessment theory and practicum courses, all clinical theory and practicum courses, and nursing administration practicum courses.
2. A student must show proof of current cardiopulmonary resuscitation (CPR) certificate when registering for any practicum courses. The only acceptable courses are American Heart Association (Health Care Provider) or American Red Cross (Professional Rescuer). ACLS will not be accepted for CPR certification. However, ACLS is required prior to beginning clinical specialty courses for Adult-Gerontology Acute Care Nurse Practitioner, Adult-Gerontology Primary Care Nurse Practitioner, and Family Nurse Practitioner students. Pediatric Nurse Practitioner students will be required to have PALS certification. Course coordinator of each specialty will check students for proof of ACLS or PALS certification.
3. Show proof of current TB test and completed Hepatitis B immunization series.
4. **All** students will be charged annually at registration for liability insurance.

Transfer Credits

The College of Nursing will permit a student to transfer up to twelve (12) credits of graduate credits from another accredited graduate school in the United States, provided that the grades are "B" or better, and the subjects are acceptable to the department concerned, as a part of the student's program. The Associate Dean for Academic Programs or Associate Dean for Practice of the College of Nursing should be petitioned for requesting transfer of credit hours and may be petitioned on a case by case basis to consider additional transfer credits. A student will not be permitted to transfer credit from another institution for any comparable course that has been registered for twice at UAMS. Graduate nursing courses will be evaluated for transfer if copies of course syllabi and an official transcript reflecting the completed coursework are sent to the College of Nursing Student Services Office for processing. The six year completion time for MNSc degree begins with the oldest course that is to be applied to the degree.

Post-Master's Study

Applicants holding a master's degree in nursing may be eligible for post-master's completion in all specialties offered in the Master of Nursing Science program. Persons interested should call the College of Nursing to get the name of the specialty coordinator for the desired area of study. Applicants should submit a non-degree seeking post-master's application found on the [College of Nursing](#) website under [Post-Master's Completion](#). Official transcripts reflecting a graduate degree in nursing should be sent to the Student Services Office. Post-master's students are admitted on a space available basis per specialty. A student seeking a post-master's program of study must show evidence of 2000 hours of clinical practice as an RN.

Non-Degree Seeking Status

Post-master's non-degree seeking students may take classes on a space available basis with no guarantee that the course will apply to a degree at a later time. *Applicants for non-degree seeking status must submit a BSN transcript that demonstrates a minimum cumulative GPA of 2.85. Non-degree seeking status may be maintained until nine (9) credit hours have been completed. To enroll in additional graduate hours, the student must apply and be accepted to a MNSc specialty. Non-Degree seeking students must show evidence of 2000 hours of clinical practice as an RN.*

Application Requirements for MNSc Program

1. The CIA official language field listing to determine whether the TOEFL exam is required for international applicants who declare English as their first language. If English is listed as the official language of their country of birth on the CIA listing, the student will not be required to complete the TOEFL exam as an admission requirement. If the applicant was not born in the United States or in a country where English is the official language, the applicant may document their English proficiency in one of two ways:
 - a. An official TOEFL score of at least 550 or above on the paper-based exam, or 213 or above on computer-based exam, or a minimum score of 20 in each section of the iBT is required. The test must have been taken within the last two (2) calendar years of admission.

Official TOEFL exam score report reflecting successful completion must be received no later than one (1) month past the application deadline date. Only TOEFL test scores received directly from ETS will be accepted as valid. Testing information is available at <http://ets.org>.

- b. If the applicant's entire educational experience has been in the United States, the applicant does not have to take the TOEFL. To document this, the applicant must provide records/transcripts from the time that the applicant entered school in the seventh grade through junior high, high school, and college. If the applicant cannot provide this documentation, the applicant may appeal first to the College of Nursing Admissions and Progression Committee, and then to the Dean of the College of Nursing.

Steps in Applying for Admission

Review for admission to the Master of Nursing Science degree program by the College of Nursing is done by the College.

1. Complete the online application process. The [online MNSc application](#) is found on the [College of Nursing](#) website. **All** application materials must be received by the posted deadlines of the year the student plans to enter the program.
2. All official transcripts must be received by the Student Services Office on or before the posted application deadline. Transcripts are considered official when enclosed in a sealed envelope and bearing the official seal of the issuing institution. Candidates must provide official transcripts from every institution attended.

The following documents must also be on file before an applicant will be considered for admission to the College of Nursing:

1. Applications for admission to the College of Nursing Master of Nursing Science program.
2. Unencumbered Arkansas RN or unencumbered compact state RN license.
3. Official transcript (in a sealed envelope from the issuing institution) of course in basic statistics with a letter grade of "C" or better.
4. Provide evidence of an academic or an ANCC-COA continuing education approved health assessment course. A check-off, arranged through the College of Nursing Faculty, is required once the course is completed.

Policies for All MNSc Applicants

Conditional Admission

Students given a conditional admission because of low GPA (2.50 – 2.85) must achieve a GPA of 3.0 or above during the first twelve (12) hours of graduate study which would apply toward the degree. If, at the completion of twelve (12) hours of graduate study, the student has not achieved a GPA of 3.0 or above, the student will be dismissed from the College of Nursing. Those students who achieve a 3.0 GPA in the first twelve (12) hours will be granted regular admission. Conditional students are admitted on a resource/space available basis for each specialty.

Tentative Admission

Students given a tentative admission status, that is, those not having met all admission prerequisites such as completion of the BSN degree, current licensure, health assessment, or statistics course may not register for graduate nursing courses until the tentative status is removed.

Progression, Probation, Suspension, Withdrawal, and Dismissal

1. Course drop/withdrawal dates: See the [Academic Calendar](#) found on the College of Nursing website. After the last date to withdraw, any withdrawal from the course through the last class day will be considered a "WF" unless the student is passing the course at the time of withdrawal. A "WF" (withdraw failing) figures into the total GPA as an "F". Exceptions will be considered by the dean on an individual basis.
2. Master's students must show proof of 2000 hours of work experience as an RN before registering for any practicum course. The [Verification of Employment Form](#) found on the [College of Nursing](#) website must be completed and notarized.
3. Students must achieve at least a "C" in all courses. If a grade less than a "C" is made in a course, the student will be dismissed from the College of Nursing. If the student is enrolled in any other coursework, they must withdraw immediately and earn a "WP" if passing and a "WF" if failing at the time of dismissal.
4. Only one (1) letter grade of "C" will be allowed for any coursework toward the master's degree. A student with a second letter grade of "C" will be dismissed from the College of Nursing.
5. Master's students must earn at least a letter grade of "B" in advanced physiology and pathophysiology, clinical pharmacology and therapeutics in advanced practice registered nursing, advanced health assessment theory and practicum courses, any clinical specialty theory and practicum course and skills demonstration, and nursing administration practicum courses. If a student makes a letter grade of "C" in any of these courses and it is the student's first letter grade of "C", the course must be repeated. If a "C" is earned for health assessment theory, upon returning the next semester to retake this course, the student must also validate he/she has kept current with the associated clinical skills with a comprehensive physical exam check-off. Students must schedule a comprehensive physical exam check-off within 4 weeks of returning to campus with the course coordinator of the Advanced Health Assessment Course. If a grade of "B" or better is not earned, when the student retakes any of the above listed courses, the student will be dismissed from the College of Nursing. Credit from any course repeated will apply to the degree only once. Even though a course where the letter grade of "C" is earned is repeated, the "C" counts as the first "C" and the policy about the number of "Cs" apply.

6. A student taking graduate courses may register for a course only twice. If a grade is not earned after two registrations, the student may not register for the course again. A student will not be permitted to transfer credit from another institution for any comparable course that has been registered for twice at UAMS.
7. A cumulative GPA of "B", 3.0 (on 4.0 grade scale), must be attained for graduation. If a student has less than a 3.0 cumulative GPA on twelve (12) or more semester hours of graded coursework, the student will be placed on academic probation. The student will subsequently be dismissed from the College of Nursing if the cumulative GPA is not raised to 3.0 or above on the next nine (9) hours of required graduate coursework.
8. Graduate Portfolio: A student must be enrolled in one (1) credit of a portfolio course and complete a written comprehensive examination during the semester of graduation.
9. Graduates of the RN to BSN/MNSc program will not be required to repeat the graduate courses that applied to the BSN degree if a grade of "B" or higher has been earned.
10. A student who voluntarily leaves the College of Nursing before the end of the semester or summer term must complete the [Add/Drop/Withdrawal Form](#) found on the College of Nursing website. It is the student's responsibility to obtain the required advisor and Associate Dean for Academic Programs signatures on the form.
11. Re-admission will not be considered for any student dismissed from the College of Nursing at UAMS. Exceptions will be determined by the dean on an individual basis.
12. All College of Nursing students who are or have been licensed as a nurse (LPN, RN, RNP, APRN, etc.) must maintain that nursing license "in good standing" with the appropriate State Board of Nursing throughout their enrollment in the College of Nursing. Students may not continue to be enrolled in any courses or have any contact with patients/clients if their license is expired, encumbered, probationary, suspended, or surrendered. It is the student's ethical and professional obligation to inform the College of Nursing Student Services Office immediately upon any change in licensure status. Failure to do so will be considered a breach of the College of Nursing Scholastic Non-Cognitive Performance Standards and the College of Nursing Honor Code, and the student will be dismissed from the College of Nursing.
13. A student will be dismissed from the College of Nursing when the student's behavior in any college-related activity is determined to be inconsistent with professional responsibility and accountability or the student is found to be unsafe.
14. A student will be dismissed from the College of Nursing for unprofessional conduct that is likely to deceive, defraud, or injure clients or the public by any act, practice, or omission that fails to conform to the accepted standards of the nursing profession and indicates conscious disregard for the health and welfare of the public and of the client.
15. Safety is considered basic for achievement of a satisfactory grade in the practicum courses. A student who is unsafe in the clinical area will be withdrawn/failing "WF" immediately, regardless of successful achievement in other areas under evaluation, and will be dismissed from the College of Nursing.
16. Transfer from one master's specialty to another is not permissible in the College of Nursing. Students who desire to change specialties must apply as a new student. This application will be considered for acceptance with all others in the application cycle. This does not apply to students who wish to change tracks within the pediatric specialty only. There are no exceptions to this policy.

Computerized Web-Based Evaluations for Courses/Faculty

Course/Faculty Evaluation Policy

Web-based evaluations are conducted to assist the faculty in improving their courses and their teaching strategies.

As members of the student body enrolled in a professional program of study, all students are required to complete the course/faculty evaluations as a part of their preparation for their professional role. The College of Nursing Scholastic Non-Cognitive Performance Standards guides the student in an understanding of these expectations.

Course/Faculty Evaluation Procedure

1. The policy and procedure for Course/Faculty Evaluations will be included in the *College of Nursing Catalog*, College of Nursing website, and all course syllabi. Students in all programs will be held responsible for this policy.
2. A review of the policy and procedure for Course/Faculty Evaluations will be given at the time of orientation to the program (if applicable) for students at all levels.
3. All enrolled students will be notified through their UAMS email account of the date and time period that the Course/Faculty Evaluations form will be available for each course offering each semester.
4. The Course/Faculty Evaluation form for all courses (7 ½ week and full semester courses) will be posted prior to the end of the semester with the last day of evaluation availability being the final day of the semester.

Course/Faculty Evaluation Form

Course/Faculty Evaluations are used by each nursing program in the College. They are created based on a critical review of the literature and evaluation tools used on campus and at other schools. The consistency of the evaluations will ensure over time that the student understands the meaning of each of the components and, therefore, will improve the reliability and validity of the tool. The evaluation includes a Likert Scale and a comments section where students may comment in specific detail on any of the various tool components. The evaluations are computerized.

Grading Scale

The following grading scale is effective for the College of Nursing graduate nursing programs (5000 and 7000 series courses):

90-100%	A
80-89.99%	B
75-79.99%	C
70-74.99%	D
<70%	F

NOTE: Grades are not rounded.

Credit Hours for Graduate Courses

- Part-time enrollment for MNSc students is less than nine (9) credit hours for fall and spring.
- Part-time enrollment for MNSc students is less than five (5) credit hours for summer sessions.
- The number of class days shall equal to fifteen (15) class weeks excluding the final week.
- For didactic courses the credit hour equals the clock hours of class time; i.e. a three (3) credit course will meet three (3) hours per week for fifteen (15) weeks or (6) six hours per week for 7.5 weeks.
- For a clinical course, the ratio of credit hour to clock hour is 1:6 for clinical courses in the master's program except for nursing administration and nursing education practicum which are 1:3. For example, a graduate clinical course of three (3) credits will meet 270 clock hours in a fifteen (15) week period.
- The faculty-to-student ratio for master's practicum courses will not exceed 1:6.

Incomplete Grades

The designation "I", or Incomplete, may be assigned when the instructor deems that circumstances beyond the student's control prevented timely completion of course requirements. The designation normally is assigned by the instructor only after consultation with the student, course coordinator, and the appropriate associate dean. *The only exception to this policy is NURS 5995, "Outcomes Portfolio". If students are unable to complete requirements for this course, they must withdraw and re-enroll in a subsequent semester which is their semester of graduation from the program.*

An "I" may be changed to a grade provided all course requirements have been completed by the end of the next semester or summer session in which the student is enrolled. If the student does not complete the course requirement by the end of the next enrolled semester or summer session, the incomplete grade shall be changed to an "F". When the grade is changed to a final grade, this shall become the grade for the semester in which the course was originally taken. If clinical resources are not available during a summer session, exceptions may be made by the Associate Dean for Academic Programs.

If the "I" grade is earned in a course which is prerequisite to course(s) in the subsequent semester, the "I" must be removed before a student may progress to the next semester course(s). Students who are dismissed in any semester or summer session where an Incomplete (I) was earned may appeal to the Program Coordinator or the Associate Dean for Academic Programs to complete outstanding coursework necessary to earn a grade in the course.

Degree Requirements/Graduation

All students must complete and pass a Comprehensive Examination through an Outcomes Portfolio at the completion of the course of study. All requirements for the master's degree must be satisfied within six (6) consecutive calendar years from date of first enrollment. At a minimum, students must be registered for one (1) semester hour of research project the semester of graduation to complete the comprehensive exam. Exceptions to this timeline must be submitted to the Associate Dean for Academic Programs.

Application for graduation must be made to the College of Nursing and fees paid during registration for the semester in which degree requirements will be completed and graduation affected. If a student fails to complete the degree, the student must renew the application and pay a renewal fee.

MNSc Interactive Video (formerly Telecom) Course Requirement

The student and his/her faculty advisor will determine the most suitable location for the student to attend any interactive video network (IVN) course in which they enroll. IVN locations will be limited to those approved by the College of Nursing. The agreed upon IVN location will be posted on the student's program of study.

The student must attend this location for his/her IVN courses without exception. Should students need to change locations, they are required to notify their advisor during early registration for the semester of the change. The advisor will be responsible for notifying the Registrar. If the student will miss class, they must notify the instructor immediately.

Curriculum Overview: MNSc

The curriculum leading to the Master of Nursing Science degree can be completed through a part-time program of study. Part-time study requires less than nine (9) semester hours per semester. The number of semesters varies with the specialty. A maximum of six (6) consecutive calendar years from the date of first enrollment is allowed for completion of all degree requirements. All students will take one (1) semester hour of Outcomes Portfolio the semester of graduation to complete program requirements. Nursing post-master's completion is available for all specialties.

MNSc Student Policy for Clinical/Practicum sites

Students who are taking their clinical/practicum courses in the same facility in which they work may **NOT** be working as an employee on the days in which they are doing clinical coursework. A student may **NOT** be on the job, performing RN duties at the same time as his/her student clinical rotation. Students violating this policy may be dismissed from the master's program. Students may not have a clinical preceptorship on the unit or clinic where they work. For students to be exposed to a variety of specialties, students are required to rotate to different clinical sites at different facilities each semester unless the community has limited resources. This must be discussed/approved by clinical faculty. Clinical faculty members will make 2 site visits to the clinical area to evaluate the student. One site visit is before mid-term and one after mid-term. In the summer, faculty members make one visit. The faculty members reserve the right to make additional clinical site visits with the student when indicated.

Advanced Nursing Specialties

1. Acute Care Pediatric Nurse Practitioner (43 Semester Hours) & Primary Care Pediatric Nurse Practitioner (43 Semester Hours) (630 Clinical Hours)

NURS 5100: Theory in Nursing
NURS 5101: Research Methodology
NURS 5201: Research Utilization in Advanced Nursing Practice
NURS 5202: Introduction to Professional Practice Management
NURS 5102: Advanced Physiology and Pathophysiology
NURS 5103: Clinical Pharmacology and Therapeutics in Advanced Practice Registered Nursing
NURS 5203: Advanced Professional Practice Management
NURS 5205: Quantitative Epidemiology I
NURS 5121: Advanced Pediatric Health Assessment and Diagnostic Reasoning Practicum
NURS 5120: Advanced Pediatric Health Assessment and Diagnostic Reasoning Theory
NURS 5127: Pediatric Nurse Practitioner Theory I
NURS 5229: Pediatric Nurse Practitioner Theory II
NURS 5222: Acutely III Hospitalized Children Theory I
NURS 5995: Outcomes Portfolio

Acute Care PNP Tract Courses

NURS 5128: Pediatric Acute Care Nursing Practicum I
NURS 5223: Acutely III/Hospitalized Child Theory II
NURS 5225: Pediatric Acute Care Nursing Practicum II
NURS 5221: Integrated Practicum for Acute Care Pediatric Nurse Practitioners

Primary Care PNP Tract Courses

NURS 5124: Pediatric Primary Care Practicum I
NURS 5224: Pediatric Primary Care Practicum II
NURS 5329: Pediatric Nurse Practitioner Theory III
NURS 5227: Integrated Practicum for Primary Care Pediatric Nurse Practitioners

2. Adult-Gerontology Acute Care Nurse Practitioner (41 Semester Hours; 540 Clinical Hours)

NURS 5100: Theory in Nursing
NURS 5101: Research Methodology
NURS 5201: Research Utilization in Advanced Nursing Practice
NURS 5202: Introduction to Professional Practice Management
NURS 5102: Advanced Physiology and Pathophysiology
NURS 5103: Clinical Pharmacology and Therapeutics in Advanced Practice Registered Nursing
NURS 5104: Community Concepts for Advanced Practice Nursing
NURS 5203: Advanced Professional Practice Management
NURS 5305: Advanced Health Assessment and Diagnostic Reasoning Theory
NURS 5306: Advanced Health Assessment and Diagnostic Reasoning Practicum

NURS 5185: Adult-Gerontology Acute Care Nursing Theory I
NURS 5186: Adult-Gerontology Acute Care Nursing Practicum I
NURS 5285: Adult-Gerontology Acute Care Nursing Theory II
NURS 5286: Adult-Gerontology Acute Care Nursing Practicum II
NURS 5385: Adult-Gerontology Acute Care Nursing Theory III
NURS 5386: Adult-Gerontology Acute Care Nursing Practicum III
NURS 5995: Outcomes Portfolio

Elective (3 semester hours) A student enrolled in the Nursing Education Specialty may use one of the education courses as an elective provided the student completes all four education courses.

Transition to AGAC Nurse Practitioner post-master's non-degree seeking Program (7 Semester Hours; 360 Clinical Hours)

NURS 5181: Transition to Adult-Gerontology Acute Care Nurse Practitioner Theory
NURS 5182: Transition to Adult-Gerontology Acute Care Nurse Practitioner Practicum

3. Adult-Gerontology Primary Care Nurse Practitioner (41 Semester Hours; 540 Clinical Hours)

NURS 5100: Theory in Nursing
NURS 5101: Research Methodology
NURS 5201: Research Utilization in Advanced Nursing Practice
NURS 5202: Introduction to Professional Practice Management
NURS 5102: Advanced Physiology and Pathophysiology
NURS 5103: Clinical Pharmacology and Therapeutics in Advanced Practice Registered Nursing
NURS 5104: Community Concepts for Advanced Practice Nursing
NURS 5203: Advanced Professional Practice Management
NURS 5305: Advanced Health Assessment and Diagnostic Reasoning Theory
NURS 5306: Advanced Health Assessment and Diagnostic Reasoning Practicum
NURS 5140: Adult-Gerontology Primary Care Nursing Theory I
NURS 5142: Adult-Gerontology Primary Care Psychiatric Nursing Practicum
NURS 5240: Adult-Gerontology Primary Care Nursing Theory II
NURS 5241: Adult-Gerontology Primary Care Nursing Practicum II
NURS 5246: Adult-Gerontology Primary Care Psychiatric Nursing Theory
NURS 5248: Adult-Gerontology Primary Care Nursing Practicum I
NURS 5995: Outcomes Portfolio

Elective (3 semester hours) A student enrolled in the Nursing Education Specialty may use one of the education courses as an elective provided the student completes all four education courses.

Transition to AGPC Nurse Practitioner post-master's non-degree seeking Program

NURS 5343: Transition to Adult-Gerontology Primary Care Nursing Theory
NURS 5341: Transition to Adult-Gerontology Primary Care Nursing Practicum

4. Family Nurse Practitioner (42 Semester Hours; 630 Clinical Hours)

NURS 5100: Theory in Nursing
NURS 5101: Research Methodology
NURS 5201: Research Utilization in Advanced Nursing Practice
NURS 5202: Introduction to Professional Practice Management
NURS 5102: Advanced Physiology and Pathophysiology
NURS 5103: Clinical Pharmacology and Therapeutics in Advanced Practice Registered Nursing
NURS 5104: Community Concepts for Advanced Practice Nursing
NURS 5203: Advanced Professional Practice Management
NURS 5205: Quantitative Epidemiology I
NURS 5305: Advanced Health Assessment and Diagnostic Reasoning Theory
NURS 5306: Advanced Health Assessment and Diagnostic Reasoning Practicum
NURS 5111: Clinical Management of Child & Family Practicum
NURS 5110: Clinical Management of Child & Family Theory
NURS 5114: Clinical Management of Family Reproductive Health Theory
NURS 5212: Clinical Management of Family Reproductive Health Practicum
NURS 5115: Clinical Management of Adult and Family Theory
NURS 5116: Clinical Management of Adult and Family Practicum
NURS 5995: Outcomes Portfolio

5. Nursing Administration (40 Semester Hours; 280 Clinical Hours)

NURS 5100: Theory in Nursing
NURS 5101: Research Methodology
NURS 5201: Research Utilization in Advanced Nursing Practice
NURS 5205: Quantitative Epidemiology I
NURS 5176: Technology in Adult Education
NURS 5270: Organizational Behavior in Nursing
NURS 5272: Personnel Management in Nursing
NURS 5273: Law, Policy, & Procedure in Health Care
NURS 5275: Financial Management in Nursing
NURS 5379: Nursing Administration Practicum
NURS 5995: Outcomes Portfolio
NURS 7112: Healthcare Informatics (note:DNP level)
Elective (3 semester hours) **OR**
NURS 5175: Theoretical Foundations of Nursing Education**

*** (Students may also complete the Nursing Education program of study with the addition of only two more courses providing NURS 5175 is used as the elective.)*

6. Nursing Education (12 Semester Hours)

NURS 5175: Theoretical Foundations for Nursing Education
NURS 5395: Nursing Education Practicum
NURS 5176: Technology in Adult Education
NURS 5177: Technology Practicum

Co-acceptance in one of the previously listed programs is required: Pediatrics, Adult-Gerontology Acute Care, Adult-Gerontology Primary Care, Nursing Administration, or Psych-Mental Health. Enrollment in nursing education courses are also available to Ph.D. students or taken as a post-master's completion program. Students may enroll in one nurse education course as an elective, or if a minor in nursing education is desired, take the full series of 4 education courses (12-credits). Didactic courses are pre-requisites to the associated education practicums.

7. Psychiatric-Mental Health Nurse Practitioner (42 Semester Hours; 540 Clinical Hours)

NURS 5100: Theory in Nursing
NURS 5101: Research Methodology
NURS 5201: Research Utilization in Advanced Nursing Practice
NURS 5202: Introduction to Professional Practice Management
NURS 5102: Advanced Physiology and Pathophysiology
NURS 5103: Clinical Pharmacology and Therapeutics in Advanced Practice Registered Nursing
NURS 5104: Community Concepts for Advanced Practice Nursing
NURS 5203: Advanced Professional Practice Management
NURS 5305: Advanced Health Assessment and Diagnostic Reasoning Theory
NURS 5306: Advanced Health Assessment and Diagnostic Reasoning Practicum
NURS 5151: Psychiatric-Mental Health Nursing Diagnosis and Psychopharmacology
NURS 5155: Psychiatric-Mental Health Nursing Theory I
NURS 5158: Psychiatric-Mental Health Nursing Practicum I
NURS 5257: Psychiatric-Mental Health Nursing Theory II
NURS 5258: Psychiatric-Mental Health Nursing Practicum II
NURS 5357: Psychiatric-Mental Health Nursing Theory III
NURS 5358: Psychiatric-Mental Health Nursing Practicum III
NURS 5995: Outcomes Portfolio

Transition to Pediatric Psych-Mental Health NP post-master's non-degree seeking Program

NURS 5152: Transition to Pediatric Psychiatric-Mental Health Nursing Theory
NURS 5153: Transition to Pediatric Psychiatric-Mental Health Nursing Practicum

Doctor of Nursing Practice (DNP)

Nurse Practitioner Specialty (Post-BSN to DNP)

Nurse Anesthesia Specialty (Post-BSN to DNP)

Second Nurse Practitioner Specialty (Post-Master's for APRNs)

Post-Master's Leadership Focus (APRNs and Nursing Administration)

The Doctor of Nursing Practice (DNP) programs educationally prepare students to strategically design, execute, and evaluate innovative health care delivery models for improving quality outcomes for individuals, families, and populations with complex health care needs. The DNP curriculum blends clinical, organizational, economic and systems leadership skills to prepare nurses at the highest level to lead health care initiatives and influence health care policy local to global. Graduates of the DNP program are expert clinicians who apply evidence-based practice principles in the creation, implementation, and evaluation of practice. DNP graduates are prepared to facilitate interprofessional teams, at the systems level, to assure high-quality, safe, effective, efficient, timely and equitable patient/family centered care.

The curriculum leading to the DNP degree can be completed through a full-time or part-time program of study. Full-time study requires a minimum of nine (9) semester hours per semester. The number of semesters for full-time and part-time study varies with the number of hours needed. A maximum of six (6) consecutive calendar years from the date of first enrollment is allowed for completion of all degree requirements.

The College of Nursing offers three options for nurses wishing to pursue a DNP degree:

- The **nurse practitioner specialty** (post-BSN to DNP) is a **3-or-4 year program of study** allowing students to select one of the following advanced nurse practitioner specialties: *Adult-Gerontology Acute Care, Adult-Gerontology Primary Care, Family Nurse Practitioner, Psychiatric-Mental Health, Primary Care Pediatrics, or Acute Care Pediatrics*. Students will be eligible to sit for national certification in their chosen specialty upon completion of required coursework. Students in the post-BSN to DNP option do not earn a master's degree during the program.
 - Individuals who are already licensed and certified in an APRN role (NP, CNM, CN, or CRNA) may apply to the post-BSN to DNP track in one of the following advanced nurse practitioner specialties: *Adult-Gerontology Acute Care, Adult Gerontology Primary Care, Psychiatric-Mental Health, Acute Care Pediatrics or Primary Care Pediatrics*. Students will be eligible to sit for national certification in their chosen specialty upon completion of required coursework.
- The **nurse anesthesia specialty** (post-BSN to DNP) is a 3-year full-time program of study. Students will be eligible to sit for the national certification exam (NCE) upon successful completion of all required coursework. Only upon successful completion of the NCE, will they become a Certified Registered Nurse Anesthetist (CRNA).
- The **post-master's program of study with leadership focus** prepares nurses with graduate degrees in nursing administration or APRNs for leadership roles.

Program specific procedures, course requirements, and criteria for satisfactory academic progress are applicable to all students pursuing the Doctor of Nursing Practice degree.

Characteristics of the DNP Graduate

The DNP Graduate is prepared to:

1. Synthesize, apply and disseminate evidence-based research and practice findings to address gaps in care that meet current and future health care needs of diverse patients/populations local to global.
2. Demonstrate effective systems leadership and interprofessional collaboration skills that strengthen practice and health care delivery in the development, implementation and evaluation of practice models, guidelines, health policies and standards that impact the outcomes of health care.
3. Apply science-based theories, principles of strategic planning, financial forecasting resource management, and health care information systems analytics to develop, implement, and evaluate effective health programs that will improve the quality of health care delivery at the practice, organizational or systems level
4. Promote data-driven decision making that reflects clinical scholarship, cultural responsiveness and ethical and professional values in the prevention, management, evaluation and dissemination of patient/family-centered and population-based care within complex health care environments.
5. Generate opportunities for leading mentorship, coaching and service initiatives that empower providers, patients and families with the skills to analyze problems, generate solutions, and evaluate alternatives to select evidence-based care that is patient-centered, safe, timely, effective, efficient, and equitable.

Admission Requirements

For applicants seeking a DNP degree meeting requirements to sit for initial or second APRN certification, all required admission documents must be received by the College of Nursing Student Services Office or postmarked by February 1. For applicants seeking a DNP degree with a leadership focus, all required admission documents must be received or postmarked by the College of Nursing Student Services Office by April 1. Students given a tentative admission status, that is, those not having met all admission pre-requisites such as completion of the BSN or MNSc/MSN degree, current licensure, certification, health assessment, or statistics course may not register for graduate nursing courses until the tentative status is

removed. Preference will be given to Arkansas residents. **The number of applicants accepted in any College of Nursing program is based on available resources.**

Steps for ALL applicants to the DNP Program:

1. Complete the application for the College of Nursing found on the College of Nursing website.
2. Provide official transcripts from any and all colleges and universities attended.
3. A course in basic statistics must have a letter grade of "C" or better.
4. Present proof of earned baccalaureate degree in nursing from a NLNAC or CCNE accredited program.
5. Students must hold a cumulative GPA of 3.00 or above (on a 4 point scale) in the most recent degree in nursing for admission.
6. A standardized entrance exam is NOT required for entry (GRE/MAT).
7. Applicants who have attended a previous graduate nursing school or another health related profession school must have a letter submitted from that school that includes a statement regarding the student's standing at the previous school. Applicants who have been previously dismissed from a program or who are not in good standing will not be considered for admission. Admission will not be considered for anyone who earned a "NC", or "C" in any two graduate nursing courses or a "D", "F", "WD" or "WF" in any graduate nursing course.
8. Provide evidence of an unencumbered Arkansas or unencumbered compact state RN license. All College of Nursing students who are or have been licensed as a nurse (LPN, RN, RNP, APRN, etc.) must maintain that nursing license "in good standing" with the appropriate State Board of Nursing throughout their enrollment in the College of Nursing. Students may not continue to be enrolled in any courses or have any contact with patients/clients, if their license is expired, encumbered, probationary, suspended, or surrendered. It is the student's ethical and professional obligation to inform the College of Nursing Student Services Office immediately upon any change in licensure status. Failure to do so will be considered a breach of the College of Nursing Scholastic Non-Cognitive Performance Standards and the College of Nursing Honor Code, and the student will be dismissed from the College of Nursing.
9. Provide evidence of an academic or an ANCC-COA continuing education approved health assessment course if seeking educational preparation to sit for initial or second APRN certification.
10. A student must show proof of current cardiopulmonary resuscitation (CPR) certificate. The only acceptable courses are American Heart Association (Health Care Provider) or American Red Cross (Professional Rescuer). ACLS will not be accepted for CPR certification.
11. Provide a curriculum vitae or resume.
12. Provide a professional goals statement.
13. The CIA official language field listing is used to determine whether the TOEFL exam is required for international applicants who declare English as their first language. If English is listed as the official language of their country of birth on the CIA listing, the student will not be required to complete the TOEFL exam as an admission requirement. If the applicant was not born in the United States or in a country where English is the official language, the applicant may document their English proficiency in one of two ways:
 - a. An official TOEFL score of at least 550 or above on the paper-based exam, or 213 or above on computer-based exam, or a minimum score of 20 in each section of the iBT is required. The test must have been taken within the last two (2) calendar years of admission. Official TOEFL exam score report reflecting successful completion must be received no later than one (1) month past the application deadline date. Only TOEFL test scores received directly from ETS will be accepted as valid. Testing information is available at <http://ets.org>.
 - b. If the applicant's entire educational experience has been in the United States, the applicant does not have to take the TOEFL. To document this, the applicant must provide records/transcripts from the time that the applicant entered school in the seventh grade through high school, and college. If the applicant cannot provide this documentation, the applicant may appeal first to the College of Nursing Admissions and Progression Committee, and then to the College of Nursing Dean.
14. Evaluation of Foreign Transcripts – If the degree was earned outside of the United States, the applicant must have all international transcripts evaluated by a credentialing entity that is a member of NACES (The National Association of Credential Evaluation Services www.naces.org (e.g., www.wes.org or www.ece.org). The evaluation must include proof of the equivalency of a United States degree and an equivalent GPA that is based on a 4.0 grading system.

For applicants seeking a DNP degree meeting requirements to sit for initial certification as a nurse practitioner:

1. Admission to the Doctor of Nursing Practice program is competitive. Applicants will be ranked by GPA calculated from the last 60 hours of undergraduate coursework for applicants with BSN only, or graduate coursework for applicants with graduate degree in nursing. An individual interview and essay may also be a part of the admission process. Selection of participants is based on space and availability of resources. Highest GPA and interview scores are given priority consideration.
2. In addition to meeting the admission requirements, a minimum of two (2) years of clinical experience is recommended prior to admission. A minimum of 2000 verified experience hours as a registered nurse is required prior to enrolling in the Advanced Health Assessment & Diagnostic Reasoning course. The Verification of Employment form found on the College of Nursing website must be completed and notarized.
3. In addition to CPR certification, ACLS certification is required prior to beginning clinical specialty courses for Adult-Gerontology Acute Care Nurse Practitioner, Adult-Gerontology Primary Care Nurse Practitioner, and Family Nurse Practitioner students. Pediatric Nurse Practitioner students are required to have PALS certification. Students are required to supply proof of certification to Specialty Coordinator prior to registering for any specialty course.
4. Show proof of current TB test and completed Hepatitis B immunization series.
5. All students will be charged annually at registration for student liability insurance.

Transfer Credits DNP for Initial Certification

The College of Nursing will permit a student to transfer up to twelve (12) credits of graduate credits from another accredited graduate school in the United States, provided that the grades are "B" or better, and the subjects are acceptable to the department concerned, as a part of the student's program. The Associate Dean for Academic Programs or Associate Dean for Practice of the College of Nursing should be petitioned for requesting transfer of credit hours and may be petitioned on a case by case basis to consider additional transfer credits. A student will not be permitted to transfer credit from another institution for any comparable course that has been registered for twice at UAMS. Graduate nursing courses will be evaluated for transfer if copies of course syllabi, and an official transcript reflecting the completed coursework are sent to the College of Nursing Student Services Office for processing. The six-year completion time for DNP degree begins with the oldest course that is to be applied to the degree.

For applicants seeking a DNP degree meeting requirements to sit for certification in a second advanced practice registered nurse (APRN) specialty:

1. Admission to the Doctor of Nursing Practice program is competitive. Applicants will be ranked by cumulative GPA calculated from graduate coursework. An individual interview and essay may also be a part of the admission process. Selection of participants is based on space and availability of resources. Highest GPA and interview scores are given priority consideration.
2. Provide evidence of completion of a graduate program in nursing, leading to eligibility to sit for national certification as an APRN (CNP, CNS, CNM, or CRNA).
3. Provide evidence of national certification in the APRN role.
4. Provide evidence of an unencumbered APRN license.
5. Present proof of hours of precepted (supervised) graduate clinical hours.
6. A minimum of 2000 verified experience hours as a registered nurse or APRN is required prior to enrolling in the first nurse practitioner specialty course (or Advanced Health Assessment and Diagnostic Reasoning course if required). The Verification of Employment form found on the College of Nursing website must be completed and notarized.
7. In addition to CPR certification, ACLS certification is required prior to beginning clinical specialty courses for Adult-Gerontology Acute Care Nurse Practitioner, Adult-Gerontology Primary Care Nurse Practitioner, and Family Nurse Practitioner students. Pediatric Nurse Practitioner students are required to have PALS certification. Students are required to supply proof of certification to Specialty Coordinator prior to registering for any specialty course.
8. Show proof of current TB test and completed Hepatitis B immunization series.
9. All students will be charged annually at registration for liability insurance.

Transfer Credits DNP for Second Certification

The College of Nursing will permit a student to apply up to eighteen (18) credits of graduate credits from UAMS or another accredited graduate school in the United States earned as part of his/her previous APRN program, provided that the grades are "B" or better and the subjects are acceptable to the department concerned as a part of the student's program. The Associate Dean for Academic Programs or Associate Dean for Practice of the College of Nursing should be petitioned for requesting transfer of credits. A student will not be permitted to transfer credit from another institution for any comparable course that has been registered for twice at UAMS. Graduate nursing courses will be evaluated for transfer if copies of course syllabi, and an official transcript reflecting the completed coursework are sent to the College of Nursing Student Services Office for processing. These credits will not apply to the 6 year completion time for the DNP program.

Students requesting credit for advanced pharmacology must hold prescriptive authority as an APRN. Students requesting credit for advanced health assessment and diagnostic reasoning may be required to successfully complete a simulated physical examination.

For applicants seeking a DNP degree meeting eligibility requirements leading to certification as a CRNA:

Admission to the DNP Program, nurse anesthesia specialty is **competitive**. The following criteria are used to determine admission to the program:

- **Course Work and Grades Point Average**
 - **Bachelor's degree with a major in nursing.** Present proof of earned baccalaureate degree in nursing from a program accredited by either the Accreditation Commission for Nursing in Education (ACEN; formerly known as NLNAC) or the Commission on Collegiate Nursing Education (CCNE) or equivalent degree from a comparable foreign institution.
 - **Health assessment course.** Provide evidence of an academic or an ANCC-COA continuing education approved health assessment course.
 - **Basic statistics course.** Applicants must have completed a course in basic statistics with a letter grade of "C" or better.
 - **Grade Point Average (GPA).** Applicants must hold a GPA of 3.00 or above (on a 4 point scale) for admission. GPA will be calculated from the last 60 hours of nursing undergraduate coursework for applicants with BSN only, or graduate coursework for applicants with graduate degree in nursing.
 - **Official Transcripts:** An official transcript from every institution previously attended or currently attending must be submitted either in a sealed envelope or electronically from the sending institution.

- **Licensure**
 - **Registered Nurse (RN) license.** Provide evidence of an unencumbered license as a registered professional nurse and/or an APRN in the United States or its territories or protectorates. Applicants will be required to submit a RN license from the state in which they are currently working. Once applicants are accepted into the NAP, they must maintain an active Arkansas or compact state license.
- **Experience as a RN**
 - **Minimum RN employment:**
 - A minimum of two (2) years of clinical experience is strongly recommended prior to application.
 - The Arkansas State Board of Nursing requires a minimum of 2000 verified experience hours as a registered nurse prior as part of the application process for advanced practice licensure. The College of Nursing requires a minimum of 2000 verified RN experience hours prior to enrollment in the Advanced Health Assessment & Diagnostic Reasoning theory and practicum courses (NURS 5305 and NURS 5306)
 - **Critical care experience:**
 - A minimum of one year of full-time critical care experience, or its part-time equivalent, is an accreditation requirement for admission to all nurse anesthesia programs. We evaluate each applicant on an individual basis to determine the quality as well as quantity of critical care skill experience.
 - A minimum of one year of professional nursing experience in critical care (adult, pediatric, or neonatal) is required within two years prior to application to the nurse anesthesia specialty. Additionally, the applicant must show development as an independent decision maker capable of using and interpreting advanced monitoring techniques based on knowledge of physiological and pharmacological principles.
- **Certifications**
 - **Life support certifications.** Advanced Cardiac Life Support (ACLS) Basic Cardiac Life Support (BCLS), and Pediatric Advanced Life Support (PALS) certifications are required at time of application and must be maintained throughout the program.
 - CCRN certification is highly recommended.
- **Student Liability Insurance / Anesthesia Professional Liability Insurance:**
 - Individual student liability coverage must be purchased through American Association of Nurse Anesthetists (AANA) Insurance Services. Proof of insurance will be required and maintained during enrollment. Failure to obtain the required liability insurance will result in inability to register for classes.
- **References**
 - Nurse Anesthesia Specialty applicants must submit three (3) letters of references, from persons with knowledge of the applicant's work performance and experience, including the applicant's ability to successfully complete a doctoral program, and can speak to the applicant's academic potential, clinical skills, knowledge, and involvement in leadership or professional activities. One recommendation from the applicant's most recent supervisor is preferred. The process for obtaining and submitting official references is included in the application packet and is sent to those individuals who will be providing references.
- **Essay and On-campus Interview**

Applicants who meet academic, licensure, nursing experience, and certification qualifications may be invited for on-campus interview and essay completion. Generally 2-3 times the number of applicants for the available spaces in the nurse anesthesia specialty will be invited for the on-campus assessments.

 - **Essay.** The purpose of the essay is to provide the nurse anesthesia faculty further insight into the professional goals, motivation, and expectations of the applicant and to evaluate written communication skills. Applicants are asked to provide written responses to specific questions during their on-campus interview session.
 - **Interview.** Applicants meeting admission criteria and selected for further admission consideration must participate in an interview for the purpose of evaluating communication and decision-making skills, educational goals and current leadership, scholarship, practice roles and activities. The interview will be in-person, face-to-face unless extraordinary circumstances warrant other arrangements. The nurse anesthesia specialty Director is charged with the responsibility for making decisions related to "extraordinary circumstances."
- **Applicants without a High School Diploma or College Degree in the U.S.**
 - If you do not have a degree from a U.S. high school, college, or university, you are required to demonstrate English proficiency. An official TOEFL score of at least 550 or above on the paper-based exam, or 213 or above on computer-based exam, or a minimum score of 20 in each section of the iBT is required. The test must have been taken within the last two (2) calendar years of admission. Official TOEFL exam score report reflecting successful completion must be received no later than one (1) month past the application deadline date. Only TOEFL test scores received directly from ETS will be accepted as valid. Testing information is available at <http://ets.org>.
 - **Evaluation of Foreign Transcripts.** If the degree was earned outside of the United States, the applicant must have all international transcripts evaluated by a credentialing entity that is a member of NACES (The National Association of Credential Evaluation Services) (e.g., www.wes.org or www.ece.org). The evaluation must include proof of the equivalency of a United States degree and an equivalent GPA that is based on a 4.0 grading system.

Applicants who have attended a previous graduate nursing school or another health related profession school must have a letter submitted from that school that includes a statement regarding the student's standing at the previous school. Applicants who have been previously dismissed from a program or who are not in good standing will not be considered for admission. Admission will not be considered for anyone who earned an incomplete "I", non-complete "NC", or "C" in any two graduate nursing courses; or a "D", "F", or withdrew with a failing grade ("WD" or "WF") in any graduate nursing course.

Transfer Credits for DNP Nurse Anesthesia specialty:

The College of Nursing will permit a student to transfer up to twelve (12) credits of graduate credit from another accredited graduate school in the United States, provided that the grades are "B" or better, and the subjects are acceptable to the department concerned, as a part of the student's program. The Associate Dean for Academic Programs or Associate Dean for Practice of the College of Nursing should be petitioned for requesting transfer of credit hours and may be petitioned on a case by case basis to consider additional transfer credits. A student will not be permitted to transfer credit from another institution for any comparable course that has been registered for twice at UAMS. Graduate nursing courses will be evaluated for transfer if copies of course syllabi, and an official transcript reflecting the completed coursework are sent to the College of Nursing Student Services Office for processing. The six-year completion time for DNP degree begins with the oldest course that is to be applied to the degree.

For applicants seeking DNP degree with leadership focus:

1. Admission to the Doctor of Nursing Practice program is competitive. Applicants will be ranked by cumulative GPA calculated from graduate coursework. An individual interview and essay may also be a part of the admission process. Selection of participants is based on space and availability of resources. Highest GPA and interview scores are given priority consideration.
2. Provide evidence of a master's degree in nursing with APRN certification (CNP, CNS, CNM, or CRNA) or in nursing administration.
3. Provide proof of an unencumbered APRN license if master's degree is in an APRN role. National certification is desirable but not required for applicants with master's degree in nursing administration.
4. Present proof of hours of precepted (supervised) graduate clinical hours.
5. Show proof of current TB test and completed Hepatitis B immunization series.
6. All students will be charged annually at registration for liability insurance.

Transfer Credits DNP with Leadership Focus

The College of Nursing will permit a student to transfer up to twelve (12) credits of graduate credits from another accredited graduate school in the United States, provided that the grades are "B" or better, and the subjects are acceptable to the department concerned, as a part of the student's program. The Associate Dean for Academic Programs or Associate Dean for Practice of the College of Nursing should be petitioned for requesting transfer of credit hours and may be petitioned on a case by case basis to consider additional transfer credits. A student will not be permitted to transfer credit from another institution for any comparable course that has been registered for twice at UAMS. Graduate nursing courses will be evaluated for transfer if copies of course syllabi, and an official transcript reflecting the completed coursework are sent to the College of Nursing Student Services Office for processing. The six-year completion time for DNP degree begins with the oldest course that is to be applied to the degree. If a graduate level epidemiology course is accepted for transfer; this course is excluded from the six-year completion time.

Progression, Probation, Suspension, Withdrawal, and Dismissal Policy for ALL DNP Students

- Course drop/withdrawal dates: See [Academic Calendar](#) found on the College of Nursing website. Contact Director of DNP Program for current policy on withdrawal. Exceptions will be considered by the dean on an individual basis.
- DNP students must earn at least a letter grade of "B" in their program of study. Only one (1) letter grade of "C" will be allowed for any coursework toward the DNP degree. If a student earns a letter grade of "C" in any course and it is the student's first letter grade of "C", the course must be repeated. If a grade of "B" or better is not earned on the second attempt, the student will be dismissed from the College of Nursing. Even though a course where the letter grade of "C" is earned is repeated, the "C" counts as the first "C" and the policy about the number of "Cs" applies. A student with a second letter grade of "C" will be dismissed from the College of Nursing.
- If a grade less than a "C" is earned in a course, the student will be dismissed from the College of Nursing.
- If a student is dismissed while enrolled in any other coursework. He/she must withdraw from those courses immediately and earn a "WP" if passing or a "WF" if failing at the time of dismissal.
- A student taking graduate courses may register for a course only twice. If a grade is not earned after two registrations, the student may not register for the course again. A student will not be permitted to transfer credit from another institution for any comparable course that has been registered for twice at UAMS.
- A cumulative GPA of "B", 3.0 (on 4.0 grade scale), must be attained for graduation. If a student has less than a 3.0 cumulative GPA on twelve (12) or more semester hours of graded coursework, the student will be placed on academic probation. The student will subsequently be dismissed from the College of Nursing if the cumulative GPA is not raised to 3.0 or above on the next nine (9) hours of required graduate coursework.
- A student who voluntarily leaves the College of Nursing before the end of the semester or summer term must complete the [Add/Drop/Withdrawal Form](#) found on the College of Nursing website. It is the student's responsibility to obtain the required advisor and Associate Dean for Academic Programs signatures on the form.

- Re-admission will not be considered for any student dismissed from the College of Nursing. Exceptions will be determined by the dean on an individual basis.
- All College of Nursing students who are or have been licensed as a nurse (LPN, RN, RNP, APRN, etc.) must maintain that nursing license “in good standing” with the appropriate State Board of Nursing throughout their enrollment in the College of Nursing. A student may not continue to be enrolled in any courses or have any contact with patients/clients if his/her license is expired, encumbered, probationary, suspended, or surrendered. It is the student’s ethical and professional obligation to inform the College of Nursing Student Services Office immediately upon any change in licensure status. Failure to do so will be considered a breach of the College of Nursing Scholastic Non-Cognitive Performance Standards and the College of Nursing Honor Code, and the student will be dismissed from the College of Nursing.
- A student will be dismissed from the College of Nursing when the student’s behavior in any college-related activity is determined to be inconsistent with professional responsibility and accountability or the student is found to be unsafe.
- A student will be dismissed from the College of Nursing for unprofessional conduct that is likely to deceive, defraud, or injure clients or the public by any act, practice, or omission that fails to conform to the accepted standards of the nursing profession and indicates conscious disregard for the health and welfare of the public and of the client.
- Safety is considered basic for achievement of a satisfactory grade in practicum courses. A student who is unsafe in the clinical area will be withdrawn failing “WF” immediately, regardless of successful achievement in other areas under evaluation, and will be dismissed from the College of Nursing.
- Transfer from one advanced nurse practitioner specialty to another advanced nurse practitioner specialty, or from the DNP to the MNSc program is not permissible in the College of Nursing. Students who desire to change specialty or degree program must apply as a new student. This application will be considered with others in the application cycle. This does not apply to students who wish to change tracks within the pediatric specialty only; however, the student must continue in the DNP degree program. There are no exceptions to this policy.

Computerized Web-Based Evaluations for Courses/Faculty

Course/Faculty Evaluation Policy

Web-based evaluations are conducted to assist the faculty in improving their courses and their teaching strategies.

As members of the student body enrolled in a professional program of study, all students are required to complete the course/faculty evaluations as a part of their preparation for their professional role. The College of Nursing Scholastic Non-Cognitive Performance Standards guides the student in an understanding of these expectations.

Course/Faculty Evaluation Procedure

1. The policy and procedure for Course/Faculty Evaluations will be included in the *College of Nursing Catalog*, College of Nursing website, and all course syllabi. Students in all programs will be held responsible for this policy.
2. A review of the policy and procedure for Course/Faculty Evaluations will be given at the time of orientation to the program (if applicable) for students at all levels.
3. All enrolled students will be notified through their UAMS email account of the date and time period that the Course/Faculty Evaluations form will be available for each course offering each semester. Weekly reminders will be sent to every student.
4. The Course/Faculty Evaluation form for all courses (7 ½ week and full semester courses) will be posted prior to the end of the semester with the last day of evaluation availability being the final day of the semester.

Course/Faculty Evaluation Form

Course/Faculty Evaluations are used by each nursing program in the College. They are created based on a critical review of the literature and evaluation tools used on campus and at other schools. The consistency of the evaluations will ensure over time that the student understands the meaning of each of the components and, therefore, will improve the reliability and validity of the tool. The evaluation includes a Likert Scale and a comment’s section where students may comment in specific detail. The evaluations are computerized and a program allows for the creation of reports on faculty and course evaluation data.

Grading Scale

The following grading scale is effective for the College of Nursing graduate nursing programs (5000, 6000, and 7000 series courses):

90-100%	A
80-89.99%	B
75-79.99%	C
70-74.99%	D
<70%	F

NOTE: Grades are not rounded.

Incomplete Grades

The designation of “I”, or Incomplete, may be assigned when the instructor deems that circumstances beyond the student’s control prevented timely completion of course requirements. The designation normally is assigned by the instructor only after consultation with the student, course coordinator, and the appropriate associate dean.

An “I” may be changed to a grade provided all course requirements have been completed by the end of the next semester or summer session in which the student is enrolled. If the student does not complete the course requirements by the end of the next enrolled semester or summer session, the incomplete grade shall be changed to an “F”. When the grade is changed to a final grade, this shall become the grade for the semester in which the course was originally taken. If clinical resources are not available during the summer session, exceptions may be made by the Associate Dean for Academic Programs.

If the “I” grade is earned in a course which is a prerequisite to course(s) in the subsequent semester, the “I” must be removed before a student may progress to the next semester course(s). Students who are dismissed in any semester or summer session where an Incomplete (“I”) was earned may appeal to the Program Director or Associate Dean for Academic Programs to complete outstanding coursework necessary to earn a grade in the course.

DNP NP Specialty Student Policy for Clinical/Practicum Sites

Students may not have a clinical preceptorship on the unit or clinic where they work. For students to be exposed to a variety of specialties, students are required to rotate to different clinical sites at different facilities each semester unless the community has limited resources. This must be discussed/approved by clinical faculty.

Initial Nurse Practitioner Specialty (Post-BSN to DNP) Sample Program of Study (3 year)

Fall I	Semester Credits
NURS 5101: Research Methodology	3
NURS 5102: Advanced Physiology and Pathophysiology	3
NURS 7105: Theoretical Foundations for Advanced Nursing Practice and Research	<u>3</u>
	9
Spring I	Semester Credits
NURS 7114: Health Care Analytics for Nursing Practice	3
NURS 7210: Evidence-based Practice	3
NURS 5103: Clinical Pharmacology & Therapeutics in Advanced Practice Registered Nursing	<u>3</u>
	9
Summer I	Semester Credits
NURS 5205: Quantitative Epidemiology I	3
NURS 7115: Clinical Prevention and Health Promotion	<u>3</u>
	6
Fall II	Semester Credits
NURS 5305: Advanced Health Assessment & Diagnostic Reasoning Theory	2
NURS 5306: Advanced Health Assessment & Diagnostic Reasoning Practicum	1
NURS 7111: Economics for Complex Organizational Systems	3
NURS 7112: Health Care Informatics	<u>3</u>
	9
Spring II	Semester Credits
NURS 7116: Roles & Professional Practice for APRNs	3
Specialty Theory I	3-4
Additional Theory Specialty Course (PNP & PMHNP)	3
Specialty Practicum I (180 – 270 clock hours)	<u>3-4.5</u>
	9-12
Summer II	Semester Credits
Elective (FNP, AGACNP, AGPCNP)	3
Specialty Practicum II (90 – 180 clock hours)	1-2

Specialty Theory II	<u>3</u> 5-8
Fall III	Semester Credits
Specialty Theory III	2-3
Specialty Practicum III (270 – 360 clock hours)	4.5-6
NURS 7211: Quality Outcomes Management	<u>3</u> 9-10
Spring III	Semester Credits
NURS 7117: Leadership in Health Policy & Advocacy	3
NURS 7212: Integration of DNP Competencies	2
NURS 7401: Advanced Nursing Clinical Practice (360 clock hours)	<u>4</u> 9
Total Program Credits = 72-73 depending upon specialty	
Total Practicum Clock Hours = 1080	

Initial Nurse Practitioner Specialty (Post-BSN to DNP) Sample Program of Study (4-year)

Fall I	Semester Credits
NURS 5101: Research Methodology	3
NURS 7105: Theoretical Foundations for Advanced Nursing Practice and Research	<u>3</u> 6
Spring I	Semester Credits
NURS 7114: Health Care Analytics for Nursing Practice	3
NURS 7210: Evidence-based Practice	3 6
Summer I	Semester Credits
NURS 5205: Quantitative Epidemiology I	3
NURS 7115: Clinical Prevention and Health Promotion	<u>3</u> 6
Fall II	Semester Credits
NURS 5102: Advanced Physiology and Pathophysiology	3
NURS 7112: Health Care Informatics	<u>3</u> 6
Spring II	Semester Credits
NURS 5103: Clinical Pharmacology & Therapeutics in Advanced Practice Registered Nursing	3
NURS 7117: Leadership in Health Policy & Advocacy	<u>3</u> 6
Summer II	Semester Credits
Elective (FNP, AGACNP, AGPCNP)	<u>3</u> 0-3
Fall III	Semester Credits
NURS 5305: Advanced Health Assessment & Diagnostic Reasoning Theory	2
NURS 5306: Advanced Health Assessment & Diagnostic Reasoning Practicum	1
NURS 7111: Economics for Complex Organizational Systems	3 6
Spring III	Semester Credits
NURS 7116: Roles & Professional Practice for APRNs	3
Specialty Theory I	3-4
Additional Specialty Course (PNP & PMHNP)	3

Specialty Practicum I (180 – 270 clock hours)	<u>3-4.5</u> 9-12
Summer III	Semester Credits
Specialty Practicum II (90 – 180 clock hours)	1-2
Specialty Theory II	<u>3</u> 4-5
Fall IV	Semester Credits
Specialty Theory III	2-3
Specialty Practicum III (270 – 360 clock hours)	4.5-6
NURS 7211: Quality Outcomes Management	<u>3</u> 10.5-12
Spring IV	Semester Credits
NURS 7212: Integration of DNP Competencies	2
NURS 7401: Advanced Nursing Clinical Practice (360 clock hours)	<u>4</u> 6
Total Program Credits = 72-73depending upon specialty	
Total Practicum Clock Hours = 1080	

Theory & Practicums by Specialty

Adult-Gerontology Acute Care	Semester Credits
NURS 5185: Adult-Gerontology Acute Care Nursing Theory I	4
NURS 7180: DNP Adult-Gerontology Acute Care Nursing Practicum I (270 clock hours)	4.5
NURS 5285: Adult-Gerontology Acute Care Nursing Theory II	3
NURS 7280: DNP Adult-Gerontology Acute Care Nursing Practicum II (90 clock hours)	1.5
NURS 5385: Adult-Gerontology Acute Care Nursing Theory III	2
NURS 7380: DNP Adult-Gerontology Acute Care Nursing Practicum III (360 clock hours)	6
Adult-Gerontology Primary Care	Semester Credits
NURS 5140: Adult-Gerontology Primary Care Nursing Theory I	3
NURS 7240: DNP Adult-Gerontology Primary Care Nursing Practicum I (270 clock hours)	4.5
NURS 5246: Adult-Gerontology Primary Care Psychiatric Nursing Theory	3
NURS 7140: DNP Adult-Gerontology Primary Care Psychiatric Nursing Practicum (180 clock hours)	3
NURS 5240: Adult-Gerontology Primary Care Nursing Theory II	3
NURS 7340: DNP Adult-Gerontology Primary Care Nursing Practicum II (270 clock hours)	4.5
Family Nurse Practitioner	Semester Credits
NURS 5110: Clinical Management of the Child and Family Theory	3
NURS 7215: DNP Clinical Management of the Child and Family Practicum (270 clock hours)	4.5
NURS 5114: Clinical Management of Family Reproductive Health Theory	3
NURS 7213: DNP Clinical Management of Family Reproductive Health Practicum (180 clock hours)	3
NURS 5115: Clinical Management of Adult and Family Theory	3
NURS 7214: DNP Clinical Management of Adult and Family Practicum (270 clock hours)	4.5
Pediatric Nurse Practitioner	
*Students in this specialty do not take NURS 5305/5306 or elective	
NURS 5120: Advanced Pediatric Health Assessment and Diagnostic Reasoning Theory	2
NURS 5121: Advanced Pediatric Health Assessment and Diagnostic Reasoning Practicum	1
NURS 5127: Pediatric Nurse Practitioner Theory I	3
NURS 5229: Pediatric Nurse Practitioner Theory II	3
NURS 5222: Acutely Ill/Hospitalized Child Theory I	3
Primary Care PNP Courses	
NURS 5329: Pediatric Nurse Practitioner Theory III	3
NURS 7125: DNP Pediatric Primary Care Nursing Practicum I (270 clock hours)	4.5
NURS 7225: DNP Pediatric Primary Care Nursing Practicum II (90 clock hours)	1.5
NURS 7325: DNP Integrated Practicum for Primary Care Pediatric Nurse Practitioners (360 clock hours)	4-6

Acute Care PNP Courses

NURS 5223: Acute Care/Hospitalized Child Theory II	3
NURS 7120: DNP Pediatric Acute Care Practicum I (270 clock hours)	4.5
NURS 7220: DNP Pediatric Acute Care Practicum II (90 clock hours)	1.5
NURS 7320: DNP Integrated Practicum for Acute Care Pediatric Nurse Practitioners (360 clock hours)	4-6

Psychiatric-Mental Health Nurse Practitioner**Semester Credits**

Students in this specialty do not take an elective.

NURS 5155: Psychiatric-Mental Health Nursing Theory I	3
NURS 5151: Psychiatric-Mental Health Nursing Diagnosis and Psychopharmacology	3
NURS 7551: DNP Psychiatric-Mental Health Nursing Practicum I	3
NURS 5257: Psychiatric-Mental Health Nursing Theory II	4
NURS 7552: DNP Psychiatric-Mental Health Nursing Practicum II	3
NURS 5357: Psychiatric-Mental Health Nursing Theory III	3
NURS 7553: DNP Psychiatric-Mental Health Nursing Practicum III	4-6

Second Nurse Practitioner Specialty (Post-Masters for APRNs) Sample Program of Study**All DNP Students Seeking Second NP Specialty Take****Semester Credits**

NURS 5101	Research Methodology	3
NURS 5102	Advanced Physiology & Pathophysiology	3
NURS 5103	Clinical Pharmacology and Therapeutics in Advanced Practice Registered Nursing	3
NURS 5205	Quantitative Epidemiology I	3
NURS 7105	Theoretical Foundations for Advanced Nursing Practice & Research	3
NURS 7111	Economics for Complex Organizational Systems	3
NURS 7112	Healthcare Informatics	3
NURS 7114	Healthcare Analytics for Nursing Practice	3
NURS 7115	Clinical Prevention & Health Promotion	3
NURS 7117	Leadership in Health Policy & Advocacy	3
NURS 7210	Evidence Based Practice	3
NURS 7211	Quality Outcomes Management	3
NURS 7212	Integration of DNP Competencies	2
NURS 7401	Advanced Nursing Clinical Practice (360 clock hours)	4
NURS 7116	Roles & Professional Practice for APRNs OR	
NURS 7118	Roles & Professional Development for DNP	3

Adult-Gerontology Primary Care Specialty Courses:

	Elective	3
NURS 5305	Advanced Health Assessment & Diagnostic Reasoning Theory	2
NURS 5306	Advanced Health Assessment & Diagnostic Reasoning Practicum	1
NURS 5140	Adult-Gerontology Primary Care Nursing Theory I	3
NURS 5240	Adult-Gerontology Primary Care Nursing Theory II	3
NURS 5246	Adult-Gerontology Primary Care Psychiatric Nursing Theory	3
NURS 7240	DNP Adult-Gerontology Primary Care Nursing Practicum I (270 clock hours)	4.5
NURS 7140	DNP Adult-Gerontology Primary Care Psychiatric Nursing Practicum (180 clock hours)	3
NURS 7340	DNP Adult-Gerontology Primary Care Nursing Practicum II (270 clock hours)	4.5

Total Credits = 72 with Total Clinical Practicum Hours = 1080

Adult-Gerontology Acute Care Specialty Courses:

	Elective	3
NURS 5305	Advanced Health Assessment & Diagnostic Reasoning Theory	2
NURS 5306	Advanced Health Assessment & Diagnostic Reasoning Practicum	1
NURS 5185	Adult-Gerontology Acute Care Nursing Theory I	4
NURS 5285	Adult-Gerontology Acute Care Nursing Theory II	3
NURS 5385	Adult-Gerontology Acute Care Nursing Theory III	2
NURS 7180	DNP Adult-Gerontology Acute Care Nursing Practicum I (270 clock hours)	4.5
NURS 7280	DNP Adult-Gerontology Acute Care Nursing Practicum II (90 clock hours)	1.5
NURS 7380	DNP Adult-Gerontology Acute Care Nursing Practicum III (360 clock hours)	4-6

Total Credits = 72 with Total Clinical Practicum Hours = 1080

Family Specialty Courses (not currently offered for Second Nurse Practitioner Specialty):

	Elective	3
NURS 5305	Advanced Health Assessment & Diagnostic Reasoning Theory	2
NURS 5306	Advanced Health Assessment & Diagnostic Reasoning Practicum	1
NURS 5110	Clinical Management of the Child & Family Theory	3
NURS 5114	Clinical Management of Family Reproductive Health Theory	3
NURS 5115	Clinical Management of the Adult & Family Theory	3
NURS 7215	DNP Clinical Management of the Child & Family Practicum (270 clock hours)	4.5
NURS 7213	DNP Clinical Management of Family Reproductive Health Practicum (180 clock hours)	3
NURS 7214	DNP Clinical Management of the Adult & Family Practicum (270 clock hours)	4.5

Total Credits = 72 with Total Clinical Practicum Hours = 1080

Psychiatric-Mental Health Specialty Courses:

NURS 5305	Advanced Health Assessment & Diagnostic Reasoning Theory	2
NURS 5306	Advanced Health Assessment & Diagnostic Reasoning Practicum	1
NURS 5151	Psychiatric-Mental Health Nursing Diagnosis & Psychopharmacology	3
NURS 5155	Psychiatric-Mental Health Nursing Theory I	3
NURS 5257	Psychiatric-Mental Health Nursing Theory II	4
NURS 5357	Psychiatric-Mental Health Nursing Theory III	3
NURS 7551	DNP Psychiatric-Mental Health Nursing Practicum I (180 clock hours)	3
NURS 7552	DNP Psychiatric-Mental Health Nursing Practicum II (180 clock hours)	3
NURS 7553	DNP Psychiatric-Mental Health Nursing Practicum III (360 clock hours)	4-6

Total Credits = 73 with Total Clinical Practicum Hours = 1080

Pediatric Nurse Practitioner Specialty Courses:

NURS 5120	Advanced Pediatric Health Assessment & Diagnostic Reasoning Theory	2
NURS 5121	Advanced Pediatric Health Assessment & Diagnostic Reasoning Practicum	1
NURS 5127	Pediatric Nurse Practitioner Theory I	3
NURS 5222	Acutely Ill/Hospitalized Child Theory I	3
NURS 5229	Pediatric Nurse Practitioner Theory II	3

Primary Care Pediatric Nurse Practitioner also completes:

NURS 5329	Pediatric Nurse Practitioner Theory III	3
NURS 7125	DNP Pediatric Primary Care Nursing Practicum I (270 clock hours)	4.5
NURS 7225	DNP Pediatric Primary Care Nursing Practicum II (90 clock hours)	1.5
NURS 7325	DNP Integrated Practicum for Primary Care Pediatric Nurse Practitioners (360 clock hours)	4-6

Acute Care Pediatric Nurse Practitioner also completes:

NURS 5223	Acute Care/Hospitalized Child Theory II	3
NURS 7120	DNP Pediatric Acute Care Practicum I (270 clock hours)	4.5
NURS 7220	DNP Pediatric Acute Care Practicum II (90 clock hours)	1.5
NURS 7320	DNP Integrated Practicum for Acute Care Pediatric Nurse Practitioners (360 clock hours)	6

Total Credits = 72 with Total Clinical Practicum Hours = 1080

Nurse Anesthesia Specialty (Post-BSN to DNP) Program of Study

	Semester Credits
NURS 5101: Research Methodology	3
NURS 5102: Advanced Physiology & Pathophysiology	3
NURS 5103: Clinical Pharmacology and Therapeutics in Advanced Practice Registered Nursing	3
NURS 5205: Quantitative Epidemiology I	3
NURS 5305: Advanced Health Assessment and Diagnostic Reasoning Theory	2
NURS 5306: Advanced Health Assessment and Diagnostic Reasoning Practicum	1
NURS 7105: Theoretical Foundations for Advanced Nursing Practice & Research	3
NURS 7111: Economics for Complex Organizational Systems	3
NURS 7112: Healthcare Informatics	3
NURS 7114: Healthcare Analytics for Nursing Practice	3
NURS 7117: Leadership in Health Policy & Advocacy	3
NURS 7210: Evidence Based Practice	3
NURS 7211: Quality Outcomes Management	3
NURS 7212: Integration of DNP Competencies	2

NURS 7401: Advanced Nursing Clinical Practice	4
NURS 7510: Advanced Human Anatomy for Nurse Anesthesia	4
NURS 7511: Scientific Foundations	3
NURS 7520: Principles of DNP Nurse Anesthesia Practice I	4
NURS 7521: Advanced Physiology for Nurse Anesthesia	4
NURS 7523: Clinical Pharmacology for Nurse Anesthesia	3
NURS 7524: DNP Anesthesia Practicum I	4.5
NURS 7525: Principles of DNP Nurse Anesthesia Practice II	5
NURS 7531: Pathophysiology for specialty populations	2
NURS 7534: DNP Anesthesia Practicum II	4
NURS 7535: Principles of DNP Nurse Anesthesia Practice III	4
NURS 7536: Integration of Critical Nurse Anesthesia Concepts	3
NURS 7544: DNP Anesthesia Practicum III	6
NURS 7554: DNP Anesthesia Practicum IV	3
NURS 7564: DNP Anesthesia Practicum V	4

Post-Master's Leadership Focus (APRNs and Nursing Administration) Sample Program of Study

5-Semester Program of Study

Fall I

Semester Credits

NURS 7112: Health Care Informatics	3
NURS 7118: Roles and Professional Development for DNP	<u>3</u>
	6

Spring I

Semester Credits

NURS 7114: Health Care Analytics for Nursing Practice	3
NURS 7117: Leadership in Health Policy & Advocacy (may be taken Spring II)	3
NURS 7210: Evidence-based Practice	<u>3</u>
	9

Summer I

Semester Credits

NURS 5205: Quantitative Epidemiology I*	3
NURS 7920: Doctor of Nursing Practice Practicum (180 hours)	<u>2</u>
	5

Fall II

Semester Credits

NURS 7111: Economics for Complex Organizational Systems	3
NURS 7211: Quality Outcomes Management	<u>3</u>
	6

Spring II

Semester Credits

NURS 7212: Integration of DNP Competencies	2
NURS 7920: Doctor of Nursing Practice Practicum (360 hours)	<u>4</u>
	6

7-Semester Program of Study

Fall I

Semester Credits

NURS 7112: Health Care Informatics	3
NURS 7118: Roles and Professional Development for DNP	<u>3</u>
	6

Spring I

Semester Credits

NURS 7114: Health Care Analytics for Nursing Practice	3
NURS 7210: Evidence-based Practice	<u>3</u>
	6

Summer I

Semester Credits

NURS 5205: Quantitative Epidemiology I *	<u>3</u>
	3

Fall II

Semester Credits

NURS 7111: Economics for Complex Organizational Systems	<u>3</u>
	3

Spring II

Semester Credits

NURS 7117: Leadership in Health Policy & Advocacy	3
NURS 7920: Doctor of Nursing Practice Practicum (180 hours)	<u>2</u>
	5

Summer II

NO COURSEWORK

Fall III

Semester Credits

NURS 7211: Quality Outcomes Management	<u>3</u>
	3

Spring III

Semester Credits

NURS 7212: Integration of DNP Competencies	2
NURS 7920: Doctor of Nursing Practice Practicum (360 hours)	<u>4</u>
	6

Total Program Credits = 32

Total Practicum Hours = 540

Students with fewer than 500 practicum hours in their master's program will enroll in DNP practicum a third time or take independent study as needed to complete a minimum of 1000 post-BSN practicum hours.

* Credit may be transferred in from an approved graduate level epidemiology course.

Doctor of Philosophy in Nursing (Ph.D.)

The program leading to the Doctor of Philosophy with a major in Nursing Science (Ph.D.) in nursing was approved by the Arkansas Department of Higher Education, fall 1995, and was implemented fall 1997.

Graduates of the Ph.D. program are prepared to advance the art and science of nursing through research and scholarship. They are expected to assume leadership positions in academic and health care settings and to influence nursing practice, health care delivery, and the social awareness of nursing's contributions to the health care arena. Selected coursework and educational activities are designed to help students develop knowledge in a specialized nursing area, develop and test theories, and acquire the skills and experience for conducting research that is relevant to their area of interest. The program is directed by a competent cadre of faculty with funded research and is facilitated by required and elective coursework, independent study, and research activities.

Students pursuing the Doctor of Philosophy in Nursing Science are considered to be students in the Graduate School who are taking courses offered by the faculty of the College of Nursing. Accordingly, the Graduate School section of this Catalog is to be considered the **requirement catalog for all students in the Ph.D. program**. All provisions in the *UAMS Graduate School Catalog* and the *UAMS Graduate School Handbook*, including grievance procedures, are the authorities applicable to students pursuing the Doctor of Philosophy in Nursing.

The Graduate School section of this Catalog, and the *UAMS Graduate School Handbook* provide specific information on the Ph.D. program, which is posted on the College of Nursing website. These program specific procedures, course requirements, and criteria for satisfactory academic progress are applicable to all students pursuing the Doctor of Philosophy in Nursing degree. For clarification on certain issues, please contact the Graduate School Office. In some instances, the requirements by the College of Nursing supersede those of the Graduate School.

Characteristics of the Ph.D. Graduate

Upon completion of the Ph.D. in nursing, the graduate will be able to:

1. Develop theoretical systems and empirical explanations of phenomena related to nursing.
2. Synthesize knowledge from nursing and other disciplines as a basis for generating and augmenting nursing knowledge.
3. Use methods of systematic inquiry to develop and implement a research program that addresses processes germane to client outcomes.
4. Provide leadership to positively influence the discipline of nursing.

Admission Requirements

Applications are accepted by the UAMS Graduate School. The application deadline is **April 1** of each year for receipt of the completed applications and all documents for the Ph.D. program and **June 15** and **November 15** for the BSN to Ph.D. program. *The number of applicants accepted in any College of Nursing program is based on available resources.*

In addition to the general requirements for admission to the UAMS Graduate School, applicants for graduate study in the University of Arkansas for Medical Sciences College of Nursing must meet the following requirements:

1. Applications are made through the Gateway for UAMS Students (GUS). The link to GUS is found on the [Graduate School website](#) under: Prospective Students/Application. Information on the admissions process is provided on this link. The GRE is **NOT** required for admission to the Ph.D. in Nursing program.
2. Request that official transcripts from any and all colleges and universities attended be sent directly to the Graduate School. The address is provided on the website.
3. Provide evidence of current unencumbered licensure as a registered nurse.
4. Hold a master's degree in nursing from an NLNAC or CCNE accredited program and show documentation of a minimum GPA of 3.65 in all coursework for the master's degree. Applicants desiring admission with a BSN are eligible and, if accepted, will enroll in the BSN to Ph.D. program.
5. If you were not born in the U.S. or in a country where English is the official language, an official TOEFL score of at least 560 or above on the paper-based exam, or 213 or above on computer-based exam, or a minimum score of 20 in each section of the IBT is required. The test must have been taken within the last two (2) calendar years of admission. Official TOEFL exam score report reflecting successful completion must be received no later than one (1) month past the application deadline date. Only TOEFL test scores received directly from ETS will be accepted as valid. Testing information is available at <http://ets.org>
6. Provide proof of current TB test and completed Hepatitis B immunization series.
7. Submit example of scholarly written work (see guidelines in application form).
8. Request three (3) references, some of which should be completed by doctorally-prepared individuals. A form for official references is included in the application packet and is sent to those individuals who will be providing references.
9. The application packet requires written essay responses to questions regarding professional goals, research interests, and personal growth.
10. After all the above materials are reviewed, the applicant will interview with graduate faculty members to gain faculty approval for admission. At that time, the applicant will be asked to write a brief essay on a selected topic.

Additional Requirements for Registration

1. All students must show a current cardiopulmonary resuscitation (CPR) certificate. Acceptable courses are American Heart Association (Health Care Provider) or American Red Cross (Professional Rescuer). ACLS will not be accepted for CPR certification.
2. **All** students will be charged annually at registration for student liability insurance.
3. All students who intend to take clinical courses must complete and maintain a current annual criminal background check.

Qualifying Exams

The student will take written and oral doctoral comprehensive examination (DCE) after the completion of all core required coursework before beginning work on the dissertation.

Dissertation and Final Examination

Each candidate must complete a doctoral dissertation. Each doctoral candidate must register for a minimum of eighteen (18) hours of doctoral dissertation. See the *UAMS College of Nursing Doctoral Handbook* for more information. The candidate's final examination for the Doctor of Philosophy, the dissertation defense, will be oral and will be primarily concerned with the field of dissertation but may also include other aspects of the candidate's graduate work.

Financial Assistance Information

A limited number of Professional Nurse Traineeships from the Division of Nursing and other scholarships are available to graduate students. In addition, graduate student assistantships are available for guided research and teaching experiences. Doctoral students are also assisted in applying for National Research Service Awards from the National Institutes of Health and other awards. The Graduate Nursing Student Loan/Scholarship Program, as established by Act 787, is available for Arkansas residents with loans converting to scholarships for graduates teaching in Arkansas nursing scholars. For additional opportunities, please consult the UAMS Student Bursar's Office and the financial link on the [College of Nursing](#) website.

Grading Scale

The following grading scale is effective for the UAMS graduate nursing program (5000, 6000, and 7000 series courses):

90-100%	A
80-89.99%	B
75-79.99%	C
70-74.99%	D
<70%	F

NOTE: Grades are not rounded.

Progression, Probation, Dismissal, or Withdrawal

In addition to the policies outlined by the Graduate School, the following policies apply. The following standards are higher than those required by the UAMS Graduate School.

- Only one (1) letter grade of “C” will be allowed for any coursework toward the doctoral degree. A student with a second letter grade of “C” will be recommended for dismissal from the UAMS Graduate School and the College of Nursing. If a grade **less than** a “C” is made in a nursing course, the student will be recommended for dismissal from the UAMS Graduate School and the College of Nursing. Credit from any course repeated will apply to the degree only once. Even though a course where the letter grade of “C” is earned is repeated, the “C” counts as the first “C” and the policy about the number of “C”s applies. In computation of GPA, all courses pursued at this institution for graduate credits that are part of the degree program (including any repeated courses) shall be considered.
- A student who leaves the University voluntarily before the end of a semester or summer term must file and have accepted by the Registrar a Petition for Withdrawal from Registration. The registration/change deadlines for dropping courses apply to withdrawal as well. Students who fail to withdraw officially will receive “Fs” in the classes for which they are registered but fail to complete. All students who withdraw from the Graduate School must complete this process. Failure to complete the process will result in inability to receive an official transcript. A withdrawal form can be obtained from the *UAMS Graduate School Handbook* or *College of Nursing Ph.D. Handbook*.
- A student taking graduate courses may register for a course only twice. If a grade is not received after two (2) registrations, the student may not register for the course again.
- A student who voluntarily leaves the College of Nursing before the end of the semester or summer term must complete the [Add/Drop/Withdrawal Form](#) found on the UAMS Office of the University Registrar website. Students who fail to officially withdraw will receive an “F” in the classes for which they are registered but which they failed to complete. An exit interview and a Campus Clearance Form must also be completed by the student before the withdrawal is considered official. Students who elect to re-enter the program must submit a [Request to Re-Enter Program Form](#) found on the College of Nursing website. Re-admission may be granted on a space-available basis.
- Re-admission will not be considered for any student dismissed from the College of Nursing at UAMS.
- Exceptions will be determined by the dean on an individual basis.

NOTE: All paperwork required by the Graduate School must be completed as outlined in the Graduate School section of this Catalog and the *UAMS Graduate School Student Handbook*.

Computerized Web-Based Evaluations for Courses/Faculty

Course/Faculty Evaluation Policy

Web-based evaluations are conducted to assist the faculty in improving their courses and their teaching strategies.

As members of the student body enrolled in a professional program of study, all students are required to complete the course/faculty evaluations as a part of their preparation for their professional role. The College of Nursing Scholastic Non-Cognitive Performance Standards guides the student in an understanding of these expectations.

Course/Faculty Evaluation Procedure

1. The policy and procedure for Course/Faculty Evaluations will be included in the *College of Nursing Catalog*, College of Nursing website, and all course syllabi. Students in all programs will be held responsible for this policy.
2. A review of the policy and procedure for Course/Faculty Evaluations will be given at the time of orientation to the program (if applicable) for students at all levels.

3. All enrolled students will be notified through their UAMS email account of the date and time period that the Course/Faculty Evaluations form will be available for each course offering each semester. Weekly reminders will be sent to every student.
4. The Course/Faculty Evaluation form for all courses (7 ½ week and full semester courses) will be posted prior to the end of the semester with the last day of evaluation availability being the final day of the semester. .

Course/Faculty Evaluation Form

Course/Faculty Evaluations are used by each nursing program in the College. They are created based on a critical review of the literature and evaluation tools used on campus and at other schools. The consistency of the evaluations will ensure over time that the student understands the meaning of each of the components and, therefore, will improve the reliability and validity of the tool. The evaluation includes a Likert Scale and a comments section where students may comment in specific detail on any of the various tool components. The evaluations are computerized, and a program allows for the creation of reports on faculty and course evaluation data.

Curriculum Overview: Nursing Ph.D.

The curriculum leading to the Doctor of Philosophy with a major in Nursing Science can be completed through a full-time or part-time program of study; however, full-time study is highly encouraged. Full-time study requires a minimum of ten (10) semester hours for the fall and spring semesters. Part-time study requires a minimum of six (6) semester hours for the fall and spring semesters. The program consists of a minimum of sixty (60) semester hours of coursework beyond the master's degree, including eighteen (18) semester hours of doctoral dissertation registration.

1. Scientific Perspective (8 semester hours)

- NPH.D. 6105: Issues Influencing Research
- NPH.D. 6117: Culture of Health
- NPH.D. 6118: Philosophies and Theories in Science and Research

2. Research Tools (14 semester hours)

- NPH.D. 6102: Qualitative Methodology in Nursing Research
- NPH.D. 6103: Quantitative Methodology in Nursing Research
- BIOS 5013: Biostatistics I or approved course (replaces Data Management & Analysis I)
- BIOS 5212: Biostatistics II or approved course (replaces Data Management & Analysis II)
- SPSS or SAS labs for 2 credit hours

3. Research Experience (25 semester hours)

- NPH.D. 6112: Synthesizing the Literature
- NPH.D. 6113: Preliminary Studies and Grant Development
- NPH.D. 6116: Research Practicum
- NPH.D. 6201: Dissertation Seminar
- Taken for a minimum of 2 semesters for 1 credit hour per semester (2 credit hours). Included in the overall requirement for 18 semester hours of dissertation.
- NPH.D. 6202: Doctoral Dissertation **(16 hours)**

4. Support Courses (10 semester hours)

- NPH.D. 6110: Leadership in Health Care Systems (or approved course substitute)
- NPH.D. 6115: Leadership in Health Care Systems Field Experience

Electives: minimum of six (6) hours to include:

- a. HPMT 5104: Health Economics
- b. NURS 5205: Quantitative Epidemiology I (if not taken with master's courses)
- c. NPH.D. 6108; Qualitative Data Analysis, Theory and Practicum.

The courses of instruction to be offered in the Doctor of Philosophy degree program are described on the following pages. An enrollment of at least five students is required for course implementation.

Doctor of Philosophy in Nursing: BSN to Ph.D.

The BSN* to Ph.D. program is designed to prepare the applicant for a nursing career as a researcher, or an administrator. It is not designed to prepare a certified nurse practitioner or clinical nurse specialist. Because the programs have different goals and are offered by different colleges, it is important to be certain of the goal you wish to pursue. Students entering the BSN to Ph.D. program earn a Ph.D. in Nursing Science degree; the BSN student completing the Ph.D. degree in nursing CANNOT earn a master's degree from the College of Nursing. If a student wishes to earn a master's degree, he or she must withdraw from the UAMS Graduate School, and then apply for admission to the College of Nursing. After

acceptance is granted to the College of Nursing, the student must complete all requirements for the master's degree before reapplying to the Ph.D. program. Admission to the College of Nursing is NOT guaranteed nor is re-admission to the Ph.D. program.

Admission: The applicant with a BSN will need to meet all the admission requirements for the Ph.D. program.

Program of Study: The program of study for a person entering the BSN to Ph.D. program will include a minimum of eighty-one (81) credit hours. The program of study will include all the core courses for the Ph.D. program, six (6) hours of electives, and eighteen (18) hours of dissertation study. The student must select either a nursing science or administration track at the master's level. Nursing education courses may be added to either track. Taking the BSN entry pathway into the Ph.D. program will shorten the student's program of study for the Ph.D. degree by approximately 20 credit hours.

* Also applicable to individuals with non-nursing master's degree.

Requirements for BSN to Ph.D.: Administration Track

NURS 5100 Theory in Nursing
NURS 5101 Research Methodology
NURS 5205 Quantitative Epidemiology I
NURS 5270 Organizational Behavior in Nursing
NURS 5271 Nursing Informatics
NURS 5272 Personnel Management in Nursing
NURS 5273 Law, Policy & Procedure in Health Care
NURS 5275 Financial Management in Nursing
Ph.D. Courses
NPH.D. 6102 Qualitative Methodology in Nursing Research
NPH.D. 6103 Quantitative Methodology in Nursing Research
NPH.D. 6105 Issues Influencing Research
NPH.D. 6110 Leadership in Health Care Systems or approved course substitute
NPH.D. 6112 Synthesizing the Literature
NPH.D. 6113 Preliminary Studies and Grant Development
NPH.D. 6115 Leadership in Health Care Systems – Field Experience
NPH.D. 6116 Research Practicum
NPH.D. 6117 Culture of Health
NPH.D. 6118 Philosophies and Theories in Science and Research
BIOM 5108 Special Topics in Biometry, SPSS lab (taken two semesters)
BIOS 5013 Biostatistics I
BIOS 5212 Biostatistics II
Electives 6 hours minimum to include Health Economics
Dissertation 18 hours

Requirements for BSN to Ph.D.: Science Track

NURS 5100 Theory in Nursing
NURS 5101 Research Methodology
NURS 5102 Advanced Physiology and Pathophysiology
NURS 5205 Quantitative Epidemiology I
NURS 5271 Nursing Informatics
NURS 5391 Human Genetics
Elective 3 hours minimum
Ph.D. Courses
NPH.D. 6102 Qualitative Methodology in Nursing Research
NPH.D. 6103 Quantitative Methodology in Nursing Research
NPH.D. 6105 Issues Influencing Research
NPH.D. 6110 Leadership in Health Care Systems
NPH.D. 6112 Synthesizing the Literature
NPH.D. 6113 Preliminary Studies and Grant Development
NPH.D. 6115 Leadership in Health Care Systems – Field Experience
NPH.D. 6116 Research Practicum

NPH.D. 6117 Culture of Health
NPH.D. 6118 Philosophies and Theories in Science and Research
BIOM 5108 Special Topics in Biometry, SPSS lab (taken two semesters)
BIOS 5013 Biostatistics I
BIOS 5212 Biostatistics II
Electives 6 hours minimum to include Health Economics
Dissertation 18 hours

College of Nursing Course Descriptions

NURS 3110 Foundations of Professional Nursing I Theory & Practicum (5 Credits)

Foundations of Professional Nursing I explores concepts, theories, and principles inherent in the beginning professional role and competencies of the generalist nursing practice and applies this knowledge to clinical. Identified select human needs, nursing process and bedside nursing skills are presented and in simulated and controlled clinical settings. Enrollment is limited to students in N-BSN Program.

Enrollment is limited to students in N-BSN Program.

NURS 3111 Clinical Pharmacology in Nursing I (2 Credits)

An introduction to pharmacotherapeutics, medication administration, major drug classifications, and the implications of medication administration for nursing care.

Enrollment is limited to students in N-BSN Program.

Enrollment is limited to students in N-BSN Program.

NURS 3112 Pathophysiologic Basis for Health Assessment (6 Credits)

Students learn to conduct a complete health assessment with emphasis on normal findings and some abnormal pathophysiological findings as well as cultural, ethnic, and age variations. Students develop the skills of history taking, inspection, palpation, percussion, and auscultation using body systems to organize data.

NURS 3116 Nursing Care of the Childbearing Family (5.5 Credits)

Provides a theoretical basis for professional nursing practice with childbearing families. Addresses and applies the nursing process to women's health with emphasis on childbearing as a family experience. 112.5 hours of clinical practice. Prerequisites: NURS 3110, NURS 3112, NURS 3215.

NURS 3117 Nursing Care of Children Theory & Practicum (5.5 Credits)

Provides theoretical and clinical basis for professional nursing practice with children and their families. Emphasis is placed on development and responses to illness. Utilizes the nursing process in clinical setting while providing family-centered care congruent with age, stage of growth and development, and health status. 112.5 hours of clinical practice. Prerequisites: NURS 3110, NURS 3112, and NURS 3215. Co-requisite: Junior level courses.

NURS 3211 Therapeutic Communication and Mental Health Nursing (2 Credits)

Identify mental health nursing services and apply to individuals, families and communities with an emphasis on communication, health issues, critical thinking, ethics and professional role development. Pre-requisites: N3305, N3316 and N3335.5. Co-requisite: other junior level courses.

NURS 3212 Clinical Pharmacology in Nursing II (2 Credits)

Builds on knowledge from NURS 3111, focusing on selected drug classifications. Relates principles of pharmacokinetics, pharmacodynamics, and pharmacotherapeutics to drug therapy. Emphasizes application of knowledge in nursing care. Prerequisites: NURS 3110, NURS 3111, NURS 3112, NURS 3215. Corequisites: NURS 3116 and NURS 3117.

NURS 3215 Foundations of Professional Nursing II (5.5 Credits)

Further develops the professional role through integration of content with previous courses. Introduces care of the family, perioperative nursing, planning and implementation of patient care and basic illness by system. All learned skills are performed in simulated and clinical settings. Uses the nursing process to provide nursing care to clients across the lifespan. 112.5 hours of clinical practice. Prerequisites: NURS 3110, NURS 3112.

NURS 4015 Summer Extern Program and Role Seminar (undergraduate) (2 Credits)

NURS 4111 Introduction to Research and Evidence-Based Practice (3 Credits)

Introduction to research methodology, critical appraisal of research literature, application of findings to nursing practice, and identification of clinical problems for study. Prerequisites: All Junior level courses.

NURS 4112 Community/Public Health Nursing Theory and Practicum (5 Credits)

Explores public health practice with individuals, families, groups, and communities in selected settings. 90 hours of clinical practice. Prerequisites: All Foundation Level and Junior level courses.

NURS 4114 Leadership and Professionalism in Nursing Practice (2 Credits)

Addresses professional development needed to enhance nursing practice. Prerequisites: All Junior level courses.

NURS 4131 Transitions (1 Credit)

Orientation reviews information specific to the UAMS College of Nursing (CON) programs and the UAMS academic environment. The electronic classroom and the use of blackboard management system are explained.

Admission to the RN-BSN program is a prerequisite to enroll in NURS 4131.

NURS 4132 Introduction to Research and Evidence-Based Practice (3 Credits)

Introduction to Research and Evidence-based Practice provides an introduction to research methodology, critical appraisal of research literature, application of findings to nursing practice, and identification of clinical problems for study.

NURS 4132 requires a pre- or co-requisite of NURS 4131.

NURS 4133 Community/Public Health Nursing (3 Credits)

Community Health Nursing focuses on an analysis of the nursing role as it relates to population based health.

NURS 4133 requires a pre or co-requisite of NURS 4131.

NURS 4134 Nursing Care of Older Adults for RN (3 Credits)

Nursing Care of Older Adults addresses developmental tasks and responses to changes in health status. Nursing process is applied to the care of diverse older adult patients and families.

NURS 4134 requires a pre- or co-requisite of NURS 4131.

NURS 4135 Nursing Leadership & Management (3 Credits)

Nursing Leadership and Management integrates concepts of leadership, management, communication, delegation, conflict resolution, ethics, and organizational structure.

NURS 4135 requires a pre-requisite of NURS 4131.

NURS 4211 Nursing Care of the Older Adult Theory and Practicum (5 Credits)

Addresses developmental tasks and responses to changes in health status. Nursing process is applied to the care of diverse older adult patients and families. 90 hours of clinical practice. Prerequisites: All Foundation level and Junior level courses.

NURS 4212 Care and Management of Adults (6 Credits)

Explores the care of groups of patients and their families by further obtaining knowledge in nursing and applying that knowledge and critical thinking to clinical experiences. Emphasis is on the care of groups of patients in the medical-surgical environment. Transition from student role to nurse generalist role is emphasized. Prerequisites: All Foundation level and Junior level courses.

NURS 4213 Acute Care of Adults (6 Credits)

Explores the theoretical, scientific, and professional basis of nursing care of complex patients and their families. Clinical experiences provide students with opportunities to understand and apply the role of the nurse generalist in coordination of care of adults and their families in a critical care setting. Prerequisites: All Foundation level and Junior level courses.

NURS 4235 Cultural Competency in Nursing (2 Credits)

Cultural Competency in Nursing addresses human differences, biases, and stereotypes to provide culturally competent nursing care.

NURS 4235 requires a pre- or co-requisite of NURS 4131.

NURS 4236 Nursing Informatics (3 Credits)

Nursing Informatics is an introduction to computers and nursing informatics focusing on applications to the nursing profession and healthcare system.

NURS 4236 requires a pre- or co-requisite of NURS 4131.

NURS 4238 Professional Issues (2 Credits)

Professional Issues identifies the knowledge and skills needed to enhance professional nursing practice. The course examines current issues and ethical dilemmas impacting the nursing profession.

NURS 4238 requires a pre- or co-requisite of NURS 4131.

NURS 4717 Special Topics (0 Credits)

One to six hours credit depending on the nature and extent of the topic. The course is designed to encourage creative independent study and will be supervised by a faculty preceptor. Prerequisite: Permission of the Dean

NURS 4910 Independent Study (2.5 Credits)**NURS 4911 Senior Capstone (1 Credit)**

This course prepares students to take the NCLEX-RN examination by reviewing knowledge and skills presented in previous courses. Prerequisites: All Foundation Level and Junior Level Courses.

NURS 4930 Capstone I for RN (3 Credits)

Capstone I provides the RN-BSN student with an opportunity to synthesize and apply knowledge of the concepts learned throughout the program. Pre-requisites: All RN-BSN or RN-MNSc Courses.

NURS 4931 Capstone II for RN (3 Credits)

Capstone II provides the RN-BSN student with an opportunity to synthesize and apply knowledge of the concepts throughout the program. *NURS 4931 requires a co-requisite of NURS 4930.*

NURS 5100 Theory in Nursing (3 Credits)

Exploration of the nature of theory development in nursing, analysis of selected nursing and related theories, and the relevance of theory to research, practice and education in the field of nursing.

NURS 5101 Research Methodology (3 Credits)

Focuses on the process of scientific inquiry including scientific, pragmatic, and ethical issues of conducting research. Emphasis is on understanding research methodology, statistical methods and related concepts, and evaluating and synthesizing research for application to clinical practice. *Enrollment in NURS 5101 is limited to students enrolled in the MNSc, post-BSN to DNP and BSN to PhD programs.*

NURS 5102 Advanced Physiology and Pathophysiology (3 Credits)

The study of the etiologies and processes of human biological responses to actual and potential injury from disease in contrast to normal. The focus is on the underlying physiological and pathophysiological mechanisms of disease states, and the scientific rationale for seeking, selecting, and interpreting physiological data related to humans across the lifespan. *Enrollment in NURS 5102 is limited to students in the MNSc, post-BSN to DNP or BSN to PhD programs.*

NURS 5103 Clinical Pharmacology & Therapeutics in Advanced Practice Registered Nursing (3 Credits)

Emphasis is on the clinical pharmacologic management of selected primary health care problems of clients and their families across the life span. *Enrollment in NURS 5103 is restricted to students in the College of Nursing MNSc or DNP programs.*

NURS 5104 Community Concepts for Advanced Practice Nursing (2 Credits)

An analysis of both community oriented principles and health promotion strategies that are critical in implementing the advanced practice nursing role.

NURS 5110 Clinical Management of Child & Family Theory (3 Credits)

Focuses on decision-making skills in the management of selected health problems in children, newborn through adolescent. Includes developmental, psychological, pharmacological, and nutritional strategies.

NURS 5110 requires a pre-requisite of NURS 5102, 5103, 5305, and 5306; all must be completed with a grade of B or better. NURS 5110 has a co-requisite of NURS 5111 or 7215 and enrollment in the FNP specialty.

NURS 5111 Clinical Management of Child/Family Practicum (2 Credits)

Application of expanded knowledge and clinical skills in the advanced nursing management of children with selected health care problems. Clinical experiences focus on the primary health care concerns of children, newborn through adolescent, and their families. 180 hours of clinical practice. *NURS 5111 requires a pre-requisite of NURS 5102, 5103, 5305, and 5306; all must be completed with a grade of B or better. NURS 5111 has a co-requisite of NURS 5110.*

NURS 5114 Clinical Management of Family Reproductive Health Theory (3 Credits)

Provides the conceptual and theoretical foundation for advanced nursing assessment, diagnosis, and management of selected health care concerns. Emphasis is on primary health care of adolescents, adults in the childbearing years and their families, reproductive healthcare of older adults, and APRN role development in clinical practice.

NURS 5114 requires pre-requisites of NURS 5102, 5103, 5305, and 5306; all must be completed with a grade of B or better. NURS 5114 requires a co-requisite of NURS 5212 or 7213 and enrollment in an FNP specialty.

NURS 5115 Clinical Management of Adult & Family Theory (3 Credits)

Provides the conceptual and theoretical foundation for advanced nursing assessment, diagnosis, and management of selected health care concerns. Emphasis is on the primary health care of adults and their families and role development in clinical practice.

NURS 5115 requires a pre-requisite of NURS 5102, 5103, 5305, and 5306; all must be successfully completed with a grade of "B" or better. NURS 5115 has a co-requisite of NURS 5116 or 7214 and enrollment in the FNP specialty.

NURS 5116 Clinical Management of Adult & Family Practicum (3 Credits)

Application of expanded knowledge and clinical skills in the advanced practice registered nursing management of selected health care problems of adults. Clinical experiences focus on the primary health care concerns of adults and their families.

NURS 5116 requires a pre-requisite of NURS 5102, 5103, 5305, and 5306; all must be successfully completed with a grade of "B" or better. NURS 5116 has a co-requisite of NURS 5115 and enrollment in the FNP specialty.

NURS 5120 Advanced Pediatric Health Assessment & Diagnostic Reasoning Theory (2 Credits)

Synthesizes history-taking and physical examination; laboratory/diagnostic data interpretation; diagnostic reasoning and clinical decision-making for advanced nursing practice with culturally diverse pediatric clients and/or their families. This course is the first in the sequence of courses, and is pre-requisite to specialty clinical courses.

NURS 5120 requires a pre-requisites of NURS 5103 and 5102 with a grade of B or better. NURS 5120 requires a co-requisite of NURS 5121 and enrollment in the Pediatric Nurse Practitioner specialty.

NURS 5121 Advanced Pediatric Health Assessment and Diagnostic Reasoning Practicum (1 Credit)

Performance and interpretation of assessment and diagnostic techniques for advanced nursing practice in the pediatric specialty. This course is the first in the sequence of clinical courses, and is pre-requisite to other clinical courses.

NURS 5121 requires a pre-requisites of NURS 5103 and 5102 with a grade of B or better. NURS 5121 requires a co-requisite of NURS 5120 and enrollment in the Pediatric Nurse Practitioner specialty.

NURS 5124 Pediatric Primary Care Nursing Practicum I (3 Credits)

Provides a background in health promotion. Students learn a variety of clinical modalities including physical and developmental assessment techniques; approaches to facilitate children's growth and development; and management strategies for common developmental concerns. Public policy initiatives and research findings are integrated into clinical practice. 180 hours clinical practice.

NURS 5124 requires prerequisites of NURS 5103, 5102, 5120, and 5121 with grades of C or better. NURS 5124 requires a corequisites of NURS 5127 NURS 5222 and enrollment in a Pediatric NP specialty.

NURS 5127 Pediatric Nurse Practitioner Theory I (3 Credits)

The focus of the course is on providing a conceptual and theoretical foundation for advanced practice registered nursing in children who are newborn to 21 years of age. Changes that occur throughout infancy, childhood, adolescence, and young adulthood will be explored together with nursing interventions used to maintain optimum health. The course emphasizes the study of individual children and families relative to physical, psychosocial, and developmental needs. In addition, the course will focus on the diagnosis and management of common health problems in the pediatric population. Acute conditions are explored in depth with interventions focusing on developmental, physiological, pharmacological, and nutritional measures to promote health in children.

NURS 5127 requires pre-requisites of NURS 5102, 5103, 5120, and 5121 or consent of the instructor. NURS 5127 requires a co-requisite of NURS 5124, 5128, 7120, or 7125 and enrollment in a pediatric NP specialty.

NURS 5128 Pediatric Acute Care Nursing Practicum I (2 Credits)

Practicum focus is on decision-making skills in the management of pediatric patients in a variety of settings with commonly occurring acute and chronic alterations in health patterns. Aspects of health promotion, screening and early detection, and high quality, cost-effective care are emphasized. 180 hours practice.

NURS 5128 requires pre-requisites of NURS 5102, 5103, 5120 and 5121. NURS 5128 requires a corequisites of NURS 5127 and NURS 5222 and enrollment in a pediatric NP specialty.

NURS 5140 Adult-Gerontology Primary Care Nursing Theory I (3 Credits)

Emphasis on acquisition of advanced knowledge for primary care and case management of adults across the life span and acute chronic health problems in diverse settings. Theories of health, health promotion, and restoration are included. Use of diagnostic procedures, pharmacological, and non-pharmacological interventions are emphasized.

NURS 5140 requires pre-requisites of NURS 5102, NURS 5103, NURS 5305, and NURS 5306 (all with a grade of B or better), a co-requisite of NURS 5248 or 7240, and enrollment in AGPC specialty. Consent may be acquired for students who do not meet the requisites.

NURS 5142 Adult-Gerontology Primary Care Psychiatric Nursing Practicum (1 Credit)

Application of knowledge and clinical skills as an adult-gerontology primary care nurse practitioner in the management of acute and chronic psychiatric problems and promotion of mental health in adults across the life span. Emphasis is on assessment, diagnosis, and interventions, as well as application of primary care and case management services in a diverse setting in collaboration with inter-professional health care providers. 90 hours clinical practice.

NURS 5142 requires pre-requisites of NURS 5140 and NURS 5248.. NURS 5142 requires a co-requisite of NURS 5246 and enrollment in AGPC specialty.

NURS 5151 Psychiatric Mental Health Nursing Diagnosis and Psychopharmacology (3 Credits)

This course provides conceptual and theoretical foundations for advanced psychiatric mental health nursing practice, with emphasis on the pharmacological management of mental illness in the context of the family and cultural diversity, and in various practice settings. Content focuses on the assessment, diagnosis, and pharmacotherapy of individuals with psychiatric disorders per the Diagnostic and Statistical Manual of Mental Disorders (DSM-5).

NURS 5151 requires pre-requisites of NURS 5102, 5103, 5305, and 5306. NURS 5151 requires co-requisites of NURS 5155 and 5158 or 7551.

Enrollment is limited to students in the PMHN specialty.

NURS 5152 Transition to Pediatric Psychiatric Mental Health Nursing Theory (3 Credits)

This post-masters course assists certified (Adult) Psychiatric Mental Health Nurse Practitioners to transition to the role of Psychiatric Mental Health Nurse Practitioner (across the lifespan) through synthesis of evidence-based clinical knowledge for the development of advanced skills in psychiatric assessment and treatment of children and adolescents experiencing mental health and behavioral problems. The course explores diagnosis, therapeutic and pharmacological treatment, and management of pediatric mental health disorders, as well as assessment and treatment of abuse and neglect as it occurs in the pediatric population.

This post-masters course assists certified (Adult) Psychiatric Mental Health Nurse Practitioners to transition to the role of Psychiatric Mental Health Nurse Practitioner (across the lifespan) through synthesis of evidence-based clinical knowledge for the development of advanced skills in psychiatric assessment and treatment of children and adolescents experiencing mental health and behavioral problems. The course explores diagnosis, therapeutic and pharmacological treatment, and management of pediatric mental health disorders, as well as assessment and treatment of abuse and neglect as it occurs in the pediatric population.

This post-masters course assists certified (Adult) Psychiatric Mental Health Nurse Practitioners to transition to the role of Psychiatric Mental Health Nurse Practitioner (across the lifespan) through synthesis of evidence-based clinical knowledge for the development of advanced skills in psychiatric assessment and treatment of children and adolescents experiencing mental health and behavioral problems. The course explores diagnosis, therapeutic and pharmacological treatment, and management of pediatric mental health disorders, as well as assessment and treatment of abuse and neglect as it occurs in the pediatric population.

NURS 5153 Transition to Pediatric Psychiatric Mental Health Nursing Practicum (1 Credit)

This post-masters course assists certified (Adult) Psychiatric Mental Health Nurse Practitioners to transition to the role of Psychiatric Mental Health Nurse Practitioner (across the lifespan) through synthesis of evidence-based clinical knowledge and application of clinical skills in psychiatric mental health care of children and adolescents experiencing mental health and behavioral problems. Clinical experiences focus on the management of mental health conditions affecting children and adolescents in the context of family, cultural diversity, and practice settings.

NURS 5155 Psychiatric Mental Health Nursing Theory I (3 Credits)

This course provides theoretical foundations for advanced psychiatric mental health nursing practice, with emphasis on the management of mental illness in the context of the family and cultural diversity, and in various practice settings. Theory focuses on the assessment and diagnosis of individuals with psychiatric disorders per the Diagnostic and Statistical Manual of Mental Disorders (DSM-5). NURS 5155 requires a pre-requisite of NURS 5102, 5103, 5305, and 5306. NURS 5155 has a co-requisite of NURS 5151 and 5158 or 7551. Enrollment is limited to students in the PMHN specialty.

NURS 5158 Psychiatric Mental Health Nursing Practicum I (2 Credits)

This course applies advanced theoretical knowledge of advanced psychiatric mental health nursing practice, with focus on the management of mental illness in the context of the family and cultural diversity, and in various practice settings. Clinical experience emphasizes the assessment, diagnosis, treatment, and management of individuals diagnosed with psychiatric disorders per the Diagnostic and Statistical Manual of Mental Disorders (DSM-5).

NURS 5158 requires pre-requisites: NURS 5102, 5103, 5305, and 5306. Co-requisites: NURS 5155 and 5151. NURS 5158 requires enrollment in MNSc Program.

NURS 5175 Theoretical Foundations for Nursing Education (3 Credits)

Emphasizes acquisition of theoretical knowledge needed to develop and implement the educator role to meet the educational needs of nursing students.

NURS 5176 Technology in Adult Education (3 Credits)

Analysis of theoretical foundations of technology-based education as applied to the adult learner. Principles of self-directed learning, course design to enhance self-direction, and faculty role are explored. Various media will be evaluated for the effective and efficient delivery of educational resources important to the adult learner. Prerequisite: NURS 5175 or consent.

NURS 5177 Technology Practicum (3 Credits)

Guided experiences in technology-based education (TBE). Students will have experiences in developing TBE for both degree-seeking and continuing education adult learners.

NURS 5177 requires a pre-requisite of NURS 5176 with a grade of C or better. NURS 5177 has a pre-requisite of NURS 5176

NURS 5181 Transition to Adult/Gerontology Acute Care Nursing Theory (3 Credits)

This post-master's course assists certified Acute Care Nurse Practitioners to transition to role of Adult-Gerontology Acute Care Nurse Practitioner through synthesis of evidenced-based clinical knowledge for management of acute, chronic, and complex illnesses of adults across the life span with emphasis on disease prevention, health promotion, screening and restoration.

Pre-requisites: Student must complete a Master's of Science Degree in Nursing in the specialty of Adult Acute Care Nurse Practitioner and is currently or previously certified as a ACNP BC. Student must have evidence of Advanced Pathophysiology, Advanced Pharmacology, and Advanced Health Assessment as determined by the GAP analysis according to the National Organization of Nurse Practitioner Faculties (NONPF) and the National Task Force (NTF, 2012). Permission of the instructor is required.

Co-Requisites: Currently certified as an Adult Acute Care Nurse Practitioner and has prescriptive authority and/or a DEA number. NURS 5103 (if certification greater than 5 years old, not practicing, and does not have prescriptive authority and/or a DEA number)

NURS 5182 Transition to Adult/Gerontology Acute Care Nursing Practicum (4 Credit)

This post-master's course provides the evidenced-based clinical foundation for advanced practice registered nurse in adult-gerontology acute care nursing. Management of commonly occurring acute, chronic, complex alterations in health patterns, health promotion, screening and early detection, and delivery of cost effective, high-quality care are emphasized for adults across the life span..360 clinical hours.

NURS 5182 requires a co-requisite of NURS5181.

NURS 5185 Adult/Gerontology Acute Care Nursing Theory I (4 Credits)

Provides the research-based conceptual and theoretical foundation for advanced practice registered nursing in adult-gerontology acute care nursing. Management of commonly occurring acute and chronic alterations in health patterns, health promotion, screening and early detection, and delivery of cost effective, high quality care are emphasized for adults across the lifespan.

NURS 5185 requires a pre-requisite of NURS 5102, 5103, 5306, and 5305 with a grade of B or better and enrollment in the AGAC specialty. NURS 5185 has a co-requisite of NURS 5186 for MNSc students or NURS 7180 for BSN-DNP students.

NURS 5186 Adult/Gerontology Acute Care Nursing Practicum I (2 Credits)

Focus is on decision-making skills in the management of adults across the life span in a variety of settings with commonly occurring acute and chronic alterations in health patterns. Aspects of health promotion, screening, early detection, and high quality, cost-effective care are emphasized. 180 hours clinical practice.

NURS 5186 requires a pre-requisite of NURS 5102, 5103, 5306, 5305 and 5202 with a grade of B or better or consent of the instructor. NURS 5186 has a co-requisite of NURS 5185.

NURS 5201 Research Utilization and Evidence-Based Practice in Advanced Practice Nursing (3 Credits)

Preparation for responsible integration of research findings into advanced nursing practice.

NURS 5201 requires a pre-requisite of NURS 5101 with a grade of C or better.

NURS 5202 Introduction to Professional Practice Management (1 Credit)

Discussion and analysis regarding the evolution of contemporary advanced practice nursing (APRN). Topics include, but are not limited to, historical development of the APRN role, legislative authority defining scope of practice, health care delivery systems, and professional liability. Course content is designed to facilitate student's APRN role assimilation.

NURS 5202 requires a pre- or co-requisite of NURS 4131 or standing as a College of Nursing graduate student.

NURS 5203 Advanced Professional Practice Management (1 Credit)

Discussion and analysis regarding practice management of contemporary advance practice nursing (APRN). Topics include, but are not limited to, QA/risk management, reimbursement, coding, APRN contract negotiation, health policy formulation, state cross-border practice differences, and professional advocacy. Course content is designed to facilitate student's postgraduate implementation of the APRN role.

NURS 5203 requires a pre-requisite of NURS 5202 with a grade of C or better and one clinical course in specialty (not Health Assessment).

NURS 5204 Introduction to Forensic Nursing (3 Credits)

Introduces graduate nursing students to the principles of forensic nursing. The nursing care of three patient populations, including children who are abused, men and women who are sexually assaulted and battered, and men and women, who commit these crimes, will be the focus of the course. Prerequisite: Consent

NURS 5205 Quantitative Epidemiology I (3 Credits)

History and introduction to methods of epidemiology. Quantization of morbidity and mortality within populations. Overview of study design, data analysis, and inferences. Specific areas of acute and chronic disease epidemiology illustrate epidemiologic methods such as risk factor analysis, surveillance systems, and etiology of disease.

Enrollment in NURS 5205 is restricted to students pursuing the MNSc ,DNP, pr PhD on Nursing Science .

NURS 5206 Rx for Change: Tobacco Cessation for Clinicians (3 Credits)

Provides health care professionals with the necessary knowledge and skills for providing comprehensive tobacco cessation counseling to patients who use tobacco across the lifespan. Prerequisite: Consent

NURS 5212 Clinical Management of Family Reproductive Health Practicum (2 Credits)

Application of expanded knowledge and clinical skills in the advanced practice registered nursing management of selected health care problems and reproductive health throughout the lifespan. Clinical experience focus on the primary health care concerns of adolescents, adults in the childbearing years and their families, and reproductive healthcare of older adults.

NURS 5212 requires pre-requisites of NURS 5102, 5103, 5305, and 5306. NURS 5305 and 5306 must be successfully completed with a grade of "B" or better. NURS 5212 requires a co-requisite of NURS 5114 and enrollment in a CON FNP Specialty.

NURS 5221 Integrated Practicum for Acute Care Pediatric Nurse Practitioners (3 Credits)

The pediatric nurse practitioner's role in acute care is emphasized through guided experiences to develop clinical competence and role integration. Students provide direct care, and are supervised by nurse practitioners or physician preceptors, as approved by faculty. 270 hours clinical practice.

NURS 5221 requires prerequisites of NURS 5222, NURS 5225, and NURS 5229. NURS 5221 requires a corequisite of NURS 5223 and enrollment in a Pediatric NP specialty.

NURS 5222 Acutely Ill/Hospitalized Child Theory (3 Credits)

Expands the theoretical and clinical foundation for advanced nursing practice in the care of the acutely ill or hospitalized child and their family. Explores theoretical, legal, and ethical implications of interventions for the management of children with complex medical conditions. Emphasizes the study of individual children within the context of their families to meet short and long term acute care needs.

NURS 5222 requires prerequisites of NURS 5120 and NURS 5121. NURS 5222 requires a corequisite of NURS 5127 and one of the following: NURS 5124, 5128, 7120, or 7125.

NURS 5223 Acutely Ill/Hospitalized Child Theory II (3 Credits)

Expands the theoretical and clinical foundation for the care of the acutely ill or hospitalized child and family. Explores theoretical, legal, and ethical implications of children with complex medical conditions. Emphasis is placed on the pathophysiology and epidemiology underlying acute and chronic health problems with critical analysis and management of such issues.

NURS 5223 requires pre-requisites of NURS 5222 and either NURS 5225 or 7220. NURS 5223 also requires a co-requisite of NURS 5221 or 7320 and enrollment in a Pediatric NP specialty.

NURS 5224 Pediatric Primary Care Nursing Practicum II (2 Credits)

Provides practical clinical experiences in primary care settings and specialty clinics. Focus is on special populations in pediatrics, individual and family assessment, and acute and chronic illness management. Adolescent health, reproductive health and high risk newborn care clinical experiences will be provided. 180 hours clinical practice.

NURS 5224 requires a prerequisite of NURS 5127, 5222 and NURS 5124. NURS 5224 has a co-requisite of NURS 5229 and enrollment in a Pediatric NP specialty.

NURS 5225 Pediatric Acute Care Nursing Practicum II (2 Credits)

Implement and evaluate interventions directed toward promoting, restoring, and maintaining the health of pediatric patients with commonly occurring acute and chronic alterations in health patterns. Legal and ethical practice standards, community resources, and case management strategies will be incorporated into practice. Practice will occur in selected specialty areas. 180 hours clinical practice.

NURS 5225 requires prerequisites of NURS 5127, NURS 5222, and NURS 5128 . NURS 5225 requires a corequisite of NURS 5229.

NURS 5227 Integrated Practicum for Primary Care Pediatric Nurse Practitioners (3 Credits)

Pediatric nurse practitioner role in primary care is emphasized through guided experiences to develop clinical competence and role integration. Students provide direct care and are supervised by nurse practitioner preceptors and physicians as approved by the faculty. 270 hours clinical practice.

NURS 5227 requires prerequisites of NURS 5127, NURS 5229, and NURS 5224 or. NURS 5227 requires a corequisite of NURS 5329 and enrollment in a Pediatric NP specialty.

NURS 5229 Pediatric Nurse Practitioner Theory II (3 Credits)

The focus of the course is on the diagnosis and management of health problems in children who are newborn to 21 years of age. Acute and chronic conditions are explored in depth with interventions focusing on development, physiological, pharmacological, and nutritional measure to promote health in children.

NURS 5229 requires prerequisites of NURS 5120, 5121, 5127 and NURS 5222. NURS 5229 requires a corequisite of one of the following courses: NURS 5224, 5225, 7220, or 7225.

NURS 5240 Adult-Gerontology Primary Care Nursing Theory II (3 Credits)

Expands the conceptual approach to managing health problems of adults across the life span in diverse settings. Includes use of clinical decision-making to determine diagnostic and therapeutic intervention in increasingly complex acute and chronic conditions to enhance functional activity and reduce unintentional illness/injury of adults.

Master's level Pre-requisites: NURS 5140, 5248, 5246, and 5142; co-requisites: NURS 5241.

Doctoral level Pre-requisites: NURS 5140, 7240, 5246, and 7140; co-requisites: NURS 7340.

Enrollment in the AGPC specialty is required.

NURS 5241 Adult-Gerontology Primary Care Nursing Practicum II (3 Credits)

Clinical application of nursing management of health concerns in a variety of settings based on aging and health theories. Focus on process of health promotion, risk reduction, and restorative nursing intervention protocols in addressing health behaviors of adults with increasingly complex acute and chronic illnesses across the life span. 270 hours of clinical practice.

NURS 5241 requires pre-requisites of NURS 5142, NURS 5246, NURS 5140, and NURS 5248 or consent of the instructor. NURS 5241 requires a co-requisite of NURS 5240 and enrollment in the MNSc programs.

NURS 5246 Adult-Gerontology Primary Care Psychiatric Nursing Theory (3 Credits)

An overview of the socio-cultural context of aging, promotion of mental health in adults, diagnostic methods, and content on major health problems, treatment, and legal issues for adult-gerontology primary care advanced practice registered nurse practitioners treating adults.

NURS 5246 requires a pre-requisite of NURS 5140 and 5248. NURS 5246 requires a co-requisite of NURS 5142 or 7140 and enrollment in the AGPC specialty.

NURS 5248 Adult Gerontology Primary Care Nursing Practicum I (2 Credits)

Emphasis on assessment, diagnosis, and therapeutic interventions in the management of adults with acute and chronic health problems across the lifespan. Nursing management in a variety of settings, in collaboration with other healthcare providers is stressed. Students use diagnostic skills, psychomotor skills, procedures, and pharmacological and non-pharmacological intervention. 180 hours of clinical practice.

NURS 5248 requires pre-requisites of NURS 5102, 5103, 5305 and 5306. NURS 5248 requires a co-requisite of NURS 5140.

NURS 5256 Psychiatric-Mental Health Nursing Practicum II (3 Credits)

Application of expanded knowledge in mental health and clinical skills in advanced mental health assessment and pharmacologic nursing with selected mental health care problems. Clinical experiences focus on the management of mental health illnesses affecting children, adolescents, and adults across the life span in the context of the family, cultural diversity, and practice settings. 270 hours of clinical practice.

NURS 5256 requires a pre-requisite of NURS 5155 and 5156 with a grade of B or better. NURS 5256 has a co-requisite of NURS 5257

NURS 5257 Psychiatric Mental Health Nursing Theory II (4 Credits)

This course provides theoretical foundations for advanced psychiatric mental health nursing practice, focused on the therapeutic role. Theory focuses on the use of therapeutic modalities to develop therapeutic communication skills and provide culturally diverse competent care to individuals, groups, and families across the lifespan.

NURS 5257 requires the successful completion of NURS 5151, 5155, and 5158 or 7551. NURS 5257 requires a co-requisite of NURS 5258 or 7552.

NURS 5258 Psychiatric Mental Health Nursing Practicum II (1 Credit)

This course applies theoretical foundations for advanced practice psychiatric mental health registered nursing practice, focused on the therapeutic role. Clinical experience emphasizes the use of therapeutic modalities to develop therapeutic communication skills and provide culturally diverse competent care to individuals, groups, and families across the lifespan.

NURS 5258 requires pre-requisites: NURS 5155, 5158, 5151. NURS 5258 requires co-requisite: NURS 5257. NURS 5258 requires enrollment in MNSc Program.

NURS 5270 Organizational Behavior in Nursing (3 Credits)

Analysis, exploration, evaluation, and application of theories and research related to the behavior of nursing personnel within the environment of a health care organization.

NURS 5271 Nursing Informatics (3 Credits)

Within the conceptual framework of the Foundation of Knowledge, this course integrates nursing science, information science, computer science, and cognitive science to acquire, process, generate, and disseminate knowledge. Informatics applications that affect health care and nursing will be emphasized.

NURS 5272 Personnel Management in Nursing (3 Credits)

Explores current personnel management issues related to nursing administration in health care systems.

NURS 5273 Law, Policy and Procedure in Healthcare (3 Credits)

Legal, policy and procedural dimensions of health care delivery and administration.

NURS 5275 Financial Management in Nursing (3 Credits)

Principles and practices of financial management required for nursing in today's health care environment. Within this framework, content regarding financial accounting, cost analysis, strategic financial planning, budget concepts, and managing financial resources is examined.

NURS 5285 Adult/Gerontology Acute Care Nursing Theory II (3 Credits)

Expands the research-based conceptual and theoretical foundation for advanced practice registered nurses in adult gerontology acute care nursing. Management of commonly occurring acute and chronic alterations in health patterns, ethical and legal standards of practice, access to community resources, and case management are emphasized.

NURS 5285 requires a pre-requisite of NURS 5185 and 5186 or 7180 with a grade of B or better and enrollment in the AGAC specialty. NURS 5285 has a co-requisite of NURS 5286 or 7280.

NURS 5286 Adult Gerontology Acute Care Nursing Practicum II (1 Credit)

Implement and evaluate interventions directed toward promoting, restoring, and maintaining the health of adults across the lifespan with commonly occurring acute and chronic alterations in health patterns. Legal and ethical practice standards, community resources, and case management strategies will be incorporated into practice. Practice will occur in selected specialty areas. 90 hours clinical practice.

NURS 5286 requires a pre-requisite of NURS 5185 and 5186 with a grade of C or better and enrollment in the MNSc program or. NURS 5286 has a co-requisite of NURS 5285.

NURS 5304 Nursing Research Practicum (1-3) (1 Credit)

Participation in a nursing research project under direction of a faculty advisor.

NURS 5304 requires a pre-requisite of NURS 5101 and 5100 with a grade of C or better.

NURS 5305 Advanced Health Assessment and Diagnostic Reasoning Theory (2 Credits)

This course focuses on advanced nursing assessment across the lifespan. The synthesis and application of history-taking and physical examination; diagnostic data interpretation; diagnostic reasoning, clinical prevention, and health promotion for advanced practice registered nursing is accomplished in varied settings. Culturally appropriate, client-centered and evidence-based research is used for an advanced level of understanding for application to practice. This course is the first in the sequence of courses, and is pre-requisite to specialty clinical courses.

NURS 5305 requires a pre-requisite or co-requisite of NURS 5103 and 5102 with a grade of B or better and enrollment in either the MNSc or post-BSN- to DNP program. NURS 5305 requires a co-requisite of NURS 5306.

NURS 5306 Advanced Health Assessment and Diagnostic Reasoning Practicum (1 Credit)

Performance and interpretation of assessment and diagnostic techniques for advanced practice registered nursing practice in selected areas of practice. The practicum experience is focused by specialty with individuals across the age span. This course is the first in the sequence of clinical courses, and is pre-requisite to other clinical courses.

NURS 5306 requires a pre- or co-requisite of NURS 5103 and 5102 with a grade of B or better and enrollment in either the MNSc or post-BSN-to-DNP program. NURS has a co-requisite of NURS 5305.

NURS 5329 Pediatric Nurse Practitioner Theory III (3 Credits)

The focus of the course is on the application of theories relevant to management of chronic health issues in children who are newborn to 21 years of age. Students will explore in depth strategies evaluating theories as they relate to development and children with various developmental changes. Complex and chronic conditions are explored with interventions that promote optimal health in children. Implications for clinical practice will be discussed.

NURS 5329 requires a pre-requisite of NURS 5229 and one of the following courses: NURS 5225, 5224, 7220, or 7225. NURS 5329 requires a co-requisite of NURS 5227 or 7325 and enrollment in a pediatrics NP specialty.

NURS 5341 Transition to Adult-Gerontology Primary Care Nursing Practicum (Variable Credits)

Provides the evidenced-based clinical foundation for advanced practice registered nurse in adult-gerontology primary care. Management of commonly occurring chronic and complex alterations in health patterns, health promotion, screening and early detection, and delivery of cost effective, high quality care are emphasized for adults across the lifespan. Variable clinical hours 90 to 270. Co-requisite Students must complete a Master's of Science Degree in Nursing in the specialty of Gerontological Nurse Practitioner Program and currently or previously certified as a GNP-BC. Students must have evidence of the Advanced Pathophysiology, Advanced Pharmacology and Advanced Health Assessment as determined by GAP analysis according to the National Organization of Nurse Practitioner Faculties (NONPF) and the National Task Force.

NURS 5343 Transition to Adult-Gerontology Primary Care Nursing Theory (3 Credits)

This post-masters course assists certified Gerontological Nurse Practitioners to transition to the role of Adult-Gerontology Primary Care Nurse Practitioner through synthesis of evidenced-base clinical knowledge for management of chronic and complex illnesses of adults across the lifespan with emphasis on disease prevention, health promotion, screening and restoration. Prerequisites: Student must complete a Master's of Science Degree in Nursing in the specialty of Gerontological Nurse Practitioner and is currently or previously certified as a GNP-BC. Student must have evidence of Advanced Pathophysiology, Advanced Pharmacology, and Advanced Health Assessment as determined by the GAP analysis according to the National Organization of Nurse Practitioner Faculties (NONPF) and the National Task Force). Corequisites: Currently certified as a

Gerontological Nurse Practitioner and has prescriptive authority and/or a DEA number. NURS 5103 (if certification greater than 5 years old, not practicing and does not have prescriptive authority/or a DEA number.

NURS 5354 Psychiatric Mental Health Nursing Practicum III (3 Credits)

This course applies theoretical foundations for advanced psychiatric mental health nursing practice, with emphasis on the management of mental illness in the context of the family and cultural diversity, and in various practice settings. Clinical experience emphasizes the assessment and diagnosis of children, adolescents, and older adults with psychiatric disorders per the Diagnostic and Statistical Manual of Mental Disorders (DSM-5).

NURS 5354 requires the successful completion of NURS 5257, 5254, 5154, and 5155. NURS 5354 requires a co-requisite of NURS 5357 and admission to the College of Nursing MNSc program.

NURS 5357 Psychiatric Mental Health Nursing Theory III (3 Credits)

The course provides theoretical foundations to advanced psychiatric mental health nursing practice, with emphasis on the management of mental illness in the context of the family and cultural diversity, and in various practice settings. Theory focuses on assessment and diagnosis of children, adolescents, and older adults with psychiatric disorders per the Diagnostic and Statistical Manual of Mental Disorders (DSM-5). This course also focuses on violence, abuse, and neglect as it occurs across the lifespan.

NURS 5357 requires prerequisites of NURS 5257 and 5258 or 7552. NURS 5357 requires a co-requisite of NURS 5358 or 7553 and admission to the College of Nursing PMHN specialty.

NURS 5358 Psychiatric Mental Health Nursing Practicum III (3 Credits)

This course applies theoretical foundations for advanced psychiatric mental health nursing practice, with emphasis on the management of mental illness in the context of the family and cultural diversity, and in various practice settings. Clinical experience emphasizes the assessment and diagnosis of children, adolescents, and older adults with psychiatric disorders per the Diagnostic and Statistical Manual of Mental Disorders (DSM-5). 270 hours of clinical practice.

NURS 5358 requires pre-requisites: NURS 5257, and 5258. NURS 5358 requires co-requisite: NURS 5357. NURS 5358 requires enrollment in PMHNP specialty.

NURS 5379 Nursing Administration Practicum (6 Credits)

Guided experiences in the practice of nursing administration at lower, middle and higher levels in complex health care facilities. Settings selected based on individual student needs and course expectations. Concurrent seminars related to administrative roles. 270 hours clinical practice.

NURS 5379 requires a pre-requisite of NURS 5270, 5271, 5272, 5273 and 5275 with a grade of C or better.

NURS 5385 Adult/Gerontology Acute Care Nursing Theory III (2 Credits)

Explores selected bio-psycho-social concepts which affect nursing care of adults across the life span, the adult's response to illness, and how the role of adult-gerontology acute care nurse practitioner influences the ability to promote, restore, and maintain health of adults across the life span.

NURS 5385 requires prerequisites of NURS 5285 and 5286. NURS 5385 has a corequisite of NURS 5386 for MNSc or NURS 7380 for BSN-DNP.

NURS 5386 Adult/Gerontology Acute Care Nursing Practicum III (3 Credits)

Apply, with increasing competency, theoretical concepts from Adult Gerontology Acute Care nursing theory courses in the management and referral of adults with commonly occurring chronic and acute alterations in health patterns. Clinical competence and role integration for the Adult Gerontology Acute Care Nurse Practitioner in the acute care setting are emphasized.

NURS 5386 requires prerequisites of NURS 5185, 5186, 5285 and 5286. NURS 5386 requires a corequisite of NURS 5385 and enrollment in the AGAC specialty.

NURS 5391 Human Genetics (3 Credits)

This course focuses on genetics for individuals, families and populations who are at risk for genetic conditions or who have a condition with a genetic component. Topics covered will prepare the student to apply genetic/genomic science to advanced assessments, interventions, outcomes, and research.

NURS 5395 Nursing Education Practicum (3 Credits)

Students implement the nurse educator role through guided experiences with a preceptor practicing in a clinical and/or academic education setting.

NURS 5395 requires a pre-requisite of NURS 5175 with a grade of C or better

NURS 5791 Special Topics (0 Credits)

NURS 5801 Independent Study (0 Credits)

Provides opportunity to pursue study to meet individual student needs. May repeat to a maximum of 6 credit hours. Pre-requisite: Consent.

NURS 5995 Outcomes Portfolio (1 Credit)

At the completion of the program of study, the students are expected to successfully complete an Outcomes Portfolio. The Outcomes Portfolio is a written document and oral defense based on specific outcomes-based criteria.

NURS 7105 Theoretical Foundations for Advanced Nursing Practice and Research (3 Credits)

This course provides an evaluation and application of theories from nursing, humanities, biological, sociological, and other sciences for the foundation of evidenced based advanced nursing practice and research.

Enrollment in NURS 7105 is restricted to students in the College of Nursing DNP or PhD in Nursing Science programs.

NURS 7111 Economics for Complex Organizational Systems (3 Credits)

This course prepares the student to utilize strategic planning and advanced project management tools and technologies for planning and managing healthcare resources within an analytic framework for accountability. Strategic planning frameworks, human resource management theories, financial planning conventions, and project management strategies are applied to practice-level and system-wide healthcare quality initiatives.

Enrollment in NURS 7111 requires academic standing as a DNP student.

NURS 7112 Healthcare Informatics (3 Credits)

This course examines the role of nursing informatics in the translation of data to evidence for nursing practice. Students will evaluate information systems/technology for the assessment of outcomes of care, care systems and quality improvement. Healthcare information systems and patient care technology will be examined in the planning, implementation, evaluation and support of healthcare delivery.

NURS 7114 Healthcare Analytics for Nursing Practice (3 Credits)

This course enables the Doctor of Nursing Practice students to systematically apply strategic approaches for the management, analysis, and presentation of healthcare data for evidence-based nursing practice. Within the framework of scientific inquiry, students will develop the competencies needed to select and perform statistical techniques for describing phenomena, exploring relationships, and comparing groups. An overview of major concepts in statistics, including the distinction between parametric and nonparametric statistics, principles of measurement, and the interpretation of inferential statistical significance, is introduced and applied using contemporary analytic methods.

Enrollment in NURS 7114 requires standing as a DNP student.

NURS 7115 Clinical Prevention and Health Promotion (3 Credits)

This course focuses on health promotion, and risk-reduction/illness prevention strategies that are integral to the advanced practice registered nursing role. Models for the assessment, intervention and evaluation of health promotion/illness prevention will be examined for individuals, aggregates, and populations.

NURS 7115 Pre-req: N/A

NURS 7116 Roles and Professional Practice for APRNs (3 Credits)

This course integrates discussion and analysis of the evolution of the role of the advanced practice registered nurse (APRN), and contemporary APRN practice management issues. Course content is designed to facilitate the student's post-graduate transition to the APRN role.

Enrollment in NURS 7116 is limited to students in the Doctor of Nursing Practice program.

NURS 7117 Leadership in Health Policy and Advocacy (3 Credits)

This course emphasizes the leadership role of doctorally prepared nurses in transforming healthcare through healthcare policy, advocacy and the delivery of healthcare services. Using advanced communication skills, students will advocate to health policies that promote access, equity, quality and cost across disciplines and in multiple populations locally to globally.

Enrollment in this course is limited to DNP Students only.

NURS 7118 Roles and Professional Development for Doctor of Nursing Practice (3 Credits)

This course integrates discussion and analysis of the evolution of the role of the doctor of nursing practice (DNP), contemporary healthcare system issues which may be addressed by the DNP-prepared nurse, and professional career planning. Course content is designed to facilitate the student's development through the DNP program.

NURS 7118 requires standing as a DNP student.

NURS 7120 DNP Pediatric Acute Care Practicum I (2 Credits)

Practicum focus is on decision-making skills in the management of pediatric patients in a variety of settings with commonly occurring acute and chronic alterations in health patterns. Aspects of health promotion, screening and early detection, and high quality, cost-effective care are emphasized. Clinical practice consists of 180 hours.

NURS 7120 requires prerequisites of NURS 5120 and NURS 5121. NURS 7120 requires corequisites of NURS 5127 and NURS 5222 and enrollment in CON.

NURS 7125 DNP Pediatric Primary Care Practicum I (2 Credits)

Provides a background in health promotion. Students learn a variety of clinical modalities including physical and developmental assessment techniques; approaches to facilitate children's growth and development; and management strategies for common developmental concerns. Public policy initiatives and research findings are integrated into clinical practice. 180 hours clinical practice.

NURS 7125 requires prerequisites of NURS 5102, NURS 5103, NURS 5120, and NURS 5121.

NURS 7125 requires corequisites of NURS 5127 and NURS 5222 and CON admission

NURS 7140 DNP Adult Gerontology Primary Care Psychiatric Nursing Practicum (3 Credits)

Application of knowledge and clinical skills as an adult-gerontology primary care nurse practitioner in the management of acute and chronic psychiatric problems and promotion of mental health in adults across the life span. Emphasis is on assessment, diagnosis, and interventions, as well as application of primary care and case management services in a diverse setting in collaboration with inter-professional health care providers. 180 hours clinical practice.

NURS 7140 requires the successful completion of NURS 5140 and 7240. NURS 7140 requires a co-requisite of NURS 5246

NURS 7180 DNP Adult Gerontology Acute Care Nursing Practicum I (3 Credits)

Provides the evidence-based clinical foundation for advanced practice in adult-gerontology acute care nursing. Management of commonly occurring acute and chronic alterations in health patterns, health promotion, screening and early detection, and delivery of cost effective, high quality care are emphasized for adults across the lifespan through completion of 270 hours clinical practice.

NURS 7180 requires the successful completion of NURS 5140 and 7240. NURS 7180 requires a co-requisite of NURS 5185 and admission to the Doctor of Nursing Practicum Practice program.

NURS 7210 Evidence-Based Practice (3 Credits)

This course provides foundational knowledge for applying analytic skills and evidence-based practice principles within a theoretical context to address significant healthcare issues that improve the care of individuals, families and populations. Course emphasis is on generating knowledge regarding the process of clinical scholarship in the translation of evidence to practice.

NURS 7210 requires a pre-requisite of NURS 5101 and enrollment in the DNP program.

NURS 7211 Quality Outcomes Management (3 Credits)

This course prepares students with the knowledge, skills, and tools needed for evaluation and continuous quality improvement of healthcare systems. Identification and development of safety, quality and core measure indicators are applied. Students will address the theory-practice gap by applying a micro-, meso-, macro-systems approach that promotes organizational achievement of improved quality outcomes.

NURS 7211 is reserved for Doctor of Nursing Practitioner students.

NURS 7212 Integration of DNP Competencies (2 Credits)

This course provides synthesis and integration of the DNP Essentials, and prepares students for evidence-based APRN practice. Students will employ evidence-based strategies to improve individual and population health, enhance patient experience and reduce costs within the ever-evolving healthcare system. Students will participate in course activities that encourage self-evaluation and prepare them for practice as doctorally prepared APRNs or nursing administrators. In addition, students will disseminate the outcomes of the DNP scholarly project.

NURS 7212 is reserved for Doctor of Nursing Practitioner students

NURS 7213 DNP Clinical Management of Family Reproductive Health Practicum (2 Credits)

Application of expanded knowledge and clinical skills in the advanced practice registered nursing management of selected health care problems and reproductive health throughout the lifespan. Clinical experiences focus on the primary health care concerns of adolescents, adults in the childbearing years and their families, and reproductive healthcare of older adults. 180 hours clinical practice.

NURS 7213 requires the successful completion of NURS 5102, 5103, 5305, and 5306. NURS 7213 requires a co-requisite of NURS 5114 and admission to the Doctor of Nursing Practice program.

NURS 7214 DNP Clinical Management of Adult & Family Practicum (4.5Credits)

Application of expanded knowledge and clinical skills in the advanced practice registered nursing management of selected health care problems of adults. Clinical experiences focus on the primary health care concerns of adults and their families. 270 hours clinical practice.

NURS 7214 requires the successful completion of NURS 5102, 5103, 5305, and 5306. NURS 7214 requires a co-requisite of NURS 5115 and admission to the Doctor of Nursing Practice program.

NURS 7215 DNP Clinical Management of Child & Family Practicum (4.5 Credits)

Application of expanded knowledge and clinical skills in the advanced practice registered nursing management of children with selected healthcare problems. Clinical experiences focus on the primary healthcare concerns of children, newborn through adolescent, and their families. 270 hours clinical practice.

NURS 7215 requires the successful completion of NURS 5102, 5103, 5305, and 5306. NURS 7215 requires a co-requisite of NURS 5110 and admission in the Doctor of Nursing Practice program.

NURS 7220 DNP Pediatric Acute Care Practicum II (2 Credits)

Implement and evaluate interventions directed toward promoting, restoring, and maintaining the health of pediatric patients with commonly occurring acute and chronic alterations in health patterns. Legal and ethical practice standards, community resources, and case management strategies will be incorporated into practice. Practice will occur in selected specialty areas. Clinical practice consists of 180 hours.

NURS 7220 requires the successful completion of NURS 7120 and 5127. Pre-req NURS 5222, NURS 7220 requires a co-requisite of NURS 5229 and admission to a pediatric specialty in the BSN-DNP program.

NURS 7225 DNP Pediatric Primary Care Practicum II (3Credits)

Provides practical clinical experiences in primary care settings and specialty clinics. Focus is on special populations in pediatrics, individual and family assessment, and acute and chronic illness management. Adolescent health, reproductive health and high risk newborn care clinical experiences will be provided. 180 hours clinical practice.

NURS 7225 requires the successful completion of NURS 7125 and 5127. Pre-req of NURS 5222, NURS 7225 requires a co-requisite of NURS 5229 and admission to a pediatric specialty in the BSN-DNP program.

NURS 7240 DNP Adult Gerontology Primary Care Nursing Practicum I (4.5Credits)

Emphasis on assessment, diagnosis, and therapeutic interventions in the management of adults with acute and chronic health problems across the lifespan. Nursing management in a variety of settings, in collaboration with other healthcare providers, is stressed. Students use diagnostic skills, psychomotor skills, procedures, and pharmacological and non-pharmacological interventions. 270 hours of clinical practice.

NURS 7240 requires successful completion on of NURS 5305, and NURS 5306, NURS 5102 and NURS 5103, NURS 7240 requires a co-requisite of NURS 5140 and admission to the Doctor of Nursing Practice program.

NURS 7280 DNP Adult Gerontology Acute Care Nursing Practicum II (1.5 Credit)

Implement and evaluate interventions directed toward promoting, restoring, and maintaining the health of adults across the lifespan with commonly occurring acute and chronic alterations in health patterns. Legal and ethical practice standards, community resources, and case management strategies will be incorporated into practice. Practice will occur in selected specialty areas. 90 hours clinical practice.

NURS 7280 requires successful completion of NURS 5185 and 7180. NURS 7280 requires a co-requisite of NURS 5285 and admission to the Doctor of Nursing Practice program.

NURS 7320 DNP Integrated Practicum for Acute Care Pediatric Nurse Practitioners (6 Credits)

The pediatric nurse practitioner's role in acute care is emphasized through guided experiences to develop clinical competence and role integration. Students provide direct care, and are supervised by nurse practitioners or physician preceptors, as approved by clinical faculty. Completion of 360 clinical practice.

NURS 7320 requires the successful completion of NURS 7220, 5229, and 5222. NURS 7320 requires a co-requisite of NURS 5223 and admission to a pediatric specialty in the BSN-DNP program.

NURS 7325 DNP Integrated Practicum for Primary Care Pediatric Nurse Practitioners (-6Credits)

The pediatric nurse practitioner's role in acute or primary care is emphasized through guided experiences to develop clinical competence and role integration. Students provide direct care, and are supervised by nurse practitioners or physician preceptors, as approved by faculty. There are 360 total hours of clinical practice.

NURS 7325 requires successful completion of NURS 7225 and 5229. NURS 7325 requires a co-requisite of NURS 5329 and admission to a pediatric specialty of the BSN-DNP program.

NURS 7340 DNP Adult Gerontology Primary Care Nursing Practicum II (4.5 Credits)

Clinical application of nursing management of health concerns in a variety of settings based on aging and health theories. Focus on process of health promotion, risk reduction, and restorative nursing intervention protocols in addressing health behaviors of adults with increasingly complex acute and chronic illnesses across the life span.

NURS 7340 requires the successful completion of NURS 5246, 7140, 5140, and 7240. NURS 7340 requires a co-requisite of NURS 5240 and admission to the Doctor of Nursing Practice program.

NURS 7380 DNP Adult Gerontology Acute Care Nursing Practicum III (-6 Credits)

Apply, with increasing competency, theoretical concepts from Adult Gerontology Acute Care Nursing theory courses in the management and referral of adults with commonly occurring chronic and acute alterations in health patterns. Clinical competence and role integration for the Adult Gerontology Acute Care Nurse Practitioner in the acute care setting are emphasize by completion of 360 supervised clinical hours.

NURS 7380 requires the successful completion of NURS 5185, 7180, 5285, and 7280. NURS 7380 requires a co-requisite of NURS 5385 and admission to the Doctor of Nursing Practice program.

NURS 7401 Advanced Nursing Clinical Practice (4 Credits)

Students will demonstrate the ability to effectively translate and integrate evidence-based findings into nursing practice. DNP students will demonstrate expertise, specialized knowledge, and increased responsibility and accountability for management of individuals, families and populations with complex healthcare needs.

NURS 7401 is reserved for Doctor of Nursing Practitioner students and requires instructor consent.

NURS 7510 Human Anatomy for Nurse Anesthesia (4 Credits)

The focus of this course is to examine the structure and organization of the human body and its relationship with normal function and clinical correlation. Enrollment is limited to DNP Nurse Anesthesia Program students.

NURS 7511 Scientific Foundations for Nurse Anesthesia (3 Credits)

The focus of this course is the scientific concepts of physics and general, organic and biochemistry relationships to physiologic and pharmacologic principles and biomedical equipment. Enrollment is limited to students in the CRNA-DNP Program.

Enrollment is limited to students in the CRNA-DNP Program.

NURS 7520 Principles of DNP Nurse Anesthesia Practice I (4 Credits)

This course focuses on the fundamentals of safe, evidence-based nurse anesthesia care delivery and related technologies grounded in scientific concepts, pharmacology, human anatomy, physiology, and pathology. Enrollment is limited to DNP Nurse Anesthesia Program students.

NURS 7520 requires the completion of NURS 7510, 7511, and 5102 and enrollment in the DNP Nurse Anesthesia program.

NURS 7521 Advanced Physiology for Nurse Anesthesia (3 Credits)

The focus of this course is a more comprehensive exploration of advanced physiologic concepts for anesthesia practice. Enrollment is limited to DNP Nurse Anesthesia Program students.

NURS 7521 requires the completion of NURS 5102 and NURS 7511 and enrollment in the DNP Nurse Anesthesia program.

NURS 7523 Clinical Pharmacology for Nurse Anesthesia (3 Credits)

The focus of this course is the pharmacokinetics and pharmacodynamics of anesthetic volatile and intravenous medication in clinical anesthesia management. Enrollment is limited to DNP Nurse Anesthesia Program students.

NURS 7523 requires the successful completion of NURS 7510, 7511, 5103, and 7521 and enrollment in the DNP Nurse Anesthesia Program in order to enroll.

NURS 7524 DNP Anesthesia Practicum I (4.5 Credits)

The focus of this course is physical, biophysical and anesthetic scientific knowledge integration by the "novice" nurse anesthesia clinical student in ASA I and II patients' anesthetic care.

NURS 7524 requires the completion of NURS 5306, 5305, and 7520 and enrollment in the DNP Nurse Anesthesia program.

NURS 7525 Principles of DNP Nurse Anesthesia Practice II (5 Credits)

This course focuses on the examination of safe, evidence-based nurse anesthesia care delivery in normal human physiologic systems, pathophysiologic states and related diagnostic and surgical procedures.

NURS 7525 requires the successful completion of NURS 7520 in order to enroll and enrollment in the DNP Nurse Anesthesia program.

NURS 7534 DNP Anesthesia Practicum II (4 Credits)

The focus of this course is physical, biophysical and anesthetic scientific knowledge integration by the advanced beginner nurse anesthesia clinical student in ASA IE, IIE and III patients' anesthetic care.

NURS 7534 requires the successful completion of NURS 7525 and 7524 and enrollment in the DNP Nurse Anesthesia program.

NURS 7535 Principles of DNP Nurse Anesthesia Practice III (4 Credits)

The focus of this course is the examination of safe, evidence-based nurse anesthesia care delivery in normal human physiologic systems, pathophysiologic states and related anesthesia specialty areas' diagnostic and surgical procedures.

NURS 7535 requires the successful completion of NURS 7525 and 7524 and enrollment in the DNP Nurse Anesthesia program to enroll.

NURS 7536 Integration of Critical Nurse Anesthesia Concepts (3 Credits)

The focus of this course is the synthesis and integration of critical nurse anesthesia concepts necessary for transition into nurse anesthesia, independent practice and lifelong learning.

NURS 7536 requires the successful completion of NURS 7554 and enrollment in the DNP Nurse Anesthesia program.

NURS 7544 DNP Anesthesia Practicum III (6 Credits)

The focus of this course is physical, biophysical and anesthetic scientific knowledge integration by the "competent" nurse anesthesia clinical student for the emergent ASA III, functionally incapacitated (ASA IV), and moribund (ASA V) patient and subspecialty anesthesia, diagnostic and surgical procedures.

NURS 7544 requires the successful completion of NURS 7535 and 7534 and enrollment in the DNP Nurse Anesthesia program.

NURS 7551 DNP Psychiatric Mental Health Practicum I (2 Credits)

This course applies advanced theoretical knowledge of advanced psychiatric mental health nursing practice, with focus on the management of mental illness in the context of the family and cultural diversity, and in various practice settings. Clinical experience emphasizes the assessment,

diagnosis, treatment, and management of individuals diagnosed with psychiatric disorders per the Diagnostic and Statistical Manual of Mental Disorders (DSM-5). 180 hours of clinical practice.

NURS 7551 requires the successful completion of NURS 5102, 5103, 5305, and 5306.

NURS 7551 requires co-requisites of NURS 5155 and 5151 and admission to the Doctor of Nursing Practice program.

NURS 7552 DNP Psychiatric Mental Health Nursing Practicum II (3 Credits)

This course applies theoretical foundations for advanced practice psychiatric mental health registered nursing practice, focused on the therapeutic role. Clinical experience emphasizes the use of therapeutic modalities to develop therapeutic communication skills and provide culturally diverse competent care to individuals, groups, and families across the lifespan. 180 hours of clinical practice.

NURS 7552 requires pre-requisites of NURS 5151 and 5155. NURS requires co-requisites of NURS 5257 and enrollment in the post BSN-DNP program.

NURS 7553 DNP Psychiatric Mental Health Nursing Practicum III (4 Credits)

This course applies theoretical foundations for advanced psychiatric mental health nursing practice, with emphasis on the management of mental illness in the context of the family and cultural diversity, and in various practice settings. Clinical experience emphasizes the assessment and diagnosis of children, adolescents, and older adults with psychiatric disorders per the Diagnostic and Statistical Manual of Mental Disorders (DSM-5). 360 hours of clinical practice.

NURS 7553 requires the successful completion of NURS 5257 and 7552. NURS 7553 requires a co-requisite of NURS 5357 and enrollment in the post BSN-DNP program.

NURS 7554 DNP Anesthesia Practicum IV (3 Credits)

The focus of this course is physical, biophysical and anesthetic scientific knowledge integration by the "proficient" nurse anesthesia clinical student for the emergent, functionally incapacitated (ASA IVE), moribund (ASA VE), and organ donor (ASA VI) patient and subspecialty anesthetic, diagnostic, and surgical procedures.

NURS 7554 requires the successful completion of NURS 7544 and enrollment in the DNP Nurse Anesthesia program.

NURS 7564 DNP Anesthesia Practicum V (4 Credits)

The focus of this course is physical, biophysical and anesthetic scientific knowledge integration by the "expert" nurse anesthesia clinical student for patients across the lifespan and subspecialty anesthetic, diagnostic and surgical procedures.

NURS 7564 requires the successful completion of NURS 7554 and enrollment in the DNP Nurse Anesthesia program.

NURS 7801 Independent Study (0 Credits)

Provides opportunity to pursue study to meet individual student needs. May repeat to a maximum of 6 credit hours. Pre-requisite: Consent.

NURS 7920 Doctor of Nursing Practice Practicum (VariableCredits)

Students will demonstrate the ability to effectively translate and integrate evidence-based findings into nursing practice. DNP students will demonstrate expertise, specialized knowledge, and increased responsibility and accountability for management of individuals, families and populations with complex healthcare needs and/or complex healthcare organizations. (2-4 credits) 90 hours of clinical practice per credit.

Enrollment in NURS 7920 requires standing as a DNP student. NURS 7920

NPHD 6101 Independent Study (1-6 Credits)

Provides opportunity to meet individual student needs. May repeat to a maximum of 6 credit hours.

NPHD Students Only

NPHD 6102 Qualitative Research Methodology (3 Credits)

Examines the philosophical foundation for and methodological issues in using qualitative approaches for scientific inquiry and knowledge development. Strategies for enhancing scientific and methodological rigor are explored.

NPHD 6103 Quantitative Methodology in Nursing Research (3 Credits)

Examines the philosophical foundation for and characteristics of designs and methods associated with quantitative approaches to scientific inquiry and knowledge development. Characteristics of effective design and methods and strategies for enhancing the scientific and methodological rigor are explored.

NPHD 6104 Theory in Science (3 Credits)

Examines the nature of scientific explanation and theoretical development. The historical and philosophical bases of sciences, strategies for theory development, and the use of theory in the evolution of nursing as a discipline are analyzed.

NPHD 6109 requires a pre-requisite of NPHD 6104 or consent of the instructor.

NPHD 6105 Issues Influencing Research (2 Credits)

Examines the professional, financial, sociopolitical, ethical, and legal issues that effect the conduct of nursing research. The roles of health policy and funding priorities in developing a program of nursing research are examined.

NPHD 6105 required enrollment in the Nursing Sciences PhD program or consent.

NPHD 6106 Data Management and Analysis I (4 Credits)

Examines approaches to reducing, managing, and analyzing data for primary and secondary analysis. Coding data, designing data entry systems, interfacing with major statistical software packages, and coordinating mainframe and microcomputer software are discussed. Pre- or Co-requisite: Consent.

NPHD 6108 Qualitative Data Analysis, Theory and Practicum (3 Credits)

Course examines approaches to collecting, reducing, managing, and analyzing qualitative software packages used in data management. Explores qualitative software packages used in data management. The practicum portion of the course includes practice sessions for interviewing, coding data, establishing inter-rater agreement and development themes.

NPHD 6108 requires a pre-requisite NPHD 6102 with a C or better.

NPHD 6109 Theoretical Systems in Nursing Research (3 Credits)

Analyzes the relationship of theoretical systems to nursing research. The application of theoretical systems to nursing and strategies for using them in research are evaluated.

NPHD 6109 requires a Pre-requisite of NPHD 6104 with a C or better.

NPHD 6110 Leadership in Healthcare Systems (3 Credits)

Examines the theoretical underpinning of leadership knowledge, principles, skills, and competencies needed to lead inter-professional teams and health care system change to improve the health of society. This course provides students with an overview of the U.S. health care system and the financing and organization of health care. Steps used in the policy process will be discussed.

NPHD 6111 Topics in Nursing (1-3 Credits)

Discussion and advanced study on selected topics not covered in general courses. May repeat up to a maximum of 6 credit hours. Prerequisite: Consent.

NPHD 6112 Synthesizing the Literature (3 Credits)

Develops the skills to synthesize the literature in clinical nursing research. This course may also be available by Internet in some semesters.

NPHD 6112 requires a Pre-requisite of NPHD 6104, NPHD 6109, and NPHD 6103 with a C or better.

NPHD 6113 Preliminary Studies and Grant Development (3 Credits)

Develops skills needed to conduct preliminary pilot studies and prepare a grant proposal.

NPHD 6113 requires pre-requisites of NPHD 6104, 6109, 6102, 6103, BIOS 5013, BIOS 5212, NPHD 6112 or consent of the instructor.

NPHD 6114 Data Management and Analysis II (4 Credits)

Evaluates inferential statistics appropriate for analysis of data from non-experimental, quasi-experimental, and experimental designs and examines the uses, conceptual issues, mathematical formulations, and limitations of empirical and non-empirical methods used in analysis and synthesis of complex data sets.

NPHD 6114 requires a Pre-requisite of NPHD 6106 with a C or better.

NPHD 6115 Leadership in Healthcare Systems Field Experience (1 Credit)

This course invites students to engage in a leadership/policy related experience. Students will choose a topic and respective client that will be used for a policy analysis exercise. This course should be taken within one (1) to two (2) semesters following NUSC 6273: Leadership in Healthcare Systems. This is a field-based experiential course.

NPHD 6115 requires a pre- or co-requisite of NPHD 6110.

NPHD 6116 Research Practicum (1 Credit)

Develop research skills needed to conduct dissertation study.

NPHD 6116 requires pre-requisites of NPHD 6102 and 6103, BIOS 5013 and 5212, and BIOM 5108. NPHD requires co-requisites of NPHD 6112 and 6109 and enrollment in the Nursing PhD program.

NPHD 6117 A Culture of Health Approach to Research (3 Credits)

This course provides population of health-focused education to prepare doctoral level students to provide leadership and conduct research to address the complexity of health care and needs of the 21st century. Students will apply a Culture of Health framework to address population health issues.

Enrollment in NPHD 6117 requires doctoral student standing.

NPHD 6118 Philosophies and Theories in Science and Research (3 Credits)

This course focuses on analyzing the philosophical bases of science, including nursing, examining and practicing scientific explanation and reasoning processes. This course also focuses on examining strategies for theory development and using theory in science and health research. It also focuses on evaluating and implementing theories.

NPHD 6201 Dissertation Seminar (1-10 Credits)

Each student must enroll in one (1) hour of dissertation seminar in each of the two (2) semesters (fall, spring) following successful completion of the DCE. The student is expected to complete and successfully defend the dissertation proposal at the completion of the second semester. These two (2) hours are part of the 18 required dissertation hours. Prerequisite: Candidacy status and consent.

NPHD 6202 Doctoral Dissertation: (1-10 Credits)

Prerequisite: Candidacy and consent.



College of Pharmacy

College of Pharmacy

This document provides information to the prospective student concerning admission requirements, registration fees, curriculum, degrees granted and course descriptions. For current students, requirements for major subjects and suggested courses of study are outlined. This section contains important information regarding rules and regulations that will affect students during their time in the College of Pharmacy. Additional policies on a variety of topics can be found in the COP Student Handbook and in the general information section of this catalog. Each pharmacy student is urged to contact the Dean's office whenever the need arises for either academic or non-academic advice or counsel.

Policy Statement

Procedures stated in this Catalog require continuing evaluation, review, and approval by appropriate University officials. All statements contained herein reflect policies in existence at the time this Catalog went to press, and the University reserves the right to change policies at any time and without prior notice. The UAMS fully supports, both in spirit and practice, Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Executive Order 11246, the Rehabilitation Act of 1973 (Sections 503 and 504), Titles I and II of the Americans with Disabilities Act of 1990, and Section 402 of the Vietnam Era Veterans Readjustment Assistance Act of 1974, which prohibit discrimination on the basis of race, sex, color, national origin, religion, age, marital status, ethnic origin, disability and/or disabled veterans and veterans of the Vietnam Era. Student complaints concerning any policy, procedure or practice prohibited by these Acts should be addressed to the Assistant Dean for Student Affairs in the College of Pharmacy Dean's Office (501-686-5557) for assistance in addressing such concerns. The UAMS Office of Human Resources (501-686-5650) is also available to assist with these concerns.

College of Pharmacy Administration

Cindy Stowe, PharmD, Dean
Scott Warmack, PharmD, Associate Dean Northwest Campus
Martin Hauer-Jensen, MD, PhD, FACS, Associate Dean of Research
Lanita White, PharmD, Assistant Dean of Student Affairs
Seth Heldenbrand, PharmD, Associate Dean of Experiential Education
Peter Crooks, PhD, Chair Department of Pharmaceutical Sciences
Amy Franks, PharmD, Chair Department of Pharmacy Practice
Katrina Owoh, BS, MBA, Assistant Dean of Administration
Marjan Boerma, PhD, Director, Division of Radiation Health
Geoff Curran, PhD, Director, Center for Implementation Research
Howell Foster, PharmD, Director, Poison Control and Drug Information Center
Dwight Davis, PharmD, Director, Evidence-Based Prescription Drug Program
Nicki Hilliard, PharmD, MHSA, BCNP, FAPhA, Director, Nuclear Education Online
Angie Choi, EdD, Director, Admissions
Willie Hicks, Director, Student Recruitment
David Caldwell, PharmD, Director, Assessment

Department of Pharmaceutical Sciences

The Department of Pharmaceutical Sciences (PHSC) is composed of faculty with teaching and research expertise in the basic pharmaceutical science disciplines of Biomedical, Medicinal Chemistry, Pharmacology and Pharmaceutics. The Department contains one division, the Division of Radiation Health, established in 2008. The Division of Radiation Health focuses on normal tissue radiation responses as they relate to cancer patients and to the general population. These disciplines are designed to provide the pharmacy student with a basic pharmaceutical science foundation for other courses in the pharmacy curriculum, as well as preparing the student for programs of advanced study.

In addition to the professional program (Doctor of Pharmacy program) the faculty of the College of Pharmacy, through the UAMS Graduate School, has developed programs of study leading to the Master of Science and Doctor of Philosophy degrees in the Pharmaceutical Sciences. Further information and application requirements are available from the UAMS Graduate School, UAMS Catalog, or by contacting the Office of the Dean of the College of Pharmacy. Information is also available on the UAMS campus website: www.uams.edu. Inquiries for admission information should be directed to the UAMS Graduate School (4301 W. Markham, #601; Little Rock AR 72205).

The Graduate School Handbook is available from the Graduate School Office or online at <http://www.uams.edu/gradschool/>.

Department of Pharmacy Practice

The Department of Pharmacy Practice (PHPR) is responsible for experiential and administrative components of the curriculum. The experiential component of the curriculum teaches students to develop rational approaches to the maintenance of wellness and the treatment of disease, with an emphasis on quality of patient care and drug therapy, and with the attainment of skills in interprofessional and patient communications. The Divisions of the Northwest RegionalNW Campus and Pharmaceutical Evaluation and Policy as well as the Center for Implementation Research are housed within the Department of Pharmacy Practice.

Accreditation

UAMS is accredited by The Higher Learning Commission of the North Central Association of Colleges and Schools. The College of Pharmacy is accredited by the Accreditation Council for Pharmacy Education (ACPE) (190 S. LaSalle Street, Suite 2850; Chicago, Illinois 60603-3499; phone: 312-664-3575, Fax: 866-228-2631; website: <https://www.acpe-accredit.org/>). ACPE is the accrediting agency for all schools and colleges of pharmacy and is an affiliate member of the American Council on Education. The UAMS COP is accredited by ACPE through June 30, 2022. Additional accreditation information is available at <https://pharmcollege.uams.edu/aboutus/accreditation/>.

American Association of Colleges of Pharmacy

The College of Pharmacy is a member of the American Association of Colleges of Pharmacy (AACP), an organization composed of all the colleges of pharmacy in the United States. It is concerned with the promotion of all aspects of pharmacy education, research, and service.

Graduation Rate Information is available online at <https://pharmacy.uams.edu/aboutus/accreditation/>

Professional and Technical Standards

Students graduating with the Doctor of Pharmacy degree are eligible upon licensure to become pharmacists without restrictions on their practice. Therefore, earning a Doctor of Pharmacy degree requires mastery and demonstrated ability to apply a coherent body of knowledge and skills. The following paragraphs describe the professional and technical standards that students must possess, to be coupled with the successful completion of all academic requirements, to produce a qualified entry level practitioner. The College reserves the right not to admit any applicant who, upon completion of the interactive process, cannot meet the Professional and Technical Standards set forth below. Applicants are not required to disclose the nature of any disability or disabilities prior to admission, and reasonable accommodation for disability, if appropriate, will be provided.

1. *Attitudinal, Behavioral, Interpersonal and Emotional Attributes:* Pharmacy applicants and students must show the potential to communicate with and provide care, in a nonjudgmental way, for persons whose race, culture, sexual orientation or spiritual beliefs differ from their own. Applicants or students must show sufficient and stable emotional health to fully utilize their intellectual capability, to exercise good judgment, to complete their patient care responsibilities in a timely manner and to relate to patients, families and colleagues with courtesy, compassion, maturity and respect. The applicants or students must possess the ability to modify their behavior in response to constructive criticism.
2. *Intellectual Skills:* The applicants or students must possess an array of academic skills that allows them to master the large body of knowledge required of practitioners. Academic abilities, including factual recall, measurement, calculation and cognitive function, must be of a high level. Reasoning, analysis and synthesis abilities must be sophisticated. Ability to learn in a wide variety of academic formats is necessary. The applicants or students must demonstrate the ability to be independent learners.
3. *Communication:* The ability to communicate with patients, families and colleagues is essential. Clear communication in spoken (includes presentations to groups) and in written formats is required. Applicants and students must be able to communicate quickly, efficiently and effectively in English. Superior aptitude in electronic communication and interaction with information systems are necessary.
4. *Motor Skills:* Applicants and students must demonstrate coordination of muscle movement sufficient for the preparation of all forms of pharmaceuticals and the provision of all types of pharmaceutical care including medication administration (e.g., subcutaneous or intramuscular injections, performance of cardiopulmonary resuscitation or administration of first aid). Applicants and students must be able to withstand the physical stresses imposed by the typical daily routine of the practitioner in a variety of settings.
5. *Observation:* The applicants or students will require the functional use of visual, auditory and somatic senses. The applicants or students must be able to combine the abilities of observation and evaluation in classes, laboratories and practice settings, including performing basic physical assessments (e.g., the determination of blood glucose or cholesterol or blood pressure, use of a stethoscope). The ability to observe and evaluate the distinguishing characteristics of pre-manufactured as well as of extemporaneously compounded medications is essential.

Policies for Prospective and Current Students

All applications are processed through PharmCAS (www.pharmcas.org). In addition, there is a supplemental application for those applicants selected for an interview. The supplemental application fee is \$100 and is neither refundable nor credited toward tuition and registration fees. Detailed information regarding admissions policies can be found here: <https://pharmcollege.uams.edu/prospective-students/doctor-of-pharmacy-program/admissions-2/>.

Pharmacy College Admissions Test (PCAT)

Due to COVID-19 the Pharmacy College Admissions Test (PCAT) is not required for all applicants applying for fall 2021 admissions.

During a non-COVID-19 environment, the PCAT is required of applicants with a cumulative GPA less than 3.3, and a minimum composite percentile of 30 is required for consideration. PCAT test scores older than 4 years from the year of entry must be retaken. The test is given at several locations throughout the state and information may be obtained from the website: www.pcatweb.info. The PCAT may be taken more than once at the discretion of the applicant. The admissions committee will review all test scores from each test administration.

Selection

For Fall 2021, all applicants with a grade point average of 2.50 (as calculated by PharmCAS), or above, on their overall college record are eligible for consideration for interview. When the application is verified in PharmCAS, applicants selected for interview will be notified and provided the supplemental application information. Selection of students for admission will be made on the basis of the applicant's previous scholastic and aptitude records, personal interview, resume, references, and essay in comparison with those of other applicants. Applicants must have completed at least eight hours of General Chemistry I and II (six hours of lecture and two hours of lab) and four hours of Organic Chemistry I (three hours of lecture and one hour of lab) with a grade of "C" or better by the end of the Spring term prior to admission in the Fall. For the entering class, all pre-pharmacy courses must be completed and official transcripts received by July 1 before fall entry. In some circumstances, the Admissions Committee may allow an applicant to complete a pre-pharmacy course during the summer I session prior to enrolling in the Fall term.

Acceptance

Regular meetings of the Admissions Committee will begin after the deadlines for submission of applications. If an applicant has been accepted, he/she may be denied admission prior to or at the time of enrollment if (1) he/she fails to keep his/her file current; (2) the grade point average shows a significant drop or the applicant receives a grade of "D" or "F" in any course during the spring semester; (3) information is received indicating that his/her character is such that he/she is not suited for the responsibility and privileges found in the practice of pharmacy. If an applicant is not admitted and desires to make an application in subsequent years, the applicant may re-apply through PharmCAS and the application and transcripts will roll forward to the next cycle. Once the applicant is notified of acceptance to the College of Pharmacy, the applicant has 14 days to accept the offer and pay the tuition deposit. The tuition deposit is \$200.00.

English Proficiency

The TOEFL exam is strongly suggested for all applicants for whom English is a second language. TOEFL scores may not be more than 2 years old. A minimum score of 80 on the internet based exam (IBT) is required for consideration. TOEFL scores should be released directly to PharmCAS (code 8246). Information on testing sites and scheduling may be obtained from the TOEFL website: <http://www.ets.org/toefl>. TOEFL scores must be received by the application deadline.

International Students

The UAMS College of Pharmacy will consider only applicants who are U.S. citizens or have a valid Permanent Resident/Resident Alien card. The applicant must submit a notarized copy of the Permanent Resident/Resident Alien card with their application by uploading documentation in their UAMS College of Pharmacy Supplemental Application.

Pre-pharmacy Requirements for Applicants

Since only the professional courses are taught at UAMS, applicants will first have to meet the requirements for enrollment and have credits from an accredited undergraduate institution. Credit for degrees or coursework earned at a foreign institution may be granted by an accredited undergraduate institution. However, no more than 8 semester hours in the CORE courses and 6 semester hours in the NON-CORE courses of such credit may be applied towards the pre-pharmacy requirements for admission to the UAMS College of Pharmacy. This credit must appear as specific course equivalents on the undergraduate transcript. Applicants with foreign coursework should submit a foreign transcript evaluation report from World Education Services (www.wes.org) directly to the UAMS College of Pharmacy.

CORE Courses

No more than 8 semester hours of CLEP, AP credit, credit by examination, or foreign institution credit which must appear as credit on the transcript will be accepted to meet the CORE pre-pharmacy course requirements. It is recommended that CORE courses are taken during the regular academic year.

- College Algebra - 3 to 5 semester hours
- Chemistry - 16 semester hours
 - College Chemistry I (3hrs lecture & 1hr lab)
 - College Chemistry II (3hrs lecture & 1hr lab)
 - Organic Chemistry I (3hrs lecture & 1hr lab)
 - Organic Chemistry II (3hrs lecture & 1hr lab)
 - All courses for chemistry majors
- Biology - 12 semester hours
 - General Biology I and II (or equivalent 100 level Biology)
 - Microbiology
 - All must be courses for biology majors and have 3 hours lecture and 1 hour lab.

Non-CORE Courses

No more than 6 semester hours of CLEP, AP credit, credit by examination, or foreign institution credit which must appear as credit on the transcript will be accepted to meet the NON-CORE pre-pharmacy course requirements.

- Selectives - 9 semester hours minimum, 3 classes chosen from the following list:
 - Anatomy
 - Physiology
 - Biochemistry
 - Cell Biology
 - Genetics
 - Quantitative Analysis
 - Pathophysiology
 - Calculus I or II
 - Physics I or II
 - Logic
 - Critical Thinking
- English/Communication Area - 9 semester hours
- English Composition I and II and Public Speaking or Oral Communication required
- Economics/Accounting - 3 semester hours chosen from the following list:
 - Macroeconomics
 - Microeconomics
 - A basic survey of economics course, or Accounting
- Statistics - 3 semester hours; statistics from any discipline will be accepted
- Psychology - 3 semester hours
- Cultural Humanities - 3 semester hours, chosen from the following list:
 - Sociology
 - Anthropology
 - World History
 - World Cultures
 - Foreign Language
 - Sign Language

No course can be used to satisfy the requirements in more than one area. Admission to the College requires sixty-one semester hours of specific transfer credits and unless credits in semester hours are given on a transcript, students will still have to meet the pre-pharmacy requirements of transferable hours for admission to the College.

For a specific list of the courses that meet the pre-pharmacy requirements at your school, please contact your pre-pharmacy advisor or the Director of Admission at the UAMS College of Pharmacy (501-686-8889). Students may also check the College's website under the prospective student section for the pre-pharmacy requirements from the major Arkansas feeder schools. A general prerequisite list is also available for applicants who attend out-of-state institutions on our website.

Students Transferring from another ACPE Accredited College of Pharmacy

Transfer requests will be considered on a space available basis for students in good standing with another ACPE accredited college/school of pharmacy. The student will be required to present a transcript and catalog for evaluation. Where a correspondence exists between courses and hours in a Doctor of Pharmacy curriculum, the student may receive credit for satisfactorily completed courses (grades of "C" or better). The sequence of professional courses must be completed in the logical order required of all regular UAMS College of Pharmacy students. This may result in transferring students having to repeat a portion of one or more professional years if approved for transfer. The student must complete at least 60 semester hours in residence at the UAMS College of Pharmacy to be eligible to graduate. The College reserves the right to revise or cancel the placement of advanced standing after a student has been in residence, in the event the student fails to meet the academic standards of the college. The College of Pharmacy does not accept transfer grades of "D", or equivalent, on required subjects of the pharmacy curriculum. It further reserves the right to reject transferred credit of "D" on any other subject. Only officially signed transcripts will be accepted for evaluation and should include a complete record of courses pursued and the grade earned in the various courses. If additional information is needed for the proper evaluation of credit, the College may require the applicant to supply the appropriate catalog, or catalogs, of the institution, or institutions, previously attended by the student.

Campus Assignment Policies

All students accepting admission to the College of Pharmacy are made aware of the fact that they will be placed at either the Little Rock campus or the regional campus in northwest Arkansas for a period of up to two years. Students receive information concerning both campuses during their admissions interview process. All students interviewed for admission to the College of Pharmacy are made aware of the possibility of placement at either campus, the necessity for travel to that site, their need to provide living quarters and meet other expenses associated with living in their assigned campus location. Students will complete their campus preference form electronically after paying their tuition deposit. Students will be notified of their campus assignment no later than New Student Orientation.

Students will be admitted to the College of Pharmacy independent of their campus preference. In the event that there are an insufficient number of admitted students for available campus openings at either campus, students may be assigned via random lottery as needed to meet campus balance. Students will receive a confirmation of any changes from the Assistant Dean for Student Affairs no later than New Student Orientation.

UAMS College of Pharmacy Tuition and Fees

For current tuition rates and fees visit <http://studentfinancialservices.uams.edu/tuition-and-fees/college-of-pharmacy-tuition-fees/>.

Doctor of Pharmacy Program

Six academic years of college work are required to fulfill the requirements for the Doctor of Pharmacy degree. The first two years of college encompassing the pre-pharmacy courses may be taken at any accredited college or university. A pre-pharmacy advisor is available on the campus of each of the major four-year colleges in the state to assist in planning the pre-pharmacy program.

The last four years of the curriculum include the professional courses offered in the College of Pharmacy at UAMS. A student's admission to the College of Pharmacy will be considered after the successful completion of the prescribed pre-pharmacy course work. The College reserves the right to revise the pre-pharmacy and professional curriculum at any time it deems necessary for the improvement of pharmacy education.

Most of the experiential portion of the curriculum is structured with 4-week courses taught in hospitals, clinics and community pharmacies. Each free-standing experience is an intensive course that requires a full-time effort by PharmD students in the practice area. The student may be required to take these courses in practice sites away from their assigned campus. The student should be prepared to incur additional expenses during the period he or she is assigned to practice sites away from their assigned campus. Assignments will normally be made 2-4 months prior to starting of an experience, giving students time to secure housing and to make plans for the off-campus course. The experiential portion of the curriculum is a required component of the curriculum. Each student must sign a statement during the application processes acknowledging that he/she understands that he/she is responsible to provide travel, room, and board expenses to complete the experiential portion of the curriculum.

Curricular Outcomes

The organization of the College's curriculum in pharmacy is based upon the modern concept of pharmacy education. This requires a basic education in the physical and biological sciences and in the humanities, followed by a specialized professional and clinical education in pharmacy. Revisions in the curriculum are made as changes occur in the modern concept of pharmacy education.

The pre-professional requirements leading to the Doctor of Pharmacy (PharmD) degree may be taken on any of the campuses of the University of Arkansas or at any other regionally accredited collegiate institution. The professional education is taken at UAMS. Thus the student has the experiences and advantages of university or college campus life, yet completes his/her education in a health science environment that will characterize much of his/her professional career.

The UAMS College of Pharmacy Faculty has identified the following outcome competency statements. These competency statements were approved by the Faculty on December 18, 2006, revised 04-10-2012 and 10-06-2015.

Domain 1: Patient Care-Ensuring Appropriate Pharmacotherapy and Therapeutic Outcomes

The graduate will provide patient-centered care in cooperation with patients, prescribers, and other members of an interprofessional health care team based upon sound pharmacotherapy principles and evidence incorporating social and cultural factors.

1.1 *Evaluate patient data and make an assessment*

- Identify and collect information from profiles, pharmacy and medical records, and patient (caretaker) history that will influence optimal drug choice and dosage,
- Obtain a medical history (e.g., chief complaint, medical, medication management, financial, social, cultural, review of systems),
- Conduct physical assessment, and
- Assess patient quality of life.

1.2 *Conduct a systematic review of the patient prior to recommending any drug or non-drug therapy*

- Identify drug-related problems including adverse drug reactions, drug interactions, and/or suboptimal treatment,
- Recognize common signs or symptoms indicative of disease control issues or drug-related problems,
- Ascertain levels of chronic disease control,
- Assess and address barriers to health care, and
- Collaborate with the patient or patient advocate to prioritize problems.

1.3 *Design and implement an individual patient-centered pharmacotherapy plan to maximize desired effects and minimize undesired effects*

- Conduct a focused evidence-based review of the necessary literature to determine the best evidence to support pharmacotherapy recommendations, applying pharmaceutical science principles,
- Select prescription or non-prescription medications (including doses and dosage schedules), applying both pharmaceutical science and therapeutic principles,
- Evaluate patient factors that are relevant to selecting pharmacotherapy (e.g., sex, age, race, ethnicity, culture, literacy, sexual orientation, disability, health beliefs, and genetics),
- Define treatment goals and plan to monitor pharmacotherapy for safety and effectiveness, (e.g. Consider non-drug therapy, therapeutic lifestyle changes, and preventive care issues),
- Conduct patient education including verification of patient understanding of proper use of medication/device,
- Implement interventions to prevent or remedy non-adherence, and
- Implement interventions to resolve drug-related problems and unintended drug consequences.

1.4 *Document patient care activities*

- Document assessment and pharmacotherapy plan for individual patient encounters,
- Record actions taken to achieve desired therapeutic outcomes, and
- Document patient and provider education activities.

Domain 2: Dispensing and Pharmacy Resource Management

The graduate will manage and use resources of the healthcare system, in cooperation with patients, prescribers, and other health care providers and administrative and supportive personnel to promote health and to provide, assess, and coordinate safe, accurate, and time-sensitive medication distribution.

2.1 *Demonstrate accurate, safe, and time-sensitive preparation, dispensing, and administration of pharmaceuticals*

- Accurately transcribe verbal and written prescriptions and ensure appropriateness of these drug orders,
- Accurately and safely compound and package drugs for distribution in appropriate dosage forms,
- Select appropriate drug product, with respect to patient preference, manufacturing source, generic availability, and third-party reimbursement, and
- Apply appropriate labeling, including patient-specific auxiliary labels.

2.2 *Manage pharmacy resources to optimize pharmacotherapy outcomes*

- Employ principles of personnel management to the operation of a pharmacy,
- Use principles of fiscal resource management,
- Employ medication distribution and control systems to operate the pharmacy efficiently, and
- Evaluate and use appropriate automation and information technology to optimize medication dispensing and patient care.

2.3 *Educate patients and health care providers about requirements for effective therapy*

- Establish rapport with patients and other health care professionals to promote a team approach to patient care,
- Counsel patients regarding purposes of their medications, potential adverse drug reactions, and other required information, and
- Provide medication information to patients and health care providers to promote rational drug therapy.

Domain 3: Health Improvement, Wellness, and Disease Prevention

The graduate will promote improved health, wellness, and disease prevention.

3.1 *Demonstrate skills needed to participate in or provide preventive services*

- Participate in disease prevention,
- Provide lifestyle and wellness counseling,
- Provide drug-therapy evaluation and monitor for medication safety,
- Participate in public health education programs, and
- Neutralize social and cultural barriers to effective application of skills in preventive services.

3.2 *Apply research processes to inform pharmaceutical policy*

- Demonstrate the ability to conduct drug literature evaluations,
- Design quality improvement projects to improve medication use,
- Apply evidence-based principles when making pharmaceutical policy recommendations, including drug benefit design recommendations, and
- Apply principles of pharmacoeconomics and outcome assessment.

Domain 4: Personal and Professional Development

The graduate will demonstrate commitment to self-awareness, leadership, innovation and entrepreneurship, and professionalism.

- 4.1 Examine and reflect on personal knowledge, skills, abilities, beliefs, biases, motivation, and emotions that could enhance or limit personal and professional growth.
- 4.2 Demonstrate responsibility for creating and achieving shared goals, regardless of position.
- 4.3 Engage in innovative activities by using creative thinking to envision better ways of accomplishing goals.
- 4.4 To demonstrate professional citizenship in the delivery of patient care, distribution of medications, and promotion of wellness and disease prevention.
 - Collaborate with patients, providers, personnel, and other stakeholders to obtain and share pertinent patient information and pharmacotherapy recommendations, provide accurate and safe medication dispensing and resource management, and advance public health issues and pharmaceutical policy
 - Perform duties in accordance with legal, ethical, social, economic, and professional guidelines
 - Maintain professional competence by identifying and analyzing emerging issues, products, and services that may impact patient care, medication distribution and the pharmacy business, and may improve disease prevention and wellness and inform pharmaceutical policies.

Doctor of Pharmacy Curriculum

First Professional Year (P1)	
Fall Semester - 16 hrs PHSC 7101 Anatomy/Physiology/Pathology - 5 hrs PHSC 7104 Pharmaceutics I - 3 hrs PHSC 7102 Biological & Cellular Chemistry - 4 hrs PHPR 7103 Career Orientation & Communication - 2 hrs PHPR 7101 Pharmaceutical Calculations - 2 hrs	Spring Semester - 15 hrs PHPR 7102 US Healthcare System for Pharmacists - 2 hrs PHPR 7107 Drug Information - 2 hrs PHSC 7105 Pharmaceutics II - 4 hrs PHSC 7103 Principles of Drug Actions - 5 hrs PHPR 7104 Nuclear Pharmacy - 1 hr PHPR 7106 Intro to Patient-Centered Communication - 1 hr
P1 Interprofessional Education Experiences IPEC 1101: Exposure Workshop IPEC 1201: Exposure Bridge Transition	
Summer Semester - 3 hrs PHPR 7105 Community Introductory Pharmacy Practice Experience (IPPE) - 3 hrs	
Second Professional Year (P2)	
Fall Semester - 18 hrs PHSC 7203 Medicinal Chemistry - 4 hrs PHSC 7201 Pharmacology I - 4 hrs PHSC 7205 Basic Pharmacokinetics - 3 hrs PHPR 7201 Principles of Pharmacy Practice - 4 hrs PHSC 7204 Molecular Biology & Biotechnology - 3 hrs	Spring Semester - 13 hrs PHSC 7202 Pharmacology II - 4 hrs PHPR 7204 Self-Care Therapeutics - 2 hrs PHSC 7206 Clinical Pharmacokinetics - 2 hrs PHPR 7203 Therapeutics I - 5 hrs
P2 Interprofessional Education Experiences IPEC 1401: Immersion Simulation	
Summer Semester - 4 hrs PHPR 7202 Institutional IPPE - 4 hrs	
Third Professional Year (P3)	
Fall Semester - 16 hrs PHPR 7302 Therapeutics II - 5 hrs PHPR 7301 Pharmacy Law & Ethics - 2 hrs PHSC 7302 PCAM - 2 hrs	Spring Semester - 18 hrs PHPR 7304 Therapeutics III - 5 hrs PHPR 7306 Pharmacy Management - 3 hrs PHPR 7308 Pharmacy Practice Assessment and Skills - 3 hrs

PHPR 7303 EBM, Biostatistics, and Pharmacoeconomics - 3 hrs Electives - 4 hrs	PHSC 7301 Chemical Addiction - 2hrs PHPR 7307 3rd Professional Year Longitudinal IPPE - 1 hr Electives - 4hrs
<i>P3 Interprofessional Education Experiences</i> IPEC 1501: Competence Workshop	
Fourth Professional Year (P4)	
<i>Fall (May 1, 2020 - October 31, 2020) and Spring (November 1, 2020 - April 30, 2021)</i> Nine (9) Advanced Pharmacy Practice Experiences (APPEs) 4 hrs each - 36 hr Fall (PHPR 7451) and Spring (PHPR 7452) Longitudinal Practice Readiness Experience ,2 hrs each	
<i>P4 Interprofessional Education Experiences</i> IPEC 1601: Competence Practice Activity IPEC 1701: Competence Student Educator Activity	

Required Courses

PHSC 7101 Anatomy/Physiology/Pathology
 PHSC 7102 Biological and Cellular Chemistry
 PHSC 7104 Pharmaceutics I
 PHPR 7103 Career Orientation & Communications
 PHPR 7101 Pharmaceutical Calculations
 PHPR 7102 US Health Care System for Pharmacists
 PHPR 7107 Drug Information
 PHSC 7105 Pharmaceutics II
 PHSC 7103 Principles of Drug Actions
 PHPR 7104 Nuclear Pharmacy
 PHPR 7106 Intro to Patient-Centered Communication
 PHSC 7203 Medicinal Chemistry and Natural Product Chemistry/
 PHSC 7201 Pharmacology I
 PHSC 7205 Basic Pharmacokinetics
 PHPR 7201 Principles of Pharmacy Practice
 PHSC 7204 Molecular Biology & Biotechnology
 PHSC 7202 Pharmacology II
 PHPR 7204 Self-Care Therapeutics
 PHSC 7206 Clinical Pharmacokinetics
 PHPR 7203 Therapeutics I
 PHPR 7302 Therapeutics II
 PHPR 7301 Pharmacy Law & Ethics
 PHSC 7302 Pharmacognosy and Complementary & Alternative Medicine
 PHPR 7303 Evidence-Based Medicine, Biostatistics, & Pharmacoeconomics
 PHPR 7304 Therapeutics III
 PHPR 7306 Pharmacy Management
 PHPR 7308 Pharmacy Practice Assessment & Skills
 PHSC 7301 Chemical Addiction

Experiential Coursework

Introductory Pharmacy Practice Experiences

PHPR 7105 Community Introductory Pharmacy Practice Experience (120 hours)
 PHPR 7202 Institutional - Introductory Pharmacy Practice Experience (160 hours)
 PHPR 7307 3rd Professional Year Longitudinal Introductory Pharmacy Practice Experience (40 hours)

Advanced Pharmacy Practice Experiences

The APPE program consists of nine four-week experiences (minimum 160 hours each) designed to guide the student in the process of integrating basic pharmacy-related concepts to patient care in specific areas of pharmacy practice.. Six experiences are required in Direct Patient Care (1 Acute/Primary Care; 1 Ambulatory Care; 1 Community Enhanced Pharmacy Services; 3 Direct Patient Care SELECTIVES (Acute /Primary Care, Ambulatory Care, or Community Enhanced Pharmacy Services). One experience is required in Indirect Patient Care (Health-system Management) and two other experiences are chosen as Electives from any approved experience Students may repeat any of the previously mentioned required experiences as an Elective rotation.. Emphasis is placed on the student's ability to function as a clinician in a practice setting, along with development of the skills and attitudes related to communication skills, problem-solving skills, and self-assessment skills. Students are precepted by pharmacists typically in a 1-2:1 ratio of students to preceptor. Using an educator/practitioner as a role model, emphasis is placed on contributions a pharmacist can make toward patient care with < 50% of the student's time spent in dispensing/technical activities for Direct Patient Care experiences. *Experiences are as follows:*

PHPR 7411 Experience - Acute Care (DPC)
PHPR 7412 Experience - Ambulatory Care (DPC)
PHPR 7414 Experience - Community Enhanced Pharmacy Services (DPC)
PHPR 7416 Experience - Health-System Management
PHPR 7417 Experience - Pharmacy Practice Elective
PHPR 7418 Experience - Direct Patient Care SELECTIVE (DPC)
PHPR 7451 - P4 Longitudinal Practice Readiness Experience, Part 1
PHPR 7452 - P4 Longitudinal Practice Readiness Experience, Part 2

Elective Courses

PHPR 7151 Death and Dying
PHPR 7152 Radiopharmacy
PHPR 7153 Radiation Biology
PHPR 7154 Nuclear Instrumentation
PHPR 7155 Nuclear Physics
PHPR 7156 Health Physics
PHPR 7157 Entrepreneurship
PHPR 7350 Advanced Compounding
PHSC 7351 Toxicology
PHPR 7353 Geriatric Therapeutics
PHPR 7355 Drug Induced Disease
PHPR 7358 Problem Based Learning in Pediatric Therapeutics
PHPR 7360 Personal Finance
PHPR 7365 Pharmacy-Based Point-of-Care Testing Certificate
PHPR 7366 Infectious Diseases
PHPR 7367 Landmark Studies
PHPR 7368 Innovations in Pharmacy Practice
PHPR 7369 Medication Therapy Management Advanced Training
PHPR 7370 Introduction to Functional Pharmacy
PHPR 7371 Leadership
PHPR 7450 Preparation for Postgraduate Residency Training
PSGP 5122 Applied Health Econometrics
PSGP 5118 Applied Research Methods Using Retrospective Data
PSGP 5123 Patient-Reported Outcomes Measures
PSGP 5109 Pharmaceutical Evaluation and Policy Seminar
University of Utah School on Alcoholism and other Drug Dependencies (Upon receipt of an official transcript showing completion of the above program, a student may receive two hours of elective credit.)

Special Problems Elective Courses

Special problems elective courses allow for elective credit to be earned through experiences, projects, and research agreed upon by interested students and faculty members. Course outcomes vary from section to section and reflect the specific goals of the agreed upon experience. These are variable enrollment courses that may be offered in increments of 1 credit hour from 1-3 total credit hours. Specific classes within each topic offered are provided each semester in the College of Pharmacy Schedule of Classes.

Dept	#	Course Name	Eligible Students
PHPR	7150	Special Problems in Clinical Practice	P1, P2, & P3
PHSC	7150	Special Problems in Pharmaceutical Sciences	P1, P2, & P3
PHPR	7364	Special Problems in Pharmacy Practice Academic Administration	P1, P2, & P3

Academic Performance, Assessment, & Graduation Requirements

The College of Pharmacy cumulative grade point average is based on all course work completed after admission to the College and is exclusive of pre-pharmacy coursework and grades required for entrance into the College. If a student repeats a course, the grade received in the most current semester will be used to determine satisfactory completion of the course, graduation requisites, and grade point average.

Grade Point System

A = 4 points

B = 3 points

C = 2 points

D = 1 point

F = 0 points

AU = 0 points

The grade “A” is given only for outstanding achievement in a course. The grade “B” represents good achievement. The grade “C” is given for average achievement and the grade “D” for poor achievement. The grade “F” denotes failure and is given for unsatisfactory work.

“I” (Incomplete) is assigned when the student, for reasons sufficient to the instructor, has not been able to complete some vital portion of the work. If the incomplete work is not made up within four weeks following the end of that semester, or if arrangements for completing the work are not made within four weeks following the end of that semester, the grade will become an “F” unless extension of time is granted by the Dean.

“W” indicates withdrawal from the College of Pharmacy. There are three mechanisms by which a student may be considered for withdrawal. A student may be withdrawn administratively or medically, and a student may withdraw voluntarily. Administrative withdrawal can result from violation of school policies and/or failure to meet the professional and technical standards listed in this handbook.

Consideration for a medical withdrawal requires written documentation from a physician caring for the student. Consideration for voluntary withdrawal requires written documentation from the student and consultation with the Assistant Dean for Student Affairs on the Little Rock Campus or the Associate Dean on the Northwest Campus. No withdrawals from individual courses are allowed. Return to the College following medical withdrawal requires a statement from the physician caring for the student indicating that the student has recovered to the extent necessary to provide a reasonable expectation of completion of the academic and experiential requirements of the curriculum. The point where the student will reenter the curriculum will be determined by the Scholastic Standing Committee.

If a student withdraws voluntarily or is administratively withdrawn, then the student will be required to provide a written request for return to the College, the Scholastic Standing Committee will review the circumstances of the particular case and determine if a return to the College is appropriate. If appropriate, the point in the curriculum where the student will reenter will be determined by the Scholastic Standing Committee. If return to the College is deemed inappropriate, the student must reapply for admission through the Admissions Committee. Readmission is not guaranteed.

“AU” Audit (AU) indicates the student has enrolled in a course, paid tuition, and successfully completed the attendance and testing requirements of the instructor.

If a student receives a grade of “D” or “F” at the UAMS College of Pharmacy and repeats the course at the UAMS College of Pharmacy, the most recent grade is used for final calculation of the student’s grade point average. If a student repeats a grade of “D” or “F” earned at the UAMS College of Pharmacy with an approved course offered at another institution, the most recent grade is transferred in but is not used in the calculation of the student’s overall grade point average. Grades of “D” or “F” do not transfer to the UAMS College of Pharmacy. (See Summer School)

Grade Challenge

If a student wishes to challenge a test grade or a final class grade, the student should first consult the course syllabus for information on time frames for challenge. Generally, students should have one week after the test is returned to challenge an exam grade. Students should also challenge a final class grade within one week after the grade is posted. The student should consult the College grievance procedure if the situation cannot be resolved with the instructor.

Assessment of Academic Performance

Academic performance of students is constantly being assessed. Assessment of learning outcomes includes assessments in the classroom along with achievement on the Summative Exam 1, Pharmacy Curriculum Outcomes Assessment, and Summative Exam 2 given at discrete time points in the curriculum. Additionally, students are assessed across the curriculum in the continuous professional development program and as well as on proficiency in Introductory and Advanced Pharmacy Practice Experiences (IPPE and APPE). Data collected from the admissions process, throughout the curriculum, and culminating with the North American Pharmacist Licensure Examination (NAPLEX) is used in aggregate to help determine student predictors of success.

Academic Clemency

Any student who has previously attended the UAMS College of Pharmacy and whose two-year progression window has closed may be granted academic clemency upon recommendation of the Admissions Committee or Scholastic Standing Committee to the faculty for all or part of their previous academic credits earned at the College.

Graduation Requirements

The PharmD will be conferred upon the candidate who has met the following additional requirements:

- The student must have completed a minimum of eight semesters in an accredited college or school of pharmacy, the last four of which (including a minimum of 60 semester hours) must be in residence at the UAMS College of Pharmacy.
- The student must have satisfied the professional curriculum requirements and have earned a minimum of 143 approved semester hours (for Spring 2021 graduates), exclusive of the pre-professional hours required for admission.
- The student must have successfully completed all the coursework (didactic and experiential) with a cumulative grade point average of 2.00 or greater on all work completed in the College of Pharmacy and offered in fulfillment of the requirements for the degree. No student may graduate if he/she has a current grade of "F" or "WF" in any course in the College of Pharmacy.
- The student must complete the Interprofessional Education (IPE) curriculum requirements as developed and implemented by the Office of IPE and relevant curriculum governing bodies. (Applies to students matriculating Fall 2015 and after).
- The student must have paid all obligations and fees due and payable to UAMS and to the College of Pharmacy.
- The student must possess and give evidence of satisfactory professional and moral qualifications.
- The student must have received a recommendation for the degree by the faculty of the College of Pharmacy.

The student must have fulfilled all regulations of the UAMS and the College of Pharmacy relating to the granting of degrees.

Graduation with Honors

Honors

To recognize scholastic achievement, the designation of High Honors will be accorded to the lesser of 5% of graduating class or those with a GPA of 3.75 or above. The designation of Honors will be accorded to the lesser of 20% of the class or those with a GPA of 3.50 or above. The total number of honors graduates shall not exceed 20% of the class.

Honors in Research

The UAMS College of Pharmacy Honors in Research Program is available for academically qualified pharmacy students who desire to conduct original research in an area of the health sciences. Entrance into the program is open to all students who have completed at least one semester of the PharmD Curriculum and who are in the upper one-half of their class academically. Students must complete the application form and receive acceptance into the Program by the Pharmacy Student Research Committee. Students who complete the Honors in Research Program will receive designation on their College Pharmacy transcripts as having graduated "With Honors in Research".

Honors in Experiential Education

The designation of Honors in Experiential Education is accorded to the lesser of 20 percent of the class who received the most honor's level performances in the experiential setting of fourth year clinical rotations.

The Honors in Experiential Education Committee meets every spring and consists of experiential personnel, faculty, and preceptors. The committee is charged with reviewing APPE evaluations for students most identified by preceptors as achieving honors level performances on their rotations. In the event of a tie in the number of APPE honors recognition by preceptors, overall APPE average scores will be used as the tiebreaker. Students who receive Honors in Experiential Education are recognized for this achievement at Honors Convocation as graduating with Honors in Experiential Education and can be identified wearing gold cords.

Tracks and Dual Degrees

Nuclear Pharmacy Specialist Track

The College has approved a curricular option leading to a specialization in the field of nuclear pharmacy. This curricular option is available to any student who chooses to pursue these elective courses in addition to the required curriculum leading to the PharmD degree. The course of study outlined below will meet the didactic requirements of the Nuclear Regulatory Commission for authorized user status. Students may complete the 500 hours of experiential training through internships or following graduation. The courses outlined in the nuclear pharmacy curricular option are offered within the College of Pharmacy.

- PHPR7155 Nuclear Physics - 3hrs
- PHPR7154 Nuclear Instrumentation - 2hrs
- PHPR7152 Radiopharmacy - 2hrs
- PHPR7156 Health Physics - 2hrs
- PHPR7153 Radiation Biology - 2 hrs

Courses in the nuclear pharmacy curricular option will meet the professional elective requirement of the PharmD degree. Graduates with 2000 hours of practical experience will be eligible to take the Nuclear Pharmacy Specialty Examination given by the Board of Pharmaceutical Specialties.

Successful completion of requirements will allow designation as a Board Certified Nuclear Pharmacist.

Pharmaceutical Evaluation and Policy (PEP) Elective Track

Students in good academic standing at the UAMS College of Pharmacy may take up to 12 credit hours of graduate credit in the Pharmaceutical Evaluation and Policy (PEP) MS program. Each credit hour, up to 9 hours, of completed PEP graduate coursework with a grade of B will count towards satisfying the 8 hour elective requirement for the PharmD curriculum. PharmD students will enroll in the graduate courses as non-degree seeking students in the Graduate School. Students who take the maximum number of available credit hours for non-degree seeking students (12 credit hours) may be able to accelerate the time necessary to complete the MS degree requirements by at least one semester. There are no additional tuition costs to pursue graduate course work while enrolled as a full time PharmD student. Successful completion of the graduate coursework may be counted toward a MS in Pharmaceutical Evaluation and Policy should the student pursue formal admissions to the graduate program. Admission to the MS PEP program requires a separate application to the Graduate School (<https://pharmcollege.uams.edu/prospective-students/graduate/pep/admissions/>).

The following PEP graduate classes qualify for cross credit as transfer credit into the PharmD program for elective credit:

- PHSC 5323 Foundations of Pharmaceutical Evaluation and Policy Research
- PHSC 5383 Applied Health Econometrics
- PHSC 5393 Patient-reported Outcomes (PRO) Measurements: Concepts and Methods
- PHSC 5191 Pharmaceutical Evaluation and Policy Seminar
- PHSC 5222 Social Behavioral Theory in Pharmacy
- PHSC 5353 Pharmacoeconomics and Health Care Technology Assessment
- PHSC 5363 Pharmaceutical Economics and Policy Evaluation
- PHSC 5041 Pharmaceutical Sciences Seminar
- BIOM 5173 Quantitative Epidemiology
- BIOM 5013 Biostatistics I
- BIOM 5023 Biostatistics II
- PSGP 6113 Pharmacoepidemiology

Students must have approval of the course coordinator and PEP program director, complete the appropriate paperwork for the Graduate School, and complete the appropriate paperwork for the PharmD program.

Dual pathway - PharmD/PhD in the PS-Track, Pharmaceutical Sciences Graduate Program (PSGP)

The PS-Track requires 24 hours of didactic course work, a candidacy exam, plus 18 hours of Dissertation (post-candidacy exam) credit and a defense of the written dissertation.

Core (required courses of the PS-Track) leading to the Ph.D. degree:

- Pharmaceutics, 3 hours (PSGP 5102)
- Medicinal Chemistry, 3 hours (PSGP 5101)
- Pharmacology, 3 hours (PCOL 5107)
- Responsible Research, 3 hours (PSGP 5111)
- Biostatistics, 3 hours (BIOS 5013)
- Electives, total of 9 hours

Upon completion of the P2 year of the PharmD curriculum with a GPA > 2.75, the student applies for admission to the PS-Track of the PSGP and if accepted, the Graduate School will credit the student for a total of 12 hours of didactic coursework as detailed below:

- Pharmaceutics, 3 hours (PSGP 5102)
- Medicinal Chemistry, 3 hours (PSGP 5101)
- Pharmacology, 3 hours (PCOL 5107)
- Pharmacokinetics, 3 hours (elective)

The PharmD/Ph.D. PS-Track student will also need to complete the following courses, with a GPA > 2.75, either as Pharm.D elective credit or in addition to the Pharm.D. courses:

- Biostatistics, BIOS-5013, 3 hours
- Responsible Research, PSGP 5111, 3 hours
- Electives, at least 6 hours

The student will complete the PharmD degree on schedule (four years) and a Dissertation Committee will be established to work with the student for the completion of any remaining course work leading to the scheduling and completion of the Ph.D. Candidacy Exam. Once this exam is passed the student will engage in research, under the guidance of the Committee, and their major advisor over at least the next two full semesters to complete at least 18 hours of Dissertation credit. Often additional time will be necessary to complete their dissertation project and write the dissertation composition. Once the Committee is satisfied that the dissertation project and composition are completed the student will schedule the Dissertation defense which is the final exam for the Ph.D. degree. Pending Committee approval and the submission of the final Dissertation copies to the Library, the student will graduate with the Ph.D. degree. Two to three years following the completion of the PharmD degree is the expected timeline.

MBA for PharmD/MBA Students

The College of Pharmacy offers access to a combined Doctor of Pharmacy/Master of Business Administration degree. The dual degree is offered in partnership with the University of Arkansas at Little Rock (UALR) College of Business. Students interested in this program should contact the Assistant/Associate Dean for Academic Affairs or Dean's designee. Admission to the dual PharmD/MBA requires a separate application to UALR.

College of Pharmacy students enrolled in the dual PharmD/MBA program may apply MBA course work taken at UALR to meet the elective course work requirement in the PharmD curriculum if a minimum grade of B is achieved. The courses meeting consideration are the Core Courses and Beyond the Core Courses in the MBA curriculum. At this time the following courses (up to 9 credit hours) have been approved by the UAMS COP faculty as electives within the PharmD program:

- ACCT 7100 Accounting Methods & Reports - 1 hr
- ECON 7100 Foundations of Business - 1 hr
- FINC 7100 Finance Fundamentals - 1hr
- MGMT 7310 Management of Human Capital - 3 hrs
- ECON 7313 Economics and Global Business - 3 hrs
- FINC 7311 Applied Corporate Finance - 3 hrs

College of Pharmacy students enrolled in the dual PharmD/MBA program may be allowed to apply up to 6 hours of PharmD program credit towards elective credit in the UALR MBA program if a minimum grade of B is achieved. PHPR7103 Career Orientation and Communication will replace BSAD 7100 Managing Your Career. The following are courses in the PharmD program of study eligible for elective credit within the MBA program:

- PHPR 7102 US Healthcare System for Pharmacists - 2 hrs
- PHPR 7303 Evidence-Based Medicine & Pharmacoeconomics - 3 hrs
- PHPR 7306 Pharmacy Management - 4 hrs

MPH for PharmD/MPH Students

The College of Pharmacy offers access to a dual Doctor of Pharmacy/Master of Public Health (PharmD/MPH) degree. The dual degree is offered in partnership with the UAMS Fay W. Boozman College of Public Health. Pharmacy students interested in this program should contact the Assistant/Associate Dean for Academic Affairs or Dean's designee. Admission to the dual PharmD/MPH degree requires a separate application to the College of Public Health. College of Pharmacy students enrolled in the dual PharmD/MPH degree program may apply up to 12 credit hours from the PharmD program towards credit in the MPH program and up to 8 hours of credit earned in the MPH program can be applied to meet elective course requirements (8 credit hours) for the PharmD curriculum. A minimum grade of B is required to receive cross credit in either College.

The courses in the College of Public Health meeting consideration for elective credit within the PharmD program are the Core Courses in the MPH degree curriculum. At this time, the following courses have been approved by the College of Pharmacy faculty as electives within the PharmD program:

- HPMT 5003 Intro to Public Health - 3 hrs
- BIOS 5013 Biostatistics I - 3 hrs
- ENVH 5102 Environmental and Occupational Health - 3 hrs
- HPMT 5103 Health Care System - 3 hrs
- HBHE 5104 Intro to Health Behavior and Health Education - 3 hrs
- EPID 5112 Epidemiology I - 3 hrs
- HPMT 5426 Racial & Ethnic Health Disparities - 3 hrs

The courses in the College of Pharmacy meeting consideration for credit within the MPH program are both didactic and experiential course work. At this time, the following are courses in the PharmD program are eligible for selective credit within the MPH program:

Didactic Course Credit (up to 9 credit hrs):

- PHPR 7102 US Healthcare System for Pharmacists - 2 hrs
- PHSC 7301 Chemical Addiction - 2 hrs
- PHPR 7303 Evidence-Based Medicine, Biostatistics, and Pharmacoeconomics - 3 hrs
- PHPR 7151 Death and Dying - 2 hrs
- PHPR 7371 Leadership - 2 hrs
- PHHS 7351 Toxicology - 2 hrs
- PHPR 7358 Pediatric Antimicrobial Stewardship - 2 hrs
- PHPR 7157 Entrepreneurship - 2 hrs

PHPR 67X4 Advanced Practice Experience*

*An advanced pharmacy practice experience in the final professional year of the PharmD program may be allowed credit as a Preceptorship within the MPH program (3 credit hrs of the 4 allowed in the PharmD curriculum) if the student meets the PBHL5993 requirements and with the approval of the faculty of the MPH program.

JD for PharmD/JD Students

The College of Pharmacy offers access to a dual Doctor of Pharmacy/Juris Doctor degree. The dual degree is offered in partnership with the University of Arkansas at Little Rock (UALR) School of Law. Students interested in this program should contact the Assistant/Associate Dean for Academic Affairs or Dean's designee. A student must obtain admission separately to the JD program and the PharmD program. Once admitted to both programs, a student enters the dual degree program by filing a Declaration of Intent to Pursue concurrent degrees. After filing the Declaration of Intent to Pursue dual degrees, the student shall schedule a meeting with the COP Assistant/Associate Dean for Academic Affairs and the School of Law Assistant Dean for Student Affairs. Times of enrollment in each program, preliminary course selections, and potential conflicts shall be discussed. A student enrolled in the dual degree program is subject to all administrative policies and procedures of each program during the period of enrollment in the dual degree program.

The dual degree program offers a potential savings of 12 credit hours in the total credit hours otherwise required for both degrees. A student in the dual degree program must complete all the requirements for the JD degree as specified by the SOL, and all requirements for the PharmD as specified by the COP. Students enrolled in the College of Pharmacy: A student in the COP who has completed an undergraduate degree is eligible to join the dual degree program after successful completion of two years of the pharmacy curriculum. A student wishing to join the dual degree program should follow the standard application procedures for the SOL during the second professional year of pharmacy. Upon successful completion of the second professional year of the pharmacy curriculum and acceptance to the SOL, the student must file the Declaration of Intent to Pursue dual degrees and shall defer entry into the SOL for two years while completing the pharmacy curriculum. The students in the dual degree program may receive elective credits for up to 12 hours of coursework completed with a minimum grade of B during the third and fourth professional years of the pharmacy curriculum. Coursework in the COP that may be used as elective credit in the JD program are as follows:

- PHPR 7151 Death and Dying - 2 hrs
- PHPR 7157 Entrepreneurship - 2 hrs
- PHPR 7301 Pharmacy Law and Ethics - 2 hrs
- PHPR 7417 Experience - Specialty Pharmacy Practice - 4 hrs
(State Board of Pharmacy or Arkansas Pharmacists Association)

Students enrolled in the School of Law: A student wishing to join the dual degree program should follow the standard application procedures for the COP during the second year of coursework in the SOL. Upon successful completion of the second year of law coursework and acceptance to the COP, a student must file the Declaration of Intent to Pursue dual degrees, and may begin the first year of course work in the COP. During the third year of the professional pharmacy program, up to 8 hours of JD coursework already completed with a minimum grade of C- will count as elective coursework in the COP. Students may take coursework in the SOL, as time allows, during the third and fourth year of the professional pharmacy program that will meet the requirements for completion of the JD. Students will complete the curriculum in the COP during consecutive years and will complete the JD degree within 7 years of initial enrollment in the SOL. Coursework in the SOL that may be used as elective credit in the PharmD program are:

- LAW 6291 Bioethics Seminar - 2 hrs
- LAW 6269/6328 Employment Law - 2 hrs or 3 hrs
- LAW 6283/6387 Health Law - 2 hrs or 3 hrs
- LAW TBA Health Law Seminar - 2 hrs
- LAW 6368 Insurance Law - 3, hrs
- LAW TBA Interviewing and Counseling - 2 hrs
- LAW 6272 Law and Medicine - 2 hrs
- LAW 6273 Law and Psychiatry - 2 hrs
- LAW 6280/6374 Legislation - 2 hrs or 3 hrs
- LAW 6387 Public Health Law - 3 hrs

Graduate Certificate in Entrepreneurship

The College of Pharmacy offers access to the Graduate Certificate in Entrepreneurship offered by the University of Arkansas Sam M Walton College of Business. Students interested in this program should contact the Assistant/Associate Dean for Academic Affairs or Dean's designee. Admission to the Graduate Certificate in Entrepreneurship requires a separate application to the University of Arkansas Graduate School (Walton College).

College of Pharmacy students enrolled in the GC in Entrepreneurship may apply any coursework taken at the Walton College to meet the elective course work requirement in the PharmD curriculum if a minimum grade of B is achieved. The courses meeting consideration are the core courses within the GC in Entrepreneurship curriculum. At this time the following courses (up to 9 credit hours or 3 courses) have been approved by the UAMS COP faculty as electives within the PharmD program:

- MGMT 5213 Foundations of Business for Entrepreneurs
- MGMT 5323 New Venture Development
- MBAD 5413 Business Plan Project

To meet the didactic requirement for electives, courses must be taken prior to entering the APPEs.

College of Pharmacy students enrolled in the GC in Entrepreneurship may be allowed to apply up to 3 hours of PharmD program credit toward the elective credit in the GC in Entrepreneurship if a minimum grade of B is achieved. The following are courses in the PharmD program of study eligible for consideration of elective transfer credit within the GC in Entrepreneurship:

- PHPR 7102 US Health Care System for Pharmacists - 2 hrs
- PHPR 7301 Pharmacy Law and Ethics - 2 hrs
- PHPR 7303 Evidence-Based Medicine, Biostatistics, and Pharmacoeconomics - 3 hrs
- PHPR 7306 Pharmacy Management - 4 hrs

College of Pharmacy Course Descriptions

PHPR 7101 Pharmaceutical Calculations (2 Credits)

A study of weights and measures, and the mathematical calculations required for the compounding, dispensing and utilization of medications.

PHPR 7102 US Health Care System for Pharmacists (2 Credits)

The U.S. Health Care System course is designed to provide pharmacy students with a basic understanding of the U.S. healthcare system. It introduces the various healthcare delivery systems and describes the overall infrastructure of healthcare in the United States. It addresses major problems and challenges facing the U.S. healthcare sector with special emphasis on its interrelationship with the practice of pharmacy. The course describes the overall system as well as its components and raises important issues related to health, health care delivery, and financing.

PHPR 7103 Career Orientation and Communications (2 Credits)

This course is designed to acquaint the beginning pharmacy student with the multiple aspects of the profession of pharmacy, including discussion of the different environments of pharmacy practice and the inter- and intra-professional relationships of health care providers. The course will have a focused area of study around professional communications.

PHPR 7104 Nuclear Pharmacy (1 Credit)

This course is an introduction to the basic aspects of nuclear pharmacy. Topics include the characterization, properties and detection of radioactivity, radiation biology, radiation protection elements of nuclear medicine and radiopharmaceuticals.

PHPR 7105 Community Introductory Pharmacy Practice Experience (3 Credits)

This course will provide structured practical experience in community pharmacy practice. Students are assigned a three week experience at the end of the P1 Spring semester in May, June, or July Through utilization of competency-based objectives, students gain a greater appreciation for the profession of pharmacy and develop professional attitudes, judgment and technical skills needed to function in the community setting. Students observe/discuss the role of the community pharmacist and actively participate in daily operations that focus on the distributive aspects of practice. To enter this course, a student must be eligible for advancement to the P2 year. This is a three credit hour, pass/fail course. 120 Experiential Hours.

PHPR 7106 Intro Patient-Centered Communication (1 Credit)

This P1 course will focus on patient-centered communication. It is heavily grounded in evidence-based motivational interviewing principles to assess adherence to therapy, identify barriers and to encourage treatment adherence in a health care setting.

PHPR 7107 Drug Information (2 Credits)

This course is designed to introduce the Pharm.D. candidate to important drug and medical information resources and to medications frequently prescribed in the U.S. The instructors will emphasize how to locate, evaluate and communicate medical and drug information. The course will involve didactic lectures and assignments that may require the student to utilize the information resources available on the UAMS Library website, the UAMS Intranet and the Internet.

PHPR 7150 Special Problems in Clinical Practice (1-3 Credits)

Special problems course allows the student to work one-on-one with a faculty member on a research project, independent study or service project. With consent of faculty.

PHPR 7151 Death and Dying (2 Credits)

Interdisciplinary course preparing student to manage end-of-life care, particularly through (1) exploring personal issues related to mortality; (2) learning roles of participants in such care; (3) developing communication skills needed for care giving; (4) examining ethical issues related to death; and (5) examining economic and social aspects of funeral practices.

PHPR 7152 Radiopharmacy (2 Credits)

Explores the chemical, physical, and biological properties of radiopharmaceuticals used in nuclear medicine. Production, quality control, and regulations of imaging agents will be examined. Emphasis will be placed on clinical applications of radiopharmaceuticals.

PHPR 7153 Radiation Biology (2 Credits)

Introduction to the interactions of radiation and biological systems, including chronic and delayed effects through physical and chemical changes from radiation.

PHPR 7154 Nuclear Instrumentation (2 Credits)

Operational principles of radiation detection equipment to include statistical application and quality control.

PHPR 7155 Nuclear Physics (3 Credits)

Concepts and physical properties governing the atom to include systems and units of measure, atomic and nuclear structure, and particulate and electromagnetic radiation.

PHPR 7156 Health Physics (2 Credits)

A review of the legal, biological and administrative aspects of radiation protection in nuclear medicine. Emphasis on practical means of minimizing radiation exposure to the patient, staff and general public.

PHPR 7157 Entrepreneurship (2 Credits)

This course is designed to enhance a student's knowledge in leadership, business, and financial skills in pharmacy practice while learning if he/she possesses an entrepreneurial spirit. The goal of the course is to provide students with 'hands-on' experience in starting a business or new service, owning and running your own business, and general management and leadership skills.

PHPR 7201 Principles of Pharmacy Practice (4 Credits)

Emphasis is placed on the role of the pharmacist in medication dispensing and patient care. Pharmacist responsibilities involving patient profiles, medication monitoring, drug product selection and generic substitution are discussed. The importance of patient counseling is stressed. Emphasis is also placed on frequently prescribed medications, compliance with Board of Pharmacy Regulations, and knowledge of medication delivery systems. The laboratory utilizes didactic simulations to demonstrate and reinforce these concepts. The intravenous therapy module presents practical issues related to parenteral therapy in a variety of settings.

PHPR 7202 Institutional-Introductory Pharmacy Practice Experience (4 Credits)

This course will provide a structured practical professional experience in institutional pharmacy practice. Students are assigned a four week practice experience at the end of the spring semester (May, June, July). Through utilization of competency-based objectives, students gain a greater appreciation for the profession of pharmacy and develop professional attitudes, judgment and technical skills needed to function in the

institutional setting. Students observe/discuss the role of the health-system pharmacist and actively participate in daily operations that focus on the distributive aspects of practice. To enter this course, a student must be eligible for advancement to the P3 year. This is a four credit hour, pass/fail course. 160 Experiential Hours.

PHPR 7203 Therapeutics I (5 Credits)

Therapeutics I is a course that covers the drug therapy used in treating major disease states, including a review of the pathophysiology of the disease, therapeutic goals, plans of treatment, dosage regimens, therapeutic alternatives, and therapeutic endpoints. The focus of the course is to enable the student to assist in the development of a rational plan of drug therapy for a given patient and to evaluate plans of therapy in order to suggest therapeutic alternatives when necessary. The course is designed to prepare the student for practice in all areas of pharmacy.

PHPR 7204 Self-Care Therapeutics (2 Credits)

This course will prepare students to assess patients and make recommendations for nonprescription medicines. Nonprescription medicines are widely used; therefore it is essential that students have a comprehensive understanding to interact appropriately with patients concerning the proper use of these medications.

PHPR 7250 Public Health: Overview (2 Credits)

An introduction to basic and contemporary issues of public health. 2 credit hours

PHPR 7251 Teaching Elective (2 Credits)

Students enrolled in this 2-hour elective will learn the process of teaching a course in the pharmacy curriculum. Aspects may include the development of teaching modules, creating active learning exercises, using technology in the classroom, providing supplemental instruction for students, and assessing learning with examination questions. The student will serve as a teaching assistant for a pharmacology course and will gain a better understanding of pharmacology topics in preparation for therapeutics and advanced pharmacy practice experiences. This elective is open to up to 4 P3 students.

PHPR 7301 Pharmacy Law and Ethics (2 Credits)

Pharmacy Law and Ethics will provide third professional year students with the knowledge base and practical skills on ethics, patient centered communication in ethical decision making, and pharmacy law. The course presents foundational instruction in ethics, then professional ethics. The course core centers on pharmacy law and the application of legal issues.

PHPR 7302 Therapeutics II (5 Credits)

Therapeutics II is designed to prepare students to develop rational therapeutic regimens for specific patients and evaluate and modify these regimens when necessary. This course incorporates review of the primary considerations related to therapeutic management in the areas of hematology and thrombosis, infectious disease, and other various ambulatory care related topics. Pertinent disease pathophysiology, pharmacokinetic considerations, therapeutic goals and endpoints, plans of therapy and therapeutic alternatives are addressed. Therapeutics II is a continuation of Therapeutics I.

PHPR 7303 Evidence-Based Medicine, Biostatistics, & Pharmacoeconomics (3 Credits)

This core course will teach the student to formulate a focused clinical question, to improve the student's literature critical appraisal skills, to determine the appropriateness of various biostatistical analyses, and to apply pharmacoeconomic techniques to inform drug product selections. The course will integrate statistical analysis and study design concepts into practical applications.

PHPR 7304 Therapeutics III (5 Credits)

Therapeutics III is designed to prepare students to develop rational therapeutic regimens for specific patients and evaluate and modify these regimens when necessary. This course incorporates review of the primary considerations related to more advanced therapeutic management in the areas of nutrition, pediatrics, geriatrics, oncology, solid organ transplant, neurology, psychiatry, toxicology, and critical care. Students must rely on previous coursework pertaining to disease pathophysiology, pharmacology, and pharmacokinetic considerations. The focus will be on therapeutic goals, plans of therapy, therapeutic alternatives, and monitoring for therapeutic and adverse outcomes. Therapeutics III is a continuation of Therapeutics I and II.

PHPR 7306 Pharmacy Management (3 Credits)

This course is designed to teach students the requisite skills needed to perform managerial functions in a community and institutional pharmacy. Includes planning and integrating professional services, budgeting, inventory control, and human resource management topics.

PHPR 7307 3rd Professional Year - Longitudinal Introductory Pharmacy Practice Experience (1 Credit)

The introductory pharmacy practice experience (IPPE) of the third professional year is a longitudinal, self-directed experience designed to provide multiple opportunities to perform patient-centered care activities in a variety of settings. Each student is responsible for accumulating 40 hours of IPPE over approximately one year (completion of P2 Spring through April of P3 Spring) excluding the month during the assigned P2 Institutional IPPE. The P3 IPPE provides opportunity for students to explore / develop personal interests as well as broaden their perspective of pharmacy practice. Longitudinal exposures should expand on the experience gained in the previously completed Community and Institutional IPPEs. Activities appropriate for P3 IPPE hours may include but are not limited to: shadowing of pharmacy practitioners; providing patient services and/or education

at health fairs or screenings; “brown bag” medication reviews; volunteering at free medical clinics; participating in student-led Interprofessional Education clinic; participating in medical mission trips; student pharmacy exchange programs; or “other” pharmacy-based activities (participation in “other” activities requires students to obtain prior approval from the IPPE course coordinator). 40 Experiential Hours.

PHPR 7308 Pharmacy Practice Assessment & Skills (3 Credits)

Pharmacy Practice Assessment and Skills (PPAS) emphasizes physical exam, medical record review, interviewing, and counseling skills necessary to assess patient conditions and disease states in order to optimize drug therapy. Application of classroom concepts will be demonstrated in the Patient Care Lab. This course will enable students to utilize skills learned in previous didactic courses to provide patient centered care.

PHPR 7350 Advanced Pharmaceutical Compounding (2 Credits)

Provides further instruction in preparing dosage forms used in contemporary pharmaceutical compounding. The course will include weekly required readings and online assignments, along with a 2-hour laboratory session. The laboratory session will begin with a 15 minute pre-lab to discuss the product being compounded and the patient.

PHPR 7351 Primary Care Pharmacotherapy (2 Credits)

This is an interprofessional elective course offered to third year pharmacy and fourth year medical students. The course is designed to allow students to hone the principles of rational medication use, evaluation, and monitoring in the primary care environment. Topics are presented in a disease-state focused discussion format. 2 credit hours

PHPR 7352 Diabetes Management (2 Credits)

This course will provide a multidisciplinary foundation in the principles of comprehensive diabetes management. The student will develop their knowledge and ability to assess, manage, and educate patients with diabetes. The course, developed under the guidance of the University of Pittsburgh School of Pharmacy faculty members, is internet-based and requires the student to be self-directed in learning. There are 5 in-person sessions with the remainder independent study online.

PHPR 7353 Geriatric Therapeutics (2 Credits)

The elective course will provide a concentrated introduction to the management of common geriatric pathologies. Students will work with a patient to apply assessment and communication techniques, participate in Medicare Part D Open Season Clinics, and present their patient case to the class.

PHPR 7354 Treatment Adherence (2 Credits)

This elective course will focus on the role of the pharmacist in promoting treatment adherence in a variety of settings and disease states. Students will learn the principles of motivational interviewing, reasons for and consequences of nonadherence, tools to support adherence efforts, and related medical literature. Students will have the opportunity to apply these skills in a clinic setting. 2 credit hours

PHPR 7355 Drug-Induced Disease (2 Credits)

This elective course explores the most appropriate interventions for prevention, detection and management of drug-induced diseases.

PHPR 7356 Mental Health Movies & Ther (2 Credits)

This elective course will provide an introductory course which will facilitate better understanding of mental health disorders. It will provide students an opportunity to apply clinical knowledge, skills and attitudes to the care of patients with mental health disorders. This elective will expose students to socioeconomic concerns facing patients with mental health disorders, including substance abuse and social distancing of mental health. Students will learn from lectures, discussions, patient simulation and interviews, movies and documentaries. Students will have 1-2 project(s) during the semester which will focus on mental health concerns.

PHPR 7358 Problem Based Learning in Pediatrics Therapeutics (2 Credits)

This problem-based elective course will use small groups to answer different therapeutic dilemmas occurring from infancy to adolescence. Each team will be charged with raising their child throughout the semester while encountering common pediatric problems that need therapeutic intervention.

PHPR 7359 Clinical Skills for Pharmacy Practice (2 Credits)

This elective course provides hands-on experience in the area of clinical practice. Students will be required to work-up and present patients, perform several activities (e.g., SOAP notes, drug information questions, adverse drug reporting) to foster critical thinking skills. The goal is to provide the skills necessary to successfully complete P4 direct patient care experiences

PHPR 7360 Personal Finance (2 Credits)

This elective course provides future pharmacists the informational and decision-making tools needed for planning and implementing a successful personal financial plan. Topics include: investing principles, retirement planning, income taxes, wealth accumulation, personal insurance and buying/selling/financing a house.

PHPR 7361 Problem Based Learning in Therapeutics - Critical Care (2 Credits)

This elective course utilizes a simulated case management format with emphasis on evaluating patient and agent variables and formulating appropriate therapeutic decisions.

PHPR 7362 Infectious Diseases and Drug Therapy (2 Credits)

This elective course will provide students with opportunities for application of infectious disease principles. Students will be exposed to various learning environments including didactic lecture, team based learning, and clinical experience. The first part of the course will consist of didactic lecture to review microbiology, antimicrobial spectrum of activity, resistance mechanisms, and principles of 70 stewardship. The second portion will involve literature reviews, creation of drug monographs, and a debate topics among students. The final component will involve clinical experience with patients at Mercy Hospital Northwest AR. Clinical activities include review of antimicrobial regimens, culture results, and diagnostic tests. Based on these reviews students will recommend initiation, modification, or discontinuation of antimicrobial therapy.

PHPR 7363 PBL Therapeutics - Supportive Care in Oncology (2 Credits)

This elective course is an introduction to supportive care in oncology and the pharmacotherapeutic management of these patients. The main emphasis is self-directed student learning with faculty interaction as a facilitator utilizing a combination of didactic lecture, group discussion, patient simulation, student presentation and independent study.

PHPR 7364 Special Problems Pharmacy/Academic Admin (1-3 Credits)

This elective course will provide the student with exposure to issues facing academic pharmacy. The student will meet frequently with the instructor and will assist with projects during the semester that focus on issues that surface on the LR and NW campuses. The student will assist with data collection and analysis and other projects as assigned.

PHPR 7365 Pharmacy-Based Point-of-Care Testing Certificate (2 Credits)

This course is intended to help pharmacy students earn a point-of-care (POC) testing certificate offered by the National Association of Chain Drug Stores. It includes required readings from current literature and governmental agencies, didactic and laboratory sessions, and a skills assessment. Students will learn how to perform four types of specimen collection (oral swab, nasal swab, throat swab and finger stick); the legal and management issues associated with point-of-care testing and follow-up care; and using infectious disease models, will learn to assess patients, evaluate vital signs and physical findings to determine if POC testing is appropriate. **There is a \$100 cash fee required for this course. For those assigned to the elective, the fee must be paid in cash no later than July 31st.

PHPR 7366 Infectious Diseases Pharmacotherapy Elective (2 Credits)

This elective will provide opportunities for students to apply their knowledge in infectious disease and antimicrobial stewardship. The course will consist of primarily team-based learning facilitated by course coordinator, faculties and/or guest facilitators. The course will be divided into three sections. The first section consists of infectious disease backgrounds, which include microbiology and testing, antimicrobial drug classes, and stewardship concepts. The second component is case presentations on selected infections. Each group will determine a diagnosis and treatment plan for these infections. In the last component, student groups will conduct literature search, discussion and evaluate the literature regarding selected disease and newly emerged infections or hot topics.

PHPR 7367 Landmark Studies (2 Credits)

This elective course will cover clinical trials that shape the use of pharmacotherapy. The objective is to assist the student in their ability to provide clinical evidence to support drug therapy recommendations during their clinical rotations and future practice.

PHPR 7368 Innovations in Pharmacy Practice (2 Credits)

This course will provide students with a foundational knowledge of implementation strategies for developing innovative pharmacy practice services in a wide range of practice settings and service types. The course will focus on developing sustainable pharmacy practice models in conjunction with value-based payment principles.

PHPR 7369 Medication Therapy Management Advanced Training (2 Credits)

This elective is designed for third year pharmacy students with an interest in pharmacist-provided Medication Therapy Management (MTM) services. This course is intended to equip students with the knowledge and tools to successfully complete MTM services and approach community pharmacy with a clinical mindset in everyday practice. **\$199 Fee

PHPR 7370 Introduction to Functional Pharmacy (2 Credits)

This course is designed for third year pharmacy students with an interest in providing a functional approach to pharmacy services. The Functional pharmacy model is an individualized, patient-centered, science-based approach that empowers patients and practitioners to work together to address the underlying causes of disease and promote optimal wellness.

PHPR 7371 Leadership (2 Credits)

This course introduces students to the principles of leadership regardless of the practice setting. Students will focus on development of core leadership skills, self-awareness, advocacy, and the process for leading change. Active learning strategies are used to examine the Triple Aim and

utilize the entrepreneurial spirit to design a project focused on one of the areas in the Triple Aim. Guest lectures focusing on leadership and some group project discussions will be held in conjunction with other Leadership-Special Problems electives classes.

PHPR 7407 IPPE Individual Ed Plan (1-6 Credits)

An IPPE Individualized Education Program (IEP) may include development, practice, and/or demonstration of competency. An IEP may involve the completion of activities to develop knowledge, skills, and/or attitudes and may incorporate the completion of additional IPPEs. An assigned IEP for an individual IPPE rotation must be completed successfully for a student to progress to an experience for credit.

PHPR 7411 Experience - Acute Care (DPC)

This experience allows students to apply didactic knowledge to direct patient care (DPC) activities. Students will concentrate on patient specific pharmacotherapy, evidence based medicine, and effective communication with patients and healthcare professionals. Students will apply their knowledge of pathophysiology, pharmacology, and pharmacokinetics to optimize patient care in a hospital setting. When applicable these experiences also identify unique barriers within private institution or specialized clinical practice and give students the resources and experience necessary to overcome those challenges. The Acute Care APPEs provide exposures to clinical pharmacy practice and increase the student's awareness of the variety of practice settings, differences in practitioner philosophies and problem-solving skills, importance of effective communication between pharmacists and other health care providers, roles and responsibilities of a health-system pharmacist, and importance of monitoring patient specific outcomes. The student also gains an appreciation of the impact of clinical pharmacy services on the health care system and public health and an appreciation of patient education on health and drug-related matters.

PHPR 7412 Experience - Ambulatory Care (DPC) (4 Credits)

This experience allows students to apply didactic knowledge to direct patient care activities. Students will have the opportunity to provide clinical pharmacy services in an outpatient setting. Students will concentrate on patient specific pharmacotherapy, evidence based medicine, and effective communications with patients and healthcare professionals. The Ambulatory Care APPEs provide exposures to clinical pharmacy practice and increase the student's awareness of the variety of practice settings, differences in practitioner philosophies and problem-solving skills, importance of effective communication between pharmacists and other health care providers, roles and responsibilities of a health-system or ambulatory care pharmacist, and importance of monitoring patient specific outcomes. The student also gains an appreciation of the impact of clinical pharmacy services on the health care system and public health and an appreciation of patient education on health and drug-related matters.

PHPR 7414 Experience - Community Enhanced Pharmacy Services (DPC) (4 Credits)

This experience allows students to apply didactic knowledge to direct patient care activities. Students will have the opportunity to provide clinical pharmacy services utilizing pharmacotherapy, evidence based medicine, and physical assessment in a community/retail setting. This experience will focus on disease state management, medication therapy management, non-prescription medications, and effective communication skills.

PHPR 7416 Experience - Health-System Management (4 Credits)

This experience teaches effective management skills to students through direct skill training and mentoring. This experience occurs in a hospital or institutional setting and concentrates on resource management, drug distribution, regulatory bodies, and communication with patients and healthcare professionals. The Health-System Management APPE offers pharmacy managers and student pharmacists a unique opportunity to prosper professionally through a variety of exposures to increase the student's awareness of basic pharmacy operations, differences in practitioner philosophies and problem solving skills, importance of effective communication between pharmacists and other health care providers, roles and responsibilities of a health-system pharmacist, importance of monitoring drug utilization and outcomes, organizational requirements necessary to achieve efficient operations, and application of local, state and federal regulations governing the prescription dispensing process. The student also gains an appreciation for the impact of patient and healthcare provider education on health and drug-related matters.

PHPR 7417 Experience - Pharmacy Practice Elective (4 Credits)

These experiences allow students the opportunity to practice pharmacy in a variety of specialty settings. Students can focus on specific areas of interest including nuclear pharmacy, compounding, regulatory, professional associations, industry, etc. Students may repeat any of the required experience types as an Elective rotation.

PHPR 7418 Experience - Direct Patient Care SELECTIVE (DPC) (4 Credits)

This experience allows students to apply didactic knowledge to direct patient care activities in any of the DPC settings (Acute Care, Ambulatory Care, Community Enhanced Pharmacy Services).

PHPR 7450 Preparation for Postgraduate Residency Training (2 Credits)

This course is designed to provide students with a critical appraisal of the PGRT landscape and prepares the student to navigate the process of becoming a competitive applicant, prepare a PGRT application, and interview successfully. This course is designed to facilitate the development of a more competitive PGRT candidate.

PHPR 7451 - P4 Longitudinal Practice Readiness Experience, Part 1 (2 Credits)

This is the first of a sequence of two courses worth 2 credit-hours each that serve as a longitudinal experience encompassing activities and assignments across the entire P4 year. The requirements include a range of live didactic meetings and assessments as well as self-paced

assignments to be completed in conjunction with monthly APPE rotations. This course is intended to augment and integrate the various learning activities required in and associated with the APPE curriculum.

PHPR 7452 - P4 Longitudinal Practice Readiness Experience, Part 2 (2 Credits)

This is the second of a sequence of two courses worth 2 credit-hours each that serve as a longitudinal experience encompassing activities and assignments across the entire P4 year. The requirements include a range of live didactic meetings and assessments as well as self-paced assignments to be completed in conjunction with monthly APPE rotations. This course is intended to augment and integrate the various learning activities required in and associated with the APPE curriculum.

PHPR 7501 Individualized Educ Plan - Acute Care (4 Credits)

An (IEP) may include development, practice, and/or demonstration of competency. An IEP may involve the completion of activities to develop knowledge, skills, and/or attitudes and may incorporate the completion of additional IPPEs or APPEs. Assigned clerkship IEPs must be successfully completed prior to attempting a repeat "for credit" IPPE/APPE clerkship. IEPs are customized experiences designed to improve student performance and are NOT eligible to count as credit for IPPE/APPE clerkships.

PHSC 7101 Anatomy/Physiology/Pathology (5 Credits)

A study of the cellular and multicellular functions of human tissues, organs, and systems, and pathophysiology of the systems. Topics covered include the physiology of nerve and muscle, nervous system, cardiovascular, respiratory, and renal function, as well as endocrine and GI systems.

PHSC 7102 Biological & Cellular Chemistry (4 Credits)

Topics covered in this course include the biological, chemical and cellular roles of carbohydrates, lipids, proteins, nucleic acids, hormones, enzymes and vitamins. In addition, the chemical and cellular basis of digestion, intermediary metabolism, biological oxidation and metabolic antagonism are discussed.

PHSC 7103 Principles of Drug Actions (5 Credits)

This course is designed to integrate and supplement the knowledge gained in other basic pharmaceutical science courses, as well as to establish the basis for rational medication therapy management. Critical thinking and problem-solving skills are emphasized. Successful completion of this course will establish a solid foundation for continued academic and professional growth and development.

PHSC 7104 Pharmaceutics I (3 Credits)

This course covers the physicochemical principles and quantitative skills involving solubility, acid/base, buffers, and drug stability. Problem-solving approaches to pharmaceutics are heightened. Drug delivery systems are introduced with the emphasis on liquid dosage forms (oral, topical, nasal, parenteral, and ophthalmic/otic solutions), disperse systems (emulsions and suspensions), and their stability. Pharmaceutical Calculations (PHPR7101) must be completed or taken concurrently.

PHSC 7105 Pharmaceutics II (4 Credits)

This course is a continuation of the study of dosage forms and pharmaceutical products with emphasis on the semi-solid and solid systems. Drug delivery systems, incompatibilities of dosage forms, and biopharmaceutics are also discussed. Dispensing techniques, drug product evaluation and aspects of drug product stability are studied in the laboratory.

PHSC 7150 Special Problems in Pharmaceutical Science (1-3 Credits)

This course allows the student to pursue a special research interest or project with a faculty member in the Department of Pharmaceutical Sciences.

PHSC 7201 Pharmacology I (4 Credits)

The effects, biological mechanisms, therapeutic indications, interactions and toxicities of drugs are studied. Emphasis is placed on pharmacological principles that promote the understanding and rational approach to therapeutics.

PHSC 7202 Pharmacology II (4 Credits)

In Pharmacology I and II (PHSC 7201 and PHSC 7202), the effects, biological mechanisms, therapeutic indications, interactions, and toxicities of drugs are studied. Emphasis is placed on pharmacological principles that promote the understanding and rational approach to therapeutics.

Pharmacology II is a continuation of Pharmacology I.

PHSC 7203 Medicinal Chemistry and Natural Products Chemistry (4 Credits)

This course is a continuation of the medicinal chemical principles taught in Principles of Drug Action PHSC 7103. These courses provide pharmacy students with a fundamental knowledge and understanding of the chemistry, physicochemical properties, and mechanism of action of medicinal agents having synthetic and natural product origins. They are designed to integrate and supplement the knowledge gained in other basic pharmaceutical science courses, as well as to establish the medicinal chemical basis for rational drug therapy. Critical thinking and problem-solving skills are emphasized. Successful completion of this two-course sequence will establish a solid foundation for continued academic and professional growth and development.

PHSC 7204 Molecular Biology & Biotechnology (3 Credits)

The course will provide pharmacy students with fundamental concepts of the molecular biology, genetics, pharmacogenomics, and immunology, and will establish foundations for future courses that will build on knowledge and concepts learned here.

PHSC 7205 Basic Pharmacokinetics (3 Credits)

This course presents the basic concepts and principles of pharmacokinetics. The necessary mathematical expressions needed to characterize the absorption, distribution, metabolism, and excretion of drugs are discussed with respect to routes of administration. Parameters that influence pharmacokinetic and therapeutic outcomes of the most commonly monitored drug regimens are emphasized. Additionally, the principles of therapeutic drug monitoring and dosing are explained.

PHSC 7206 Clinical Pharmacokinetics (2 Credits)

This course is designed to acquaint pharmacy students with the clinical application of pharmacokinetic principles. The course will provide a framework to approach clinically based pharmacokinetic dilemmas such as disease-drug and drug-drug interactions. In addition, practical mathematical applications will be taught that will allow dosing recommendations for patients on anticonvulsants, aminoglycosides, and vancomycin.

PHSC 7301 Chemical Addiction (2 Credits)

This course deals with the development, progression, symptomatology, treatment and recovery aspects of addictive diseases. Although the model most heavily emphasized is alcoholism, addiction aspects of all drugs/chemicals are presented. Students attend meetings of various self-help groups as well as present talks to public school children. Lecture two hours per week.

PHSC 7302 Pharmacognosy and Complementary & Alternative Medicine (2 Credits)

The purpose of this course is to provide an overview of the composition, beneficial properties, and potential negative effects of the most commonly used herbal products and dietary supplements used in recent years.

PHSC 7351 Toxicology (2 Credits)

This elective course deals with the basic concepts of toxicology with an emphasis placed on prevention of exposure, and the subsequent management of exposure of commonly found medicines, chemicals, plants and animals. Parameters that influence the toxicokinetics of these agents are emphasized.



Fay W. Boozman College of Public Health

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Contact Information

The Fay W. Boozman College of Public Health Office is located in the Rahn Building, Room 2273, on the University of Arkansas for Medical Sciences campus. The Office of Student Affairs is also located in the Rahn Building, in Room 1232. The offices are generally open from 8:00 am to 4:30 pm.

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BS, Oklahoma State University, MS, Oklahoma State University, PhD, Oklahoma State University

Stefanie Kennon-McGill, 2017, Instructor

BS, University of Pittsburgh, PhD, University of Kansas Medical Center

Igor Koturbash, 2012, Interim Chair and Associate Professor

MD, Ivano-Frankivsk State Medical University, PhD, University of Lethbridge

Margarete Kulik, 2018, Assistant Professor

MSc, Maastricht University, MA, University of California, Berkeley, PhD, Erasmus University Medical Center

Reid Landes, 2010, Associate Professor

BSE, Southern Arkansas University, MS, University of Nebraska, PhD, Iowa State University

S. Alexandra Marshall, 2014, Assistant Professor

BA, University of Arkansas - Fayetteville, MPH, University of Arkansas for Medical Sciences, PhD, Indiana University

Mitch McGill, 2017, Assistant Professor

BA, University of Missouri, Kansas City, PhD, University of Kansas

Ashley McNatt, 2019, Instructor

BA, University of Arkansas - Little Rock, MA, University of Arkansas - Little Rock, DrPH, University of Arkansas for Medical Sciences

Craig Molgaard, 2016, Professor

BA, Iowa State University, MA, University of California Berkeley, PhD, University of California, Berkeley, MPH, University of California, Berkeley

Brooke Montgomery, 2011, Assistant Professor

BA, Washington University, MPH, University of Arkansas for Medical Sciences, PhD, University of Arkansas for Medical Sciences

Wendy Nembhard, 2017, Chair and Professor

BA, Wesleyan College, MPH, University of Texas at Houston, PhD, University of Texas at Houston

Mohammed Orloff, 2013, Associate Professor

BS, Bangalore University, MS, University of Mysore, PhD, Case Western Reserve University

Songthip Ounpraseuth, 2006, Professor

BS, University of Arkansas - Fayetteville, MS, University of Arkansas - Fayetteville, PhD, Baylor University

Martha M. Phillips, 2002, Associate Professor

AB, University of Georgia, MEd, University of Georgia, EdS, University of Georgia, MBA, University of Alabama at Birmingham, MPH, University of Alabama at Birmingham, PhD, University of Alabama at Birmingham

Austin Porter, 2017, Assistant Professor

BS, University of Central Arkansas, MPH, University of Arkansas for Medical Sciences, DrPH, University of Arkansas for Medical Sciences

T. Elaine Prewitt, 2004, Associate Professor

BS, University of Alabama, MS, Case Western Reserve University, DrPH, University of North Carolina, Chapel Hill

George Pro, 2020, Assistant Professor

BS, University of Oregon, MPH, University of Kansas, PhD, University of Iowa

James M. Raczynski, 2002, Professor

BA, Williams College, MS, The Pennsylvania State University, PhD, The Pennsylvania State University

Mandana Rezaeiahari, 2018, Assistant Professor

BS, University of Science and Culture, Tehran, Iran, MS, University of Science and Culture, Tehran, Iran, PhD, State University of New York Binghamton

Paula K. Roberson, 2004, Chair and Professor

BS, Southern Methodist University, PhD, University of Washington

Kevin Ryan, 2002, Associate Dean and Associate Professor

BSRT, University of Arkansas for Medical Sciences, AS RN, University of Arkansas - Little Rock, MA, Webster University, JD, University of Arkansas - Little Rock

James Selig, 2014, Associate Professor

BA, University of Arkansas, Little Rock, MA, University of Arkansas - Little Rock, PhD, University of Kansas

Nikiya Simpson, 2019, Instructor

BBA, University of Arkansas, Little Rock, MBA, Webster University

Dennis Smith, 2016, Visiting Professor

BS, Illinois State University, MPA, George Mason University

M. Kathryn Stewart, 2001, Professor

BS, Abilene Christian University, MD, University of Arkansas for Medical Sciences, MPH, Johns Hopkins University

L. Joseph Su, 2015, Professor

BS, Chung-Yuan University, BS, University of Minnesota, MPH, University of Minnesota, PhD, University of North Carolina at Chapel Hill

J. Mick Tilford, 2009, Chair and Professor

BS, Central Michigan University, MA, Central Michigan University, PhD, Wayne State University

Emily Whittington, 2015, Instructor

BS, Harding University, MPH, University of Massachusetts at Amherst

D. Keith Williams, 2001, Professor

BA, University of Central Oklahoma, MS, Oklahoma State University, MPH, University of Oklahoma Health Sciences Center, PhD, University of Oklahoma Health Sciences Center

Mark L. Williams, 2019, Dean and Professor

BGS, University of Iowa, MA, University of Nebraska, Ph.D., University of Iowa

Jun Ying, 2020, Professor

BA, Fudan University, MA University of Connecticut, PhD, University of Connecticut

Sean Young, 2017, Assistant Professor

BS, Brigham Young University, MA, University of Arkansas - Fayetteville, PhD, University of Iowa

Nickolas Zaller, 2014, Professor

BA, Kansas University, PhD, Johns Hopkins University

History

The UAMS College of Public Health was established on July 3, 2001 with a portion of the funds Arkansas received from the national tobacco settlement (Tobacco Settlement Proceeds Act, Arkansas Code 19-12-114). The college was created for the purpose of conducting activities to improve the health and healthcare of the citizens of Arkansas. The College serves as a resource for the General Assembly, the Governor, state agencies, and communities. In 2005, the College was renamed the Fay W. Boozman College of Public Health in honor of the late Arkansas Senator and Director of the Arkansas Department of Health.

Accreditation

In 2004, the UAMS College of Public Health was accredited by the Council on Education for Public Health. In 2009, the Master of Health Administration program was accredited by the Commission on Accreditation of Healthcare Management Education.

Organization

The Fay W. Boozman College of Public Health includes five departments of public health: Biostatistics, Environmental and Occupational Health, Epidemiology, Health Policy and Management, and Health Promotion and Health Education. For more information about the college, please visit our web site at <https://publichealth.uams.edu/>

Mission

The mission of the Fay W. Boozman College of Public Health is to improve health and promote the well-being of individuals, families, and communities in Arkansas through education, research, and service.

Vision

The vision of the Fay W. Boozman College of Public Health is **Optimum Health for All**. Public health, at its core, is about social justice – what is best for all of us, not just a few. Health is defined broadly to include all that allows individuals, families and communities to be healthy.

Values

Our core values are: (1) Focus of Public Health – Public health adheres to a strong prevention and health protection orientation; (2) Fostering a Progressive Attitude – Faculty, Faculty, staff and students are adaptable, creative and open to innovative approaches in teaching, research and the practice of public health; (3) **Promoting High Ethical Standards** - Faculty, staff and students value personal and professional integrity with a commitment to high ethical standards; (4) **Fostering Excellence in Teaching, Research and the Practice of Public Health** - Our College emphasizes scholarship sustained by a learning environment that encourages interaction, mentoring and lifelong learning; (5) **Establishing and Maintaining a Collegial Atmosphere** - Faculty, staff and students are compassionate, supportive and devoted to furthering the goals and Mission of the College; (6) **Collaboration** - The College emphasizes the need to work with other health-related organizations whenever possible; and (7) **Nurturing Our Students** - The College provides a collegial and stimulating environment for didactic and practical learning experiences that foster individual and professional development.

Policies

Graduate students in the Fay W. Boozman College of Public Health are expected to follow all policies established by the

- Fay W. Boozman College of Public Health,
- (if a PhD student) UAMS graduate school,
- University of Arkansas for Medical Sciences (UAMS), and
- University of Arkansas System Board of Trustees.

Fay W. Boozman College of Public Health academic policies are assembled in the Student Academic Handbook at

<https://secure.uams.edu/cophstudent/student-handbook.aspx>

Admission Application

The Fay W. Boozman College of Public Health uses the [Schools of Public Health Application Service \(SOPHAS\) www.sophas.org](https://www.sophas.org) for applications to all programs, except for the MHA program which uses either SOPHAS or HAMPCAS. For more information, please visit the prospective student pages on our web site at <https://publichealth.uams.edu/students/prospective-students/> Please feel free to contact the Admissions Office at bmwalker@uams.edu if you have any questions about the process.

Programs

The following programs are offered in the college:

Graduate Certificates

Post-Baccalaureate Certificate in Public Health
Graduate Certificate in Environmental and Occupational Health
Graduate Certificate in Healthcare Management
Graduate Certificate in Rural and Global Public Health (Online)
Graduate Certificate in Healthcare Analytics
Graduate Certificate in Regulatory Science

Master's Degrees

Master of Public Health (MPH) in Biostatistics
Master of Public Health (MPH) in Epidemiology
Master of Public Health (MPH) in Environmental and Occupational Health
Master of Public Health (MPH) in Health Behavior and Health Education
Master of Public Health (MPH) in Health Policy and Management
Master of Public Health (MPH) in Rural and Global Public Health (Online)
Master of Health Administration (MHA)
Master of Science (MS) in Healthcare Data Analytics

Dual Degrees

Bachelor of Arts or Bachelor of Sciences/Master of Public Health (4+1)
Doctor of Medicine/Master of Public Health (MD/MPH)
Doctor of Pharmacy/Master of Public Health (PharmD/MPH)

Juris Doctor/Master of Public Health (JD/MPH)
Master of Applied Communication Studies/Master of Public Health (MACS/MPH)
Master of Public Service/Master of Public Health (MPS/MPH)

Doctoral Degrees

Doctor of Philosophy (PhD) in Epidemiology
Doctor of Philosophy (PhD) in Health Promotion and Prevention Research
Doctor of Philosophy (PhD) in Health Systems and Services Research
Doctor of Public Health (DrPH) in Public Health Leadership

Program Information

The college offers a number of programs that are college-wide. These include a post-baccalaureate certificate of public health, an online Master of Public Health (MPH) in Rural and Global Public Health, and a Doctor of Public Health (DrPH) in Public Health Leadership. Also offered are a number of dual degree programs, including the following: Bachelor of Arts or Bachelor of Sciences/Master of Public Health (4+1), Doctor of Medicine/Master of Public Health (MD/MPH), Doctor of Pharmacy/Master of Public Health (PharmD/MPH), Juris Doctor/Master of Public Health (JD/MPH), Master of Applied Communication Studies/Master of Public Health (MACS/MPH), and Master of Public Service/Master of Public Health (MPS/MPH).

Post-Baccalaureate Certificate in Public Health

Program Director: Kevin Ryan

There has been a consistent demand for focused efforts that address the infrastructure and core services of public health. To address this need, the Fay W. Boozman College of Public Health has developed a Certificate in Public Health program of study. Those who work in public health but who have never had any formal public health training may have an interest in this program. The certificate is an 18-credit hour program and the content is the same as the core taught in the Master of Public Health graduate degree program.

Admission Requirements:

Applicants must possess the minimum of a US baccalaureate degree equivalent to be considered for admission. Applicants who anticipate completion of their undergraduate degree soon after the admissions deadline may apply for conditional admission. If granted conditional admission, a final transcript from the student's baccalaureate institution must be received by the Office of Student Affairs prior to the date of registration of the admitted semester.

Required Courses:

COPH 5003	Introduction to Public Health	3
BIOS 5013	Biostatistics I	3
ENVH 5102	Environmental and Occupational Health	3
HPMT 5103	The Health Care System	3
HBHE 5104	Health Behavior and Health Education	3
EPID 5112	Epidemiology I	3

Graduate Certificate in Rural and Global Public Health

Program Directors: Craig Molgaard and Nickolas Zaller

The Graduate Certificate in Rural and Global Public Health prepares students, professionals, and clinicians to work in challenging inter-professional environments. As the job market becomes increasingly competitive, this certificate can serve as a valuable qualification and set you apart from other applicants. Students will be equipped to react competently to health challenges that go beyond geographic and cultural boundaries, as well as identify and analyze factors that impact health disparities. Awarded through the College of Public Health, the certificate is open to any student who holds a baccalaureate degree. "

Admission Requirements:

Completed application form available at SOPHAS (www.sophas.org), an online application service for CEPH accredited schools of public health.

Official transcripts of all academic work sent directly from every institution attended to SOPHAS regardless of degree awarded or transfer credits shown on subsequent transcripts.

Applicants must input every course on each transcript into their SOPHAS application online. All transcripts from foreign countries must be translated and evaluated by World Education Services (<http://www.wes.org/sophas/>); through this link applicants will receive a discounted rate. An official copy of the evaluation must be submitted to SOPHAS.

Applicants must possess the minimum of a U.S. baccalaureate degree equivalent to be considered for admission. Applicants who anticipate completion of their undergraduate degree soon after the admissions deadline may apply for conditional admission. If granted conditional admission, a final transcript from the student's baccalaureate institution must be received by the Office of Student Affairs prior to the date of registration of the admitted semester.

Personal statement or letter of interest (500 to 700 words)

Three (3) letters of recommendation completed by separate individuals who can speak to the candidate's academic, professional and/or public health experience. Follow SOPHAS directions for completing this section of the application online.

A current curriculum vitae or résumé.

Application Requirements For Non-UAMS Students:

Either the TOEFL (Test of English as a Foreign Language) or the IELTS (International English Language Testing System) must be taken by international applicants unless they have an undergraduate degree from an accredited US institution. The minimum scores for specific programs are listed below. Applicants who do not meet the minimum scores will not be considered for admission. Either test must have been taken within the two (2) years immediately preceding the application deadline of the requested semester for admission. For the TOEFL, send an official test score sent directly from the testing agency (www.ets.org) to SOPHAS. IELTS Exam Minimum Score IELTS 7 overall score For the IELTS, send a copy of your (TRF) Test Report Form to SOPHAS. This report will be attached to your SOPHAS application and verified.

For international students only: The CPH, not SOPHAS, must receive an official letter on bank letterhead from the student's financial institution proving sufficient funds for the program of study prior to the application deadline. See Requirements for International Students for amounts and mailing instructions (<http://publichealth.uams.edu/students/prospective-students/how-to-apply/>).

Required Courses:

COPH 5146	Rural and Global Public Health Practice	3
COPH 5140	History and Theory of Public Health	3
COPH 5148	Health Numeracy	3
COPH 5421	Rural and Global Health Program Evaluation and Impact Assessment	3

DrPH in Public Health Leadership

Program Directors: Austin Porter and Kevin Ryan

The Doctor of Public Health in Public Health Leadership provides extensive training in the public health sciences, public health practice, and leadership skills necessary to respond to the rapidly shifting, sometimes unanticipated challenges of the public health and health care systems. The focus of the DrPH program is in developing public health leaders who can integrate public health science into public health practice, apply models and theories in public health to chronic and emerging issues in practice, and demonstrate leadership in working with public health teams.

Admission Requirements:

Candidates must have completed at least one graduate-level course in each of the following five (5) areas: (a) Biostatistics, (b) Epidemiology, (c) Health Behavior/Health Education, (d) Health Management/Policy, and (e) Environmental and Occupational Health. These courses must have been completed with a grade of "B" or better.

If these courses were not from a Council on Education for Public Health (CEPH) accredited institution, the candidate must submit syllabi to the DrPH Faculty Leadership Committee for determination of pre-requisite fulfillment.

Applicants who have completed only four (4) of these courses but whose applications show exceptional potential for success in the program may be admitted conditionally to the DrPH program; however, they will be required to complete the remaining course (as presented in the COPH core course requirements for the MPH degree) with a grade of "B" or better before progressing to the Public Health Science and Practice Core of the

DrPH program. Please note that candidates who have completed three (3) or fewer of the above-listed courses will not be considered for admission to the DrPH program.

Required Courses:

BIOS 5212	Biostatistics II (Advanced Linear Models)	3
HBHE 6021	Advanced Health Behavior Theory	3
COPH 6438	Fundamentals of Research	1
HBHE 6212	Applied Behavioral Research Methods	3
HPMT 6103	Health Systems Theory and Research	3
EPID 6001	Instructional Methods and Teaching Strategies	1
HBHE 6120	Into to Mixed Methods Research Design	3
HPMT 6426	Racial-Ethnic Health Disparities	3
COPH 6303	Community-Based Public Health Program Design	3
COPH 6403	Community-Based Program Evaluation	3
HPMT 6203	Public Health Law and Ethics	3
EPID 6401	Advanced Public Health Practice	3
COPH 6500	Current Issues Seminar	1
COPH 6500	Current Issues Seminar	1
HPMT 6114	Advanced Health Policy and Management	3
HPMT 5114	Management of Health Care Organizations	3
HPMT 5124	Strategic Planning	3
HBHE 6436	Communication for Public Health Leaders	3
COPH 6989	Doctoral Practicum (minimum) 3	3
COPH 6999	Dissertation Research (minimum 6 hours)	6

Bachelor of Arts or Bachelor of Sciences/Master of Public Health (4+1)

Program Director: Kevin Ryan

As a result of the increasing demand for the public health workforce, the Fay W. Boozman College of Public Health (COPH) has partnered with several undergraduate programs in Arkansas to create an accelerated, coordinated course of study allowing students to enroll in the MPH program as an undergraduate and receive credit for MPH courses towards their undergraduate degree. Upon graduating with a BA or BS degree, students typically finish the MPH in the next year (thus “4+1”), attaining an undergraduate degree and an MPH within five years, one year after obtaining their undergraduate degree, instead of the typical six. The COPH currently has a 4+1 degree program partnership with Arkansas Baptist College, Hendrix College, Philander Smith College, and the University of Arkansas at Pine Bluff.

Admission Requirements:

Students who wish to pursue the accelerated 4+1 degree program must complete at least 60 hours of undergraduate credit at their institution before applying for admission to the COPH. At this point, applicants will submit the following:

- Complete application form available at SOPHAS (www.sophas.org)
- Official Graduate Record Examination (GRE) score. The test must have been taken within the five years immediately preceding the application deadline of the requested semester of admission. Scores on comparable graduate tests (MCAT, LSAT, GMAT, DAT, and PCAT) will be considered in lieu of the GRE.
- Official transcripts of completed coursework (sent directly to SOPHAS from schools)
- Personal statement or letter of interest
- Three letters of recommendation

In addition, applicants must file a Declaration of Intent to Pursue Combined Degrees form with both their undergraduate institution and the COPH.

Students in the 4+1 program will follow the degree track planner for their chosen MPH specialty.

Doctor of Medicine/Master of Public Health (MD/MPH)

Program Director: Joseph Bates

The M.D./MPH program combines the complete medical school training with a solid foundation in public health, providing students with the clinical skills and science to address health and wellness from the perspective of the individual patient, as well as the community and population. This knowledge and training prepares our graduates with a multidisciplinary perspective when caring for individual patients and understanding the connection between each patient and the health of their community.

Admission Requirements:

Application for admission to the M.D./MPH program must be made separately to the M.D. program and the MPH program.

Applicants must possess the minimum of a US baccalaureate degree to be considered for admission. Applicants who anticipate completion of their undergraduate degree soon after the admissions deadline may apply for conditional admission. If granted conditional admission, a final transcript from the student's baccalaureate institution must be received by the Office of Student Affairs prior to the date of registration of the admitted semester.

Required Courses:

COPH 5003	Introduction to Public Health	3
BIOS 5013	Biostatistics I	3
ENVH 5102	Environmental and Occupational Health	3
HPMT 5103	The Health Care System	3
HBHE 5104	Introduction to Health Behavior and Health Education	3
EPID 5112	Epidemiology I	3
COPH 5003	Introduction to Public Health	3
BIOS 5013	Biostatistics I	3
ENVH 5102	Environmental and Occupational Health	3
HPMT 5103	The Health Care System	3
HBHE 5104	Introduction to Health Behavior and Health Education	3
EPID 5112	Epidemiology I	3

Doctor of Pharmacy/Master of Public Health (PharmD/MPH)

Program Director: Joseph Bates

Pharmacists are quickly becoming one of the most accessible groups of healthcare professionals for individuals and communities, and pharmacy practice is rapidly expanding to include preventive care and ultimately community healthcare. The PharmD/MPH program combines clinical training with public health theory and practice allowing students to incorporate a preventive and population-based focus into their pharmacy practice. This multidisciplinary approach equips our graduates with the ability to provide treatment and preventive care to the individual and their community.

Admission Requirements:

Application for admission to the PharmD/MPH program must be made separately to the PharmD program and the MPH program. Applicants must file a Declaration of Intent to Pursue Combined Degrees form with both colleges.

Applicants must possess the minimum of a US baccalaureate degree to be considered for admission. Applicants who anticipate completion of their undergraduate degree soon after the admissions deadline may apply for conditional admission. If granted conditional admission, a final transcript from the student's baccalaureate institution must be received by the Office of Student Affairs prior to the date of registration of the admitted semester.

Required Courses:

COPH 5003	Introduction to Public Health	3
BIOS 5013	Biostatistics I	3
ENVH 5102	Environmental and Occupational Health	3
HPMT 5103	The Health Care System	3
HBHE 5104	Introduction to Health Behavior and Health Education	3
EPID 5112	Epidemiology I	3
COPH 5989	Applied Practice Experience	3
COPH 5991	Integrative Learning Experience Seminar	1
COPH 5992	Integrative Learning Experience Project	2

Juris Doctor/Master of Public Health (JD/MPH)

Program Director: Liz Gates

Public health law and policy is a rapidly growing field creating a wide variety of employment opportunities for those with knowledge and skills in both law and public health. The JD/MPH degree program combines legal training with public health theory and practice providing students with a systematic understanding of the intertwined fields of law and public health. Graduates of this program have a multidisciplinary perspective allowing them to apply their knowledge and skills to legal and public health issues in any field or organization.

Admission Requirements:

Application for admission to the JD/MPH program must be made separately to the J.D. program and the MPH program. Applicants must file a Declaration of Intent to Pursue Combined Degrees form with both colleges.

Applicants must possess the minimum of a US baccalaureate degree to be considered for admission. Applicants who anticipate completion of their undergraduate degree soon after the admissions deadline may apply for conditional admission. If granted conditional admission, a final transcript from the student's baccalaureate institution must be received by the Office of Student Affairs prior to the date of registration of the admitted semester.

Required Courses:

COPH 5003	Introduction to Public Health	3
BIOS 5013	Biostatistics I	3
ENVH 5102	Environmental and Occupational Health	3
HPMT 5103	The Health Care System	3
HBHE 5104	Introduction to Health Behavior and Health Education	3
EPID 5112	Epidemiology I	3
LAW 6350	Administrative Law (taken at Bowen School of Law)	3
HBHE 5326	Health Communication	3
HPMT 5426	Racial and Ethnic Health Disparities: Theory, Experience and Elimination	3
HPMT 5203	Public Health Law and Ethics (taken at College of Public Health)	3
OR		
LAW 6387	Public Health Law (taken at Bowen School of Law)	3
COPH 5989	Applied Practice Experience	3
COPH 5991	Integrative Learning Experience Seminar	1
COPH 5992	Integrative Learning Experience Project	2

Master of Applied Communication Studies/Master of Public Health (MACS/MPH)

Program Director: Kevin Ryan

Admission Requirements:

Application for admission to the MACS/MPH program must be made separately to the MACS program and the MPH program. Applicants must file a Declaration of Intent to Pursue Combined Degrees form with both colleges.

Applicants must possess the minimum of a US baccalaureate degree to be considered for admission. Applicants who anticipate completion of their undergraduate degree soon after the admissions deadline may apply for conditional admission. If granted conditional admission, a final transcript from the student's baccalaureate institution must be received by the Office of Student Affairs prior to the date of registration of the admitted semester.

Required Courses:

COPH 5003	Introduction to Public Health	3
BIOS 5013	Biostatistics I	3
ENVH 5102	Environmental and Occupational Health	3
HPMT 5103	The Health Care System	3
HBHE 5104	Introduction to Health Behavior and Health Education	3
EPID 5112	Epidemiology I	3
SPCH 7323	Conflict Analysis and Intervention	3
SPCH 7352	Organizational Communication Training	3
HPMT 5114	Management of Health Care Organizations	3
HBHE 5326	Health Communication	3
COPH 5989	Applied Practice Experience	3
COPH 5991	Integrative Learning Experience Seminar	1
COPH 5992	Integrative Learning Experience Project	2

Master of Public Service/Master of Public Health (MPS/MPH)

Program Director: Nickolas Zaller

The MPS/MPH combined degree program affords the student opportunities to apply public health science to a broad range of issues that affect the health and wellness of individuals, communities and populations locally and globally. Students gain a theoretical and practical understanding of how public health and public service intersect at the application of evidence-based interventions to population-level issues. This unique combination of knowledge and skills allows our graduates to find employment in a wide variety of public service organizations and private businesses.

Admission Requirements:

Students from the Clinton School of Public Service may pursue a combined MPS/MPH degree in conjunction with the Fay W. Boozman College of Public Health. Clinton School students who wish to pursue the combined MPS/MPH degree must contact the Clinton School of Public Service (CSPS) to indicate their intent to pursue the combined degree. All application materials from the CSPS as well as official GRE Scores, a personal statement on why the student wishes to pursue the combined degree and all transcripts must be sent directly to the Admissions department in the College of Public Health.

In addition, to be officially classified as an MPS/MPH student, applicants must file a Declaration of Intent to Pursue Combined Degree form. This form must be signed by both the Clinton School of Public Service and the Fay W. Boozman College of Public Health and on file in the UAMS Office of the University Registrar.

Required Courses:

COPH 5003	Introduction to Public Health	3
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BIOS 5013	Biostatistics I	3
ENVH 5102	Environmental and Occupational Health	3
HPMT 5103	The Health Care System	3
HBHE 5104	Health Behavior and Health Education	3
EPID 5112	Epidemiology I	3
COPH 5146	Rural and Global Public Health Practice	3
CSPS 7303	Communication and Social (Ex) Change	3
COPH 5989	Applied Practice Experience	3
COPH 5991	Integrative Learning Experience Seminar	1
COPH 5992	Integrative Learning Experience Project	2

Biostatistics

Department Phone Number: 501-296-1556

Paula Roberson, Ph.D., Professor and Chair
 Milan Bimali, Ph.D., Assistant Professor
 James Chen, Ph.D., Professor – Retired
 Ruofei Du, Ph.D., Assistant Professor
 Hassan Elsalloukh, Ph.D. Associate Professor
 Amanda L. Golbeck, Ph.D., Professor
 Nicholas Kaukis, Ph.D., Instructor
 Reid Landes, Ph.D., Associate Professor
 Jeannette Lee, Ph.D., Professor
 Songthip Ounpraseuth, Ph.D., Associate Professor
 James Selig, Ph.D., Associate Professor
 Leanne Whiteside-Mansell, Ed.D., Professor
 D. Keith Williams, Ph.D., Professor
 Jun Ying, Ph.D., Professor

The department offers a Master of Public Health (MPH) in Biostatistics. Our goal in the UAMS Department of Biostatistics is to help improve the quality of research conducted at UAMS by providing expert statistical guidance to clinical, health services, and biomedical scientists. We strive to meet this goal: (1) through our collaborations with UAMS investigators, (2) through our education and training endeavors, (3) through our methodological research and (4) by our service to the local and national research community.

MPH in Biostatistics

Program Director: D. Keith Williams

There exists a plethora of new analytical and statistical techniques available in biostatistics. Many individuals getting academic degrees in biostatistics outside of public health have little opportunity to enhance their education with courses from other disciplines in public health. Consequently, the need for individuals to be the link between public health researchers and statistical programmers and biostatisticians is increasing. The objective of the MPH degree with a biostatistics concentration in the COPH is to train individuals to be the bridge between scientist, researcher, statistician, and programmer. The Department of Biostatistics includes faculty members actively involved in design and analysis of research studies in many different biological and human health-related disciplines. Students seeking to specialize in Biostatistics are offered the opportunity to collaborate extensively on research projects funded in various state and federal agencies, and in the private sector, thus preparing them for careers in academics, government and private industry.

Admission Requirements:

Application and Eligibility Requirements

- Complete application form available at SOPHAS (www.sophas.org)
- Applicants must possess the minimum of the US baccalaureate degree equivalent to be considered for admission.
- Official Graduate Record Examination (GRE) score. The test must have been taken within the five years immediately preceding the application deadline of the requested semester of admission. Scores on comparable graduate tests (MCAT, LSAT, GMAT, DAT, and PCAT) will be considered in lieu of the GRE.

- Personal statement or letter of interest
- Three letters of recommendation

Biostatistics Requirements and Preferences

Students will be evaluated based on all materials submitted and will be considered in the context of all of their accomplishments.

- A GPA of 3.0 or above
- GRE examination with preferred scores in the 50th percentile for each category.
- One mathematic course higher than College Algebra equivalent.

The following are highly recommended:

- One general biology course
- Two courses in behavioral sciences (e.g., sociology, social psychology, political science, economics)
- Statistics or other quantitative coursework
- Statistics or data-related course
- Computing course

Additional requirements for international applicants

- Minimum TOEFL scores of 600 for the paper-based test; 250 for the computer-based test or 90 for the internet-based test
- Minimum IELTS score of 7.0
- For other tests, score will be considered after evaluating the test

GRE Exemptions

- A GPA of 3.25 or better in all mathematics and statistics coursework
- Have a graduate or professional degree (M.D. J.D., M.B.A., etc.) from an accredited university in the United States.
- A satisfactory MCAT, GMAT, or PCAT scores for qualifying MPH concentrations.

Required Courses:

COPH 5003	Introduction to Public Health	3
BIOS 5013	Biostatistics I	3
ENVH 5102	Environmental and Occupational Health	3
HPMT 5103	The Health Care System	3
HBHE 5104	Health Behavior and Health Education	3
EPID 5112	Epidemiology I	3
BIOS 5212	Biostatistics II (Advanced Linear Models)	3
BIOS 5223	Biostatistics III (Multivariate Analysis and Linear Models)	3
BIOS 5213	Biostatistics Computing with SAS I	3
COPH 5989	Applied Practice Experience	3
COPH 5991	Integrative Learning Experience Seminar	1
COPH 5992	Integrative Learning Experience Project	2

Environmental and Occupational Health

Department Phone Number: 501-526-6663

Igor Koturbash, MD, PhD, Associate Professor and Interim Chair

Gunnar Boysen, PhD, Associate Professor

Tung-chin Chiang, PhD, MSPH, Assistant Professor

Christopher Fettes, MA, Instructor

Jay Gandy, PhD, Professor

En Huang, PhD, Assistant Professor

Ping-Ching Hsu, PhD, Assistant Professor

Stefanie Kennon-McGill, PhD, Instructor

Mitchell McGill, PhD, Assistant Professor

Sean Young, PhD, Assistant Professor

The Department offers a Graduate Certificate in Environmental and Occupational Health, a Graduate Certificate in Regulatory Science, and a Master of Public Health (MPH) in Environmental and Occupational Health. Environmental and Occupational Health is the segment of Public Health that is concerned with

assessing, understanding, and controlling the impacts of the environment on individual and population health. At the UAMS Department of Environmental and Occupational Health, we achieve this through applying the principles and practices of exposure and risk assessment, community outreach and education, toxicology, regulatory sciences, genetics, and pharmacogenomics. Our diverse faculty is actively involved in research, teaching, and practice in a broad range of public health issues, from healthy homes to toxic waste cleanup to cancer research. Our department has particular strengths in the areas of environmental exposures and risk assessment, toxicology, regulatory sciences, and gene-environment interactions.

Graduate Certificate in Environmental and Occupational Health

Program Director: En Huang

There is a growing need within the state of Arkansas for individuals to be trained in the core elements of environmental and occupational hygiene. This graduate certificate provides practical knowledge and tools that can be immediately applied in industrial, manufacturing, hospital, and construction settings. This graduate certificate enhances the individual's ability to recognize, identify, measure, and control chemical, physical and biological hazards.

Admission Requirements:

Applicants must possess the minimum of a US baccalaureate degree equivalent to be considered for admission. Applicants who anticipate completion of their undergraduate degree soon after the admissions deadline may apply for conditional admission. If granted conditional admission, a final transcript from the student's baccalaureate institution must be received by the Office of Student Affairs prior to the date of registration of the admitted semester.

A letter of intent is also required (1 to 2 pages in length) and should express the reasons for interest in the Certificate program and any relevant background information on studies and job experiences. The Certificate in Environmental and Occupational Health consists of 12 credit hours, including two required courses, and selective and/or elective courses.

Required Courses:

ENVH 5102	Environmental and Occupational Health	3
ENVH 5222	Environmental Exposure Assessment	3

Graduate Certificate in Regulatory Science

Program Director: Igor Kortubash

The Certificate in Regulatory Science consists of 12 semester credit hours with courses in current regulatory statutes, safety assessment, clinical trials design and management, and data quality requirements for regulatory decision-making.

Admission Requirements:

1. A letter from the applicant stating that the applicant wishes to be accepted into the Certificate in Regulatory Sciences program. This letter should briefly address the applicant's educational background, field of study, and whether the applicant's academic training or professional experience includes study or practice in Biostatistics or Toxicology/Pharmacology.
2. Contact information for Letters of Recommendation – Please include the name and correct email address for your references. Recommendation requests will be sent by email. Note: We strongly advise that you contact your references within a week to make sure they receive our email request for a Letter of Recommendation.
3. The applicant's CV.
4. An official transcript showing award of the applicant's B.S., B.A., M.S., or Ph.D. degree(s).
5. If coursework in Biostatistics and Toxicology/Pharmacology is not evident on your transcript, please provide documentation of formal training or continuing education in these subjects.

Required Courses:

REGS 6013	FDA Regulations	3
REGS 6023	Product Safety Assessment	3
REGS 5107	Design and Management of Clinical Trials	3

Master of Public Health (MPH) in Environmental and Occupational Health

Program Director: En Huang

MPH students electing to emphasize environmental and occupational health are trained to recognize, evaluate and communicate risks associated with health hazards occurring in community and occupational environments. Graduates are trained to function as independent investigators and as members of multidisciplinary teams.

Admission Requirements:

To be considered for admission to the MPH in Environmental and Occupational Health program, you must have a bachelor's degree from an accredited institution. A minimum cumulative undergraduate GPA of 3.0 is required. There are no prerequisites to apply to the MPH program at UAMS, but strong grades in mathematics and/or statistics, biological sciences, chemistry, and writing are preferred.

Application Components

1. **Application:** Students must apply through the [SOPHAS Centralized Application Service](#). The documents listed below will all be submitted through SOPHAS.
2. **Recommendations:** Submit three letters of recommendation from college or university professors who can speak to your academic abilities. If you've been out of school for more than five years, submit letters from professional colleagues who can discuss your relevant academic skills including critical thinking, research and writing.
3. **Statement of purpose:** Write a 600-900 word statement of purpose that articulates your interests in public health and this program in particular. Craft your statement to specifically address the following questions:
 - Why are you pursuing this MPH program and what are your particular areas of interest in public health?
 - How does the MPH program within our Department of Environmental and Occupational Health best fit your public health interests?
 - What are your career goals and how will this degree help you to achieve these goals?
 - What are your plans in the first few years after graduation?
4. **Official transcripts:** Submit official transcripts from all the undergraduate and graduate institutions you've attended. Please mail all of your official transcripts to:

SOPHAS Transcript Processing Center
PO Box 9111
Watertown, MA 02471
5. **A current résumé or CV** is required.
6. **Official GRE score.** Official scores should be sent directly to SOPHAS using code 6512. Official GRE scores will be waived for applicants who have a B or better in undergraduate environmental health courses (chemistry, environmental science, biology, math, physics, and others related to environmental science)
7. MCAT or PCAT scores will be accepted in lieu of GRE scores.

Check your application status and the receipt of your materials through the [SOPHAS portal](#).

Additional Requirements for International Students

1. **TOEFL:** For applicants whose native language is not English, the TOEFL is required with a minimum score of 80; for IELTS (General) 6.5. These TOEFL scores should be sent officially to SOPHAS using the SOPHAS-specific TOEFL code of: 5688. The IELTS must be sent directly to the Fay W. Boozman College of Public Health, Attn: Office of Admissions, 4301 W. Markham, #820, Little Rock, AR 72205.
2. **A WES Evaluation** (www.wes.org) is required for applicants who completed their degree outside of the United States. This can be requested and submitted through SOPHAS.

Required Courses:

COPH 5003	Introduction to Public Health	3
BIOS 5013	Biostatistics I	3
ENVH 5102	Environmental and Occupational Health	3
HPMT 5103	The Health Care System	3
HBHE 5104	Health Behavior and Health Education	3

EPID 5112	Epidemiology I	3
ENVH 5202	Environmental Hazards Control	3
ENVH 5302	Toxicology in Public Health	3
ENVH 5221	Regulations in Environmental Health	3
ENVH 5404	Environmental Biological Hazards	3
ENVH 5222	Environmental Exposure Assessment	3
COPH 5989	Applied Practice Experience	3
COPH 5991	Integrative Learning Experience Seminar	1
COPH 5992	Integrative Learning Experience Project	2

Epidemiology

Department Phone Number: 501-614-2145

Wendy Nembhard, PhD, MPH, FACE, Associate Professor and Chair
Benjamin Amick, PhD, Associate Dean for Research
Appathurai Balamurugan, MD, MPH, DrPH, Associate Professor
Joseph Bates, MD, MS, Associate Dean for Public Health Practice, Professor
Victor Cardenas, MD, MPH, PhD, FACE, Associate Professor
Robert Delongchamp, PhD, Professor
Mohammed Elfaramawi, PhD, Associate Professor
Lori Fischbach, PhD, MPH, Associate Professor
Ellen Fischer, PhD, Associate Professor
Dirk Haselow, MD, PhD, Associate Professor
Shark Malak, MD, MPH, Assistant Professor
Erick Messias, MD, MPH, PhD, Associate Professor
Leonard Mukasa, MBChB, PhD, Assistant Professor
Mohammed Orloff, PhD, Associate Professor
Richard Owen, MD, Professor
Martha Phillips, PhD, MPH, MBA, EdS, Associate Professor
Austin Porter, DrPh, MPH, Assistant Professor
Yasser Sanad, DVM, MVSc, PhD, Assistant Professor
Nathaniel Smith, MD, MPH, Professor
L. Joseph Su, PhD, MPH, Professor
Purushottam B. Thapa, BM, BS, MPH, Associate Professor
Namvar Zohoori, MD, MPH, PhD, Professor

The department offers a Master of Public Health (MPH) in Epidemiology, and a Doctor of Philosophy (PhD) in Epidemiology. Our mission is to provide students with a comprehensive and rigorous education that prepares them for an exciting and rewarding career in epidemiologic research, practice, and education. Emphasis is on theory and methods. In addition, students are given structured opportunities to put into practice what they have learned, by participating in activities outside the university that give them real life experience of epidemiology. Students may be provided with opportunities to participate in cutting-edge faculty research, or teaching, and may receive stipends for some of these positions. Our aim is that with the unique training received, students would be able to competently embark on a career in any of the various specialty areas in epidemiology, and this is reflected in our curriculum. Faculty members in the department are friendly, readily accessible, and highly trained to deliver quality education. Applicants are encouraged to visit the department during the application process, to click on to the other links to learn more about the department and the academic programs offered, and to familiarize themselves with the research interests of our faculty.

MPH in Epidemiology

Program Director: Mohammed Elfaramawi

The MPH with a concentration in Epidemiology provides students with in-depth training in epidemiologic research and practice. The required curriculum focuses on theory and methods, which are utilized by students in real-world opportunities during the preceptorship and culminating experience project.

Admission Requirements:

To be considered for admission to the MPH in Epidemiology program, you must have a bachelor's degree from an accredited institution. A minimum cumulative undergraduate GPA of 3.0 is required. There are no prerequisites to apply to the MPH program at UAMS, but strong grades in mathematics and/or statistics, social sciences and writing are preferred.

Application Components

1. Application: Students must apply through the [SOPHAS Centralized Application Service](#). The documents listed below will all be submitted through SOPHAS.
2. Recommendations: Submit three letters of recommendation from college or university professors who can speak to your academic abilities. If you've been out of school for more than five years, submit letters from professional colleagues who can discuss your relevant academic skills including critical thinking, research and writing.
3. Goals statement: Write a 1500 word maximum statement of purpose that articulates your interests in public health and this program in particular. Craft your statement to specifically address the following questions:
 - Why are you pursuing this MPH program and what are your particular areas of interest in public health?
 - How does the MPH program within our Department of Epidemiology best fit your public health interests?
 - What are your career goals and how will this degree help you to achieve these goals?
 - What are your plans in the first few years after graduation?
4. Official transcripts: Submit official transcripts from all the undergraduate and graduate institutions you've attended. Please mail all of your official transcripts to:
 - SOPHAS Transcript Processing Center
 - PO Box 9111
 - Watertown, MA 02471
5. A current résumé or CV is required.
6. Official GRE score. Official scores should be sent directly to SOPHAS using code 6512. Official GRE scores will be waived for applicants who have:
 - a B or better in an undergraduate statistics or advanced mathematics course and
 - an undergraduate cumulative GPA of at least 3.25.
 - MCAT or PCAT scores will be accepted in lieu of GRE scores.

Check on your application status and the receipt of your materials through the [SOPHAS portal](#).

Additional Requirements for International Students

3. TOEFL: For applicants whose native language is not English, the TOEFL is required with a minimum score of 80; for IELTS (General) 6.5. These TOEFL scores should be sent officially to SOPHAS using the SOPHAS-specific TOEFL code of: 5688. The IELTS must be sent directly to the Fay W. Boozman College of Public Health, Attn: Office of Admissions, 4301 W. Markham, #820, Little Rock, AR 72205.
4. A WES Evaluation (www.wes.org) is required for applicants who completed their degree outside of the United States. can be requested and submitted through SOPHAS.

Required Courses:

COPH 5003	Introduction to Public Health	3
BIOS 5013	Biostatistics I	3
ENVH 5102	Environmental and Occupational Health	3
HPMT 5103	The Health Care System	3
HBHE 5104	Health Behavior and Health Education	3
EPID 5112	Epidemiology I	3
BIOS 5212	Biostatistics II (Advanced Linear Models)	3
EPID 5322	Epidemiology II	3
EPID 5334	Epidemiology III	3

Select one course from below:

EPID 5573	Data Mgmt. and Programming for Epidemiologists or	3
BIOS 5213	Biostatistics Computing with SAS I	3

Doctor of Philosophy (PhD) in Epidemiology

Program Director: Lori Fischbach

The Ph.D. in Epidemiology is for applicants interested in conducting advanced research in epidemiology or teaching epidemiology at higher institutions of learning. This is a 3-5 year program. The first two years known as residency is dedicated to completing the required coursework of 90-92 semester credit hours and practice in research, on campus. An additional 1-3 years is usually expected for completing the dissertation research. The actual coursework for the Ph.D. program consists of 50 credit hours of instruction. The remaining 40-42 credit hours constitute prerequisites that will be credited towards meeting the Epidemiology MPH requirements.

Admission Requirements:

Admission into the program will typically require a Master's degree in Epidemiology. Applicants with graduate work or a master's degree in disciplines other than epidemiology, or rarely, exceptional students with only an appropriate bachelor's degree, are eligible for conditional admission into the program. Students admitted without previously completing a master's degree in Epidemiology will be required to complete the typical minimum complement of courses required for the Master of Public Health (MPH) or the Master of Science (MS/MSc) degree in epidemiology along with their Ph.D. coursework.

A cumulative grade point average (GPA) of 3.0 (A=4.00) or better on all undergraduate coursework is required for full consideration of the application. Further, a cumulative GPA of 3.3 on graduate coursework attempted at a regionally accredited institution of higher education is strongly recommended. The GRE must have been taken within 5 years immediately preceding the requested semester of admission. In addition, any applicant whose native language is not English and does not have a bachelor's or a master's degree from a regionally accredited US institution is required to submit scores from the Test of English as a Foreign Language (TOEFL). A minimum total score of 100 on the internet-based scoring (or 600 on the paper-based or 250 on the computer-based scoring) is required. The test must have been taken within the two years immediately preceding the requested semester of admission.

The Ph.D. Admissions Committee will consider the sum total of the applicant's work, educational experience, research experience, recommendations, and other application data and will not allow a single factor to outweigh others in making recommendations for admission.

Required Courses:

EPID 6424	Advanced Epidemiological Methods	3
EPID 6423	Advanced Epidemiological Methods Lab	2
EPID 6336	Observational Study Designs	3
EPID 6001	Instructional Methods and Teaching Practicum	1
EPID 6224	Clinical Trials	3
BMIG 5103	Foundations of BMI: Public Health Information	3
COPH 6437	Grantsmanship and the Peer Review Process	3
EPID 6336	Observational Study Designs	3
BIOS 6223	Biostatistics III	3
COPH 6100	Directed Study (3 Credit Hours)	3
EPID 6102	Special Topics in Epidemiology (2 Credit Hours)	2
COPH 6999	Dissertation Research (minimum 6 hours)	18

Health Behavior and Health Education

Department Phone Number: 501-526-6711

Carol Cornell, PhD, Professor and Chair

Mark Williams, PhD, M. Joycelyn Elders Professor of Health Promotion and Disease Prevention and Dean

Nia Aitaoto, PhD, MPH, MS, Assistant Professor

Mary Aitken MD, MPH, Professor

Suzanne Alstadt, DPA, CRA, Instructor

Michael Anders, PhD, MPH, RRT, Associate Professor

Keneshia Bryant-Moore, PhD, RN, FNP-BC, Associate Professor, Assistant Dean for Diversity, Equity, and Inclusion

Ronnie Chernoff, PhD, Professor
 Tom Chung, PhD, MPhil, BSSc, Professor
 Pebbles Fagan, PhD, MPH, Professor
 Emogene Fox, EdD, Professor
 Becky Hall, EdD, Assistant Professor
 Kristie Hadden PhD, Program Director, Assistant Professor
 Tiffany Haynes, PhD, Associate Professor
 Betty Hubbard, MSE, CHES, BSE, EdD, Professor
 Chester Jones, PhD, BES, PE, Professor
 Teresa Kramer, PhD, Associate Professor
 Margarete Kulik, PhD, Assistant Professor
 S. Alexandra Marshall, PhD, MPH, CPH, CHES, Assistant Professor
 Ashley McNatt, DrPH, MA, Instructor, Communications Specialist
 Jean McSweeney, PhD, RN, FAHA, FAAN, Professor
 Craig Molgaard, PhD, MPH, Professor
 Brooke E.E. Montgomery, PhD, MPH, Assistant Professor
 Bernita Patterson, PhD, MA, Associate Professor
 Martha Phillips, PhD, MPH, MBA, EdS, Associate Professor
 James Raczynski, PhD, FAHA, Professor and Founding Dean
 Jacquie Rainey, DrPH, Professor
 Joanna Thomas, MD, MBChB, FAFAP, Associate Professor
 Judith Weber, PhD, RD, Associate Professor
 Leanne Whiteside Mansell, EdD, Professor
 Emily Whittington, MPH, Instructor
 Nickolas Zaller, PhD, Professor

The department offers a Master of Public Health (MPH) in Health Behavior and Health Education, and a Doctor of Philosophy (PhD) in Health Promotion and Prevention Research. The mission of the Department of Health Behavior and Health Education (HBHE) is to improve individual and population health through research, workforce training, and community-based programs in the health promotion arena. Faculty conduct research and implement health improvement programs affecting diverse population in a variety of clinical and community settings. These initiatives target diseases that include cancer, stroke, hypertension, obesity, and sexually transmitted diseases. The department's educational programs provide students with a foundation in key HBHE concepts, methodologies, theories and planning models. Students learn how to identify causes and solutions to behavioral health problems that take individual, family, community, cultural, and policy determinants into account. Building on that foundation, students develop their skills in effective planning, implementation, management, and evaluation of health behavior and health education interventions. Their learning experiences are designed to develop the skills needed to select and apply appropriate and culturally responsive behavioral and social change strategies to enhance health in communities and at-risk populations. Integral to that training is exposure to current communications theory, practice and research as applied to public health problems.

MPH in Health Behavior and Health Education

Program Director: Carol Cornell

The MPH with a concentration in Health Behavior and Health Education provides students with in-depth training in health behavior and health education program planning, implementation, management, and evaluation. Didactics and preceptorship experiences are designed to develop students' abilities to select and apply appropriate and culturally- responsive behavioral and social change strategies to enhance health within communities and at-risk populations.

Admission Requirements:

Minimum GPA: 3.0

Satisfactory grades in relevant coursework

Minimum GRE Scores: Verbal 50% or higher

Quantitative 50% or higher

Slight deviations from these minimums may be considered by the HBHE admissions committee for applicants with substantial work experience in a relevant field (e.g., public health practice; practice, teaching or research in social and behavioral science-relevant fields, etc.).

Required Courses:

COPH 5003

Introduction to Public Health

3

BIOS 5013	Biostatistics I	3
ENVH 5102	Environmental and Occupational Health	3
HPMT 5103	The Health Care System	3
HBHE 5104	Health Behavior and Health Education	3
EPID 5112	Epidemiology I	3
HBHE 5324	Program Planning and Evaluation	3
HBHE 5225	Theories of Health Behavior and Health Education	3
HBHE 5105	Introduction to Research Methods in Public Health	3
COPH 5989	Applied Practice Experience	3
COPH 5991	Integrative Learning Experience Seminar	1
COPH 5992	Integrative Learning Experience Project	2

MPH in Rural and Global Public Health

Program Directors: Craig Molgaard and Nickolas Zaller

The concentration curriculum of the Rural and Global Public Health concentration provides students with in-depth training in the public health issues that are present in populations living and working in rural areas, whether nationally or internationally. The 42-unit program, available to any student seeking an MPH degree, also includes training in core public health concepts.

Admission Requirements:

- Minimum GPA: 3.0
- Satisfactory grades in relevant coursework
- Minimum GRE Scores: Verbal 50% or higher, Quantitative 50% or higher

Slight deviations from these minimums may be considered by the HBHE admissions committee for applicants with substantial work experience in a relevant field (e.g., public health practice; practice, teaching or research in social and behavioral science-relevant fields, etc.).

Required Courses:

COPH 5003	Introduction to Public Health	3
BIOS 5013	Biostatistics I	3
ENVH 5102	Environmental and Occupational Health	3
HPMT 5103	The Health Care System	3
HBHE 5104	Health Behavior and Health Education	3
EPID 5112	Epidemiology I	3
COPH 5146	Rural and Global Public Health Practice	3
COPH 5140	History and Theory of Public Health	3
COPH 5148	Health Numeracy	3
COPH 5421	Rural & Global Health Program Evaluation & Impact Assessment	3
COPH 5989	Applied Practice Experience	3
COPH 5991	Integrative Learning Experience Seminar	1
COPH 5992	Integrative Learning Experience Project	2

Doctor of Philosophy (PhD) in Health Promotion and Prevention Research

Program Directors: Tiffany Haynes and Alex Marshall

The curriculum of the PhD program provides extensive training in basic and applied research methodology that will allow public health scientists to serve as Principal Investigators responsible for developing an extramurally funded program of independent research. Integrated within the multidisciplinary environment of an academic health sciences center, the proposed Ph.D. program is uniquely positioned to advance the understanding of interactions among biological, behavioral and cultural processes that are associated with the etiology and prevention of major chronic illnesses that constitute a significant public health challenge in Arkansas. An advanced understanding of these complex interactions will expand the current knowledge base and foster the development and evaluation of new health care strategies and public health initiatives that subsequently can be implemented to enhance the health and well-being of individuals and communities throughout the state of Arkansas. A strong emphasis on applied and community-based research methods provides graduates with a solid foundation in the design and evaluation of public health service programs. This perspective will foster collaboration with public health practitioners in the development of programmatic research that is truly responsive to the health needs of Arkansas residents and makes optimal use of public health infrastructure in the state.

Admission Requirements:

Individuals who have earned an MS or equivalent degree in a health-related field from a regionally accredited institution in the United States or from a foreign institution with similar requirements for the MS degree, are eligible to apply for admission to the Doctoral Program in Health Promotion and Prevention Research. Master-level coursework should address core public health sciences, an overview of behavioral theories and methods relevant to public health, and a basic foundation in research design and methods. Applicants' master theses should address a scientific question relevant to the application of behavioral and public health sciences either through secondary analysis of an existing data set or by collecting and analyzing new data. Master-level course work and research experience will be evaluated and approved prior to admission.

Students who have not earned an MS or equivalent degree may petition the Admissions Committee to consider an exception to this eligibility requirement. All applicants (with or without an MS or equivalent degree) must demonstrate basic core competencies in public health, behavioral science, research design, and statistical methods in order to be considered for admission. Competencies in these areas may be demonstrated through the award of an MS or equivalent degree in a health-related field, successful completion of relevant course work at a regionally accredited institution of higher education or documented practical experience demonstrating the application of relevant skills. Individuals determined by the Admissions Committee to have demonstrated strengths in multiple core competencies may be considered for admission.

Required Courses:

Required	HBHE 6021	Advanced Health Behavioral Theory	3
	HBHE 6212	Applied Behavioral Research Methods	3
	COPH 6438	Fundamentals of Research	1
Selective 1 (3)	HBHE 6234	Faith-Based Health Promotion	3
	HBHE 6320	Drugs and Society	3
	HBHE 5214	Advanced Concepts of Human Sexuality	3
	HBHE 6733	Stress and Health	3
	HBHE 6235	Translational Application of Theory and Methods	3
	HBHE 5240	Tobacco Prevention and Control	3
	COPH 6303	Community-Based Public Health Program Design	3
Required	HPMT 6426	Racial and Ethnic Health Disparities	3
	HBHE 6320	Drugs and Society	3
Selective 2 (3)	HBHE 6733	Stress and Health	3
	HBHE 6437	Teaching the Adult Learner	3
	HBHE 5241	Community Organizing for Health	3
	BIOS 5212	Biostatistics II	3
Required	COPH 6403	Community-Based Program Evaluation	3
	NPHD 6102	Qualitative Methodology in Nursing Research	3
	BIOS 6223	Biostatistics III	3
Required	NPHD 6108	Qualitative Data Analysis Theory and Practicum	3
	HBHE 6120	Introduction to Mixed Methods Research Design	3
	COPH 6437	Grantsmanship and the Peer Review Process	3
Applied Methods	COPH 6600	Mentored Research	9

Health Policy and Management

Department Phone Number: 501-526-6633

Mick Tilford, PhD, Professor and Chair

Richard Ault, MHSA, Assistant Professor
Jure Baloh, PhD, MHA, Assistant Professor
Gregory Bledsoe, MD, MPH, Assistant Professor
Steven F. Boedigheimer, MBA, Assistant Professor
Stephen M. Bowman, PhD, MHA, Associate Professor
Aliza Brown, PhD, Assistant Professor
Clare Brown, PhD, Assistant Professor
Christopher S. Cargile, MD, Professor
Hsueh-Fen Chen, PhD, Associate Professor
Cindy Crone, Assistant Professor
Geoffrey A. Curran, PhD, Associate Professor
Jennifer A. Dillaha, MD, MA, Assistant Professor
Joycelyn Elders, MD, Professor
Ruth Eudy, PhD, Associate Professor
Holly C. Felix, PhD, MPA, Associate Professor
Liz Gates, JD, MPH, Assistant Dean for Planning and Policy, Instructor
William Golden, MD, Professor
Anthony Goudie, PhD, Associate Professor
Teresa Hudson, Assistant Professor
Ronald F. Kahn, MD, Professor
Saleema Karim, Ph.D, MBA, MHA, Associate Professor
JoAnne E. Kirchner, MD, Professor
Michael Knox, Assistant Professor
Robert B. Leflar, JD, Professor
Curtis Lowery, MD, Adjunct Faculty, Director of Digital Health and Innovation
Bradley C. Martin, PharmD, PhD, Professor
Pearl McElfish, PhD, Vice Chancellor for NWA Region, Associate Professor
Rosemary Nabaweesi, DrPH, MBChB, Assistant Professor
Corey Nagel, PhD, Assistant Professor
Creshelle R.Nash, MD, MPH, Assistant Professor
Aaron Novotny, PhD, Assistant Professor
Eddie Ochoa, M.D., Associate Professor
Martha M. Phillips, PhD, MPH, MBA, EdS, Associate Professor
Austin Porter, DrPH, Assistant Professor
T. Elaine Prewitt, DrPH, Associate Professor
Mandana Rezaeiahari, PhD, MSc, Assistant Professor
Diane Robinson, PhD, Assistant Professor
Kevin Ryan, JD, MA, Associate Dean for Student and Alumni Affairs, Associate Professor
Kevin Sexton, MD, Associate Professor
Dennis Smith, MA, Visiting Professor
G. Richard Smith, Jr., MD, Professor
M. Kathryn (Kate) Stewart, MD, MPH, Professor
Yi-Shan Sung, Assistant Professor
Billy R. Thomas, MD, MPH, Professor
Joseph W. Thompson, MD, MPH, Professor
J. Gary Wheeler, MD, Associate Professor
Craig Wilson, JD, MPA, Assistant Professor

The department offers a Graduate Certificate in Healthcare Management, a Graduate Certificate in Healthcare Analytics, a Master of Public Health (MPH) in Health Policy and Management, a Master of Health Administration (MHA), a Master of Science (MS) in Healthcare Data Analytics, and a Doctor of Philosophy (PhD) in Health Systems and Services Research. The Department's mission is to improve the health and well-being of Arkansans by generating, disseminating, and applying the evidence needed for sound policy and managerial decision-making within the health system. We pursue this

mission by: Conducting research to identify better ways of organizing, financing, and delivering health services and implementing health policies; helping students acquire the knowledge and skills needed for effective policy and managerial decision-making on health issues; and serving the health system in Arkansas and beyond by providing public officials and other decision-makers with objective, reliable information and assistance.

Graduate Certificate in Healthcare Analytics

Program Directors: Mandana Rezaeiahari and Clare Brown

The healthcare industry is moving rapidly from the fee for service model toward value-based purchasing where enterprises are reimbursed based on outcomes rather than volume of procedures. Decision-makers need timely information on a host of metrics from electronic medical records and other sources to compete in this new landscape. The number of positions in healthcare enterprises are likely to outstrip the available supply of qualified professionals. International Data Corporation (IDC) Health Insights identified analytics technology as “the top investment priority of organizations pursuing accountable care.” The Health Policy and Management Department, in the UAMS Fay W. Boozman College of Public Health, is now offering a Graduate Certificate in Healthcare Data Analytics.

Admission Requirements:

- College Credit Introductory Statistics
- Transcripts
- Current CV or resume
- \$50 Non-refundable Application Fee

Required Courses:

HPMT 5212	Healthcare Information Systems	3
HPMT 5214	Decision Analytics in Healthcare	3
HPMT 5334	Data Visualization for Healthcare Analytics	3
HPMT 5335	Data Mining in Healthcare	3

Master of Public Health (MPH) in Health Policy and Management

Program Director: T. Elaine Prewitt

The MPH in Health Policy and Management allows students to develop competencies in the theories, methods, and skills relevant to policy and managerial decision-making within the health system. The curriculum focuses on generating and disseminating evidence-based research to inform the development, organization, and implementation of health services and policies.

Admission Requirements:

HPM applicant requirements & preferences (for internal use only)

- Application form and fee through SOPHAS (www.sophas.org)
- Application form and fee to CPH at <http://oaa.uams.edu>
- Official transcripts (sent directly to SOPHAS from schools)
- US baccalaureate degree or equivalent
- Personal statement or letter of interest
- Three (3) letters of recommendation
- Current curriculum vitae or resume
- Official Graduate Record Examination (GRE) scores
 - Preferably a minimum combined score of 290 (verbal + quantitative)
 - Taken five (5) years maximum before application deadline of requested semester of admission.
 - GRE exemptions:
 - Comparable graduate tests such as MCAT, LSAT, GMAT, DAT, and PCAT
 - Graduate or professional degree (M.D., J.D., M.B.A.) from an accredited university in the U.S.

Other Preferences:

- A GPA minimum of 3.0 (during last two years of academic studies)

Additional requirements for international applicants:

- Minimum TOEFL scores of 600 for the paper-based test; 250 for the computer-based test or 90 for the internet-based test
- Minimum IELTS score of 7.0
- For other tests, scores will be considered after evaluating the test

Required Courses:

Required	COPH 5003	Introduction to Public Health	3
	BIOS 5013	Biostatistics I	3
	ENVH 5102	Environmental and Occupational Health	3
	HPMT 5103	The Health Care System	3
	HBHE 5104	Health Behavior and Health Education	3
	EPID 5112	Epidemiology I	3
	HPMT 5104	Introduction to Health Economics	3
	HPMT 5203	Public Health Law and Ethics	3
	HPMT 5132	Introduction to Health Policy and Politics	3
Selectives (6 credit hours)	HPMT 5114	Management of Healthcare Organizations	3
	HPMT 5134	Introduction to Health Systems Financial Management	3
	HPMT 5124	Health Systems Strategic Planning	3
	HPMT 5426	Racial and Ethnic Health Disparities: Theory, Experience and Elimination	3
	HPMT 5202	Food and Nutrition Policy	3
	HPMT 5334	Data Visualization for Healthcare Analytics	3
	HPMT 5334	Data Visualization for Healthcare Analytics	3
Public Health Practice	COPH 5989	Applied Practice Experience	3
	COPH 5991	Integrative Learning Experience Seminar	1
	COPH 5992	Integrative Learning Experience Project	2
Elective			3

Master of Health Administration (MHA)

Department Phone Number: 501-526-6643

Program Director: Richard Ault

The Master of Health Administration (MHA) program prepares students for careers as administrators or staff in health organizations, institutions, and agencies involved in the provision, financing, insuring, or regulation of health care. The curriculum is structured in developmental sequences, with each semester's work building on the previous courses. A required summer experiential course provides valuable real world experience in a health care organization that fits the student's career path. Also, the program assists students in obtaining a one-year, post-degree fellowship. The program is accredited by the Commission on Accreditation of Healthcare Management Education (CAHME) and is a full member of the Association of University Programs in Health Administration (AUPHA).

Admission Requirements:

See <https://publichealth.uams.edu/wp-content/uploads/sites/3/2015/08/MHA-Application-Guidelines.pdf>

Required Courses:

COPH 5003	Introduction to Public Health	3
BIOS 5013	Biostatistics I	3
HPMT 5103	The Health Care System	3
HPMT 5114	Management of Healthcare Organizations	3
HPMT 5134	Introduction to Health Systems Financial Management	3
HPMT 5124	Health Systems Strategic Planning	3
HPMT 5344	Quality Management and Performance Improvement	3

HPMT 5333	Applications in Health Systems Financial Management	3
HPMT 5104	Introduction to Health Economics	3
HPMT 5285/5286	Health Administration Residency/Management Project	3
HPMT 5343	Healthcare Operations Management: Quality and Decision Analytics	3
HPMT 5223	Seminar in Human Resource Management	3
HPMT 5212	Health Information Systems for Administrators	3
HPMT 5583	Advanced Applications in Healthcare Management	3
HPMT 5343	Healthcare Operations Management: Quality and Decision Analytics	3
HPMT 5223	Seminar in Human Resource Management	3
HPMT 5212	Health Information Systems for Administrators	3
HPMT 5583	Advanced Applications in Healthcare Management	3

Master of Science (MS) in Healthcare Data Analytics

Program Directors: Mandana Rezaeiahari and Clare Brown

The Master of Science (MS) in Healthcare Data Analytics (HCDA) takes a multidisciplinary approach to train individuals with the analytical, informatics and computational skills required to be competitive for health analytics and data science positions in the current and future job markets. The competency-based curriculum provides students with advanced skills in data aggregation methods, statistical methods, data mining and forecasting algorithms, visualization techniques, and data management, including database skills and database design techniques. At the conclusion of the program, students can expect to be proficient or advanced in multiple state-of-the-art software tools. In addition to having a deep understanding of complex data analytic approaches, such as data mining techniques, students will gain expertise in meaningful interpretation of the results. In the final semester(s) of their program, students will be required to complete a thesis/capstone project to synthesize and apply knowledge of the methods and theories gained during coursework.

Admission Requirements:

A bachelor's degree (in any field) with a 3.0 GPA average during the last two years of their undergraduate education.

A minimum score of 150 for each component of the GRE (Verbal and Quantitative).

Required Courses:

HPMT 5212	Health Information Systems	3
HPMT 5334	Healthcare Data Visualization	3
HMPT 5214	Healthcare Decision Analytics	3
HPMT 5335	Data Mining in Healthcare	3
HPMT 5003	Introduction to Public Health	3
BIOS 6212	Biostatistics II	3
BMIG 6012	Database and Data Warehouse Design & Information Retrieval Techniques	3
BIOS 5213	Biostatistics Computing with SAS I	3
COPH 5200	Thesis	

Choose (9) hours from the following selectives:

HPMT 6317	Performance Measurement, Reporting and Incentives	3
BMIG 6201	Machine Learning for Biomedical Informatics	3
BIOS 5317	Biostatistics Computing with SAS II	3
BIOS 5223	Biostats III: Multivariate Analysis & Linear Models	3
BMIG 5001	Information Modelling – From Data to Knowledge	3
BMIG 5003	Computational Methods in Biomedical Informatics	3
HPMT 6303	Applied Research Using Retrospective Data Sources	3

Doctor of Philosophy (PhD) in Health Systems and Services Research

Program Director: Anthony Goudie

The PhD program provides students with the theoretical and methodological foundations necessary to conduct creative and independent research on health systems and services, with the ultimate goal of identifying pathways to improved health system and service performance through evidence-based policy and management. The curriculum involves intensive and focused study in the theoretical perspectives and methodological strategies relevant to research on the organization, financing, and delivery of health services, including issues of quality, accessibility, efficiency, and equity within systems of care. Students will develop advanced skills in quantitative research methods, confidence in their teaching, and a high standard of scientific integrity and professionalism. Job opportunities exist in university-based and independent health services research centers, health policy institutes, foundations and philanthropic organizations, consulting firms, and professional and advocacy associations working at state and national levels.

Admission Requirements:

Exceptional students can be accepted directly with baccalaureate degrees, but it is recommended that students will have received an MPH or related graduate degree (e.g. M.P.A., M.B.A., M.D., J.D.) prior to entry into the proposed program, along with some relevant experience in health policy or health services. Pre-requisite coursework may be required based on the type of degree held. Students will be required to describe and substantiate their areas of research and policy interest prior to being admitted to the program in order to ensure a close match between student interests and faculty expertise.

Students must submit a GRE score from an exam taken within 5 years immediately preceding the requested semester of the admission. GRE scores at or above the 50th percentile in both Verbal Reasoning and Quantitative Reasoning are preferred for full consideration for admission to the program. International student must present a TOEL score of at least 80. The TOEFL requirement is waived for International applicants who earned an undergraduate or graduate degree program at an accredited educational institution in the US or in a country in which English is both the primary spoken language and the language of instruction in educational institutions.

Any individual desiring admission to this program must submit application materials through the on-line centralized School of Public Health Application Service (SOPHAS), which outlines complete application content, as well as complete and pay the \$50 fee for the supplemental UAMS application.

A limited number of research assistantships for the PhD in HSSR may be available for qualified students.

Prerequisite Courses:

Courses	COPH 5003	Introduction to Public Health	3
	BIOS 6212	Biostatistics II	3
	EPID 5112	Epidemiology I	3
	HPMT 5104	Introduction to Health Economics	3

Required Courses:

Application and Theory Courses – 18 Credit Hours	COPH 5003		
	HPMT 6103	Health Systems Theory and Research	3
	HPMT 6213	Variation in Health System Performance	3
	HPMT 6328	Health Care & Organizational Theory	3
	HPMT 6315	Advanced Methods for Quality & Health Outcomes Research	3
	HPMT 6114	Advanced Public Health Policy & Management	3
	HPMT 6319	Implementation Research in Clinical Practice Settings	3
	HPMT 6011	Mathematics & Statistics Primer	1

Research Methodology – 13 Credit Hours. <i>NOTE: Can take either Advanced Econometric Methods or Applied Health Economics (but not both).</i>	HPMT 6313	Advanced Methods in Health Services Research	3
	BIOS 5324	Analyzing Health Surveys	3
	HPMT 6323	Advanced Econometric Methods and Special Topics	3
	PSGP 5122	Applied Health Econometrics	3
	HPMT 6303	Applied Research Methods Using Retrospective Data Sources	3
Selectives - 15 Credit Hours. <i>NOTE: Can take either Racial and Ethnic Health Disparities or Social Determinants of Health (but not both).</i>	HPMT 6317	Performance Measurement, Reporting & Incentives	3
	PSGP 5119	Pharmacoeconomics & Health Care Technology Assessment	3
	HPMT 6320	Advanced Health Economics I: Demand-side Economics	3
	HPMT 6321	Advanced Health Economics II: Supply of Health Services	3
	BIOS 5233	Statistical Methods for Clinical Trials	3
	EPID 6224	Clinical Epidemiology	3
	EPID 5573	Data Management and Programming for Epidemiologists	3
	COPH 6303	Community-Based Program Design	3
	COPH 6346	Social Determinants of Health	3
	HPMT 6426	Racial and Ethnic Health Disparities	3
	EPID 6121	Principles & Practice of Public Health Surveillance	3
	HBHE 6325	Survey Research Methods	3
	NPHD 6102	Qualitative Methodology in Nursing Research	3
	NPHD 6108	Qualitative Data Analysis Theory & Practicum	3
	HPMT 6263	Patient-Reported Outcomes Measurement	3
	HPMT 6243	Pharmaceutical Economics and Policy	3
	BMIG 5011	Introduction to Biomedical Informatics 1	3
	BMIG 5001	Data Information and Knowledge Representation	3
	BMIG 5003	Computational Methods in Biomedical Informatics	3
	BMIG 5013	Health Information Systems	1
	BMIG 5103	Foundations of BMI: Public Health Information	2
	BMIG 6012	Data Warehousing, Aggregation and Reporting	1
	BMIG 6013	Healthcare Informatics of Quality and Patient Safety	1
	HPMT 5334	Data Visualization for Healthcare Analytics	3
		Other UAMS Course Approved by Program Director	3
Scholarship Skills	COPH 6437	Grantsmanship and the Peer Review Process	3
	COPH 6100	Directed Study (Doctoral)	3
Dissertation	COPH 6999	Dissertation Research	18

College of Public Health Course Descriptions

BIOS 5001 Special Topics in Biostatistics (1-3 Credits)

Advanced work in specialized fields such as bioassay, multivariate analysis, time series, etc. Credit, 1 to 3 hours per semester, limit of 9 hours.

Prerequisite: Permission of faculty advisor and course instructor.

BIOS 5013 Biostatistics I (3 Credits)

Introductory topics in descriptive biostatistics and epidemiology, database principles, basic probability, diagnostic test statistics, tests of hypotheses, sample-size estimation, power of tests, frequency cross-tabulations, correlation, non-parametric tests, regression, randomization, multiple comparisons of means and analysis of variance for one and two-factor experiments.

BIOS 5111 Biostatistics Computing with R 1 (1 Credit)

This course will introduce statistical software computing associated with topics discussed in Biostatistics I. The primary statistical software will be R. R is an extremely versatile and powerful statistical package that is becoming very popular among researchers in virtually every research realm. Unlike most statistical software, R is free and is constantly being enriched by users themselves. Additionally, R can be downloaded and compiled on almost any computer platform, thus allowing students to use their own computer in the course and beyond. Topics include inputting data, calculation of descriptive statistics, t-tests, confidence intervals, chi-square test, regression, analysis of variance, and non-parametric methods. This course is designed to enrich computing skills and simultaneous or past enrollment in Biostatistics I is not required, but is highly recommended. Students should have a background in fundamental statistics. Students must provide their own notebook computer.

BIOS 5111 requires a co-requisite of BIOS 5013.

BIOS 5200 Biostatistics Computing with R 2 (1 Credit)

This course will introduce statistical software computing associated with topics discussed in Biostatistics II. The primary statistical software will be R. R is an extremely versatile and powerful statistical package that is becoming very popular among researchers in virtually every research realm. Unlike most statistical software, R is free and is constantly being enriched by users themselves. Additionally, R can be downloaded and compiled on almost any computer platform, thus allowing students to use their own computer in the course and beyond. Topics include inputting data, calculation of descriptive statistics, t-tests, confidence intervals, chi-square test, regression, analysis of variance, and non-parametric methods. This course is designed to enrich computing skills and simultaneous or past enrollment in Biostatistics II is not required, but is highly recommended. Students should have a background in fundamental statistics. Students must provide their own notebook computer.

BIOS 5200 requires pre-requisites of BIOS 5013 and 5111.

BIOS 5212 Biostatistics II: Advanced Linear Models (3 Credits)

Multiple regression and linear models for analysis of variance. Experimental Designs with factorial arrangement of treatments, repeated measures, and multiple covariates. Introduction to logistic and non-linear regression.

BIOS 5212 requires prerequisite BIOS 5013 with C or better

BIOS 5213 Biostatistics Computing with SAS I (3 Credits)

Brief overview of software packages commonly used for data management and analysis that include Excel, Access, SPSS, and Stata, followed by primary focus on use of SAS software in data management and recoding techniques. These include working with SAS libraries, inputting raw data, reading and writing from external files, using programming techniques with limited use of analytical procedures. Class activities include lecture/discussion and intensive programming work using SAS.

BIOS 5213 requires prerequisites BIOS 5013 with a C or better.

BIOS 5214 Categorical Data Analysis (3 Credits)

This course is designed to give students an overview of statistical methods commonly used for analysis of categorical data. Some of the topics include binomial and Poisson distributions, analysis of 2x2 tables, Fishers exact test, McNemar test, stratified analysis, trend analysis and logistic regression. Class activities include lecture/discussion, group work, analytical assignments and critical literature reviews.

BIOS 5214 requires prerequisite BIOS 5013 with a C or better

BIOS 5223 Biostats III: Multivariate Analysis & Linear Models (3 Credits)

This course is designed to give students an overview of applied multivariate analysis. Some of the topics include principal component analysis, exploratory/confirmatory factor analysis, path analysis, structural equation model, discriminant analysis and classification, clustering methods and algorithms, Hotelling's T-square, and MANOVA.

BIOS 5223 requires BIOS 5212 with a C or better

BIOS 5233 Statistical Methods for Clinical Trials (3 Credits)

Principles underlying the planning, management, and implementation of modern clinical trials, the application of statistical methods used in the analysis of data from clinical trials, and the interpretation of results. Basic statistical techniques used in design and analysis of Phase I-III single- and multicenter trials. Recommended prerequisites include knowledge of basic statistics, familiarity with SAS software, and knowledge of a clinical area.

BIOS 5313 Nonparametric Methods (3 Credits)

This course will provide an overview of nonparametric techniques with a primary focus on their application to healthcare data. Appropriate techniques for one-sample and multi-sample data will be covered as well as the use of nonparametric methods to assess correlation, independence, and linear relationships. Students will learn when it is more appropriate to use a nonparametric approach instead of the usual parametric tests, and which techniques have been incorporated into popular statistical software.

BIOS 5313 requires prerequisite BIOS 5013 with a C or better.

BIOS 5315 Logistic Regression and Survival Analysis (3 Credits)

This course introduces the principles and methods for logistic regression and survival analysis. The major topics covered are: simple and multiple logistic regression, Kaplan-Meier estimator, log-rank method, and Cox regression, variable selection, model building strategies and model diagnosis. The emphasis of the course is on practical application and interpretation rather than theory.

BIOS 5315 requires the successful completion of BIOS 5013, BIOS 5213, and prior SAS knowledge.

BIOS 5317 Biostatistics Computing with SAS II (3 Credits)

The use of base SAS in data management and recording techniques. These include processing variables with Arrays, introduction to Macro variables, and creating Macro programs. Course focuses on programming techniques with limited use of analytical procedures. Class activities include lecture/discussion and intensive programming work using SAS.

BIOS 5317 requires the successful completion of BIOS 5013 and BIOS 5213 prior to enrollment.

BIOS 5324 Analyzing Health Surveys (3 Credits)

This course will teach students the fundamentals of survey sampling and analysis and introduce them to national health surveys currently used. Students will report on the published analyses results of the "are of interest" national health survey. They will also apply statistical analysis techniques to a project – a class presentation on an existing national survey, and a final analysis project of their choosing (with instructor approval) using a national health survey.

BIOS 5324 requires prerequisites BIOS 5013 with C or better and instructor consent.

BIOS 6212 Biostatistics II (3 Credits)

Multiple regression and linear models for analysis of variance. Experimental Designs with factorial arrangement of treatments, repeated measures, and multiple covariates. Introduction to logistic and non-linear regression. Prerequisite: Biostatistics I.

BIOS 6213 Application of Microcomputers to Data Management & Analysis (3 Credits)

Brief overview of software packages commonly used for data management and analysis that include Excel, Access, SPSS and Stata, followed by primary focus on use of SAS software in data management and recoding techniques. These include working with SAS libraries, inputting raw data, reading and writing from external files, using logical structures, using numerical and character functions, working with dates and using arrays. Course focuses on programming techniques with limited use of analytical procedures. Class activities include lecture/discussion and intensive programming work using SAS. Prerequisite: Prior completion or concurrent enrollment in Biostatistics I is recommended.

BIOS 6214 Categorical Data Analysis (3 Credits)

This course is designed to give students an overview of statistical methods commonly used for analysis of categorical data. Some of the topics include binomial and Poisson distributions, analysis of 2x2 tables, Fishers exact test, McNemar test, stratified analysis, trend analysis and logistic regression. Class activities include lecture/discussion, group work, analytical assignments and critical literature reviews.

BIOS 6214 requires prerequisites BIOS 5013 with a C or better; Doctoral student standing in the Fay W. Boozman College of Public Health.

BIOS 6223 Biostatistics III (3 Credits)

This course is designed to give students an overview of applied multivariate analysis. Some of the topics include principal component analysis, exploratory/confirmatory factor analysis, path analysis, structural equation model, discriminant analysis and classification, clustering methods and algorithms, Hotelling's T-square, and MANOVA.

BIOS 6223 requires prerequisites BIOS 5212 with a C or better; Doctoral student standing in the Fay W. Boozman College of Public Health.

COPH 5000 Public Health Writing Workshop (0 Credits)

Graduate studies require the ability to write and reason in order to be successful in course assignments. Writing well is also an essential skill in the workplace. To help promote success, all students who enter the College of Public Health will be required to complete a Writing and Reasoning Skills Assessment at the beginning of their first semester. The Assessment will identify strengths and weaknesses and highlight opportunities for improvement. Students who do not meet a predetermined score will be required to complete an online Public Health Writing Workshop course. This course will address the fundamentals of good writing, writing with scholarly sources, revision strategies, and other topics in the interest of improving student writing skills.

COPH 5003 Introduction to Public Health (3 Credits)

An introduction to basic and contemporary issues of public health, including tools of community-based health assessment, surveillance, health promotion, disease prevention, policy and ethics will be presented. This course provides an overview in the diverse areas of public health practices.

COPH 5140 History and Theory of Public Health (3 Credits)

This course focuses on the historical and theoretical background of public health as a scientific discipline. The focus is on epidemiology, health behavior, and environmental health as key sciences of public health. Major schools of public health from the Roman-Greek, Italian, English, Danish, and American schools will be compared and contrasted. This course will be delivered in an online format using Blackboard.

Enrollment in this course is limited to students in the Rural and Global Health MPH sub plan or the plan for Certificate students.

COPH 5145 Tobacco Cessation for Clinicians (3 Credits)

Provides health care professionals with the necessary knowledge and skills for providing comprehensive tobacco cessation counseling to patients who use tobacco across the lifespan. (Requires prior approval of faculty advisor and course instructor.)

COPH 5146 Rural and Global Public Health Practice (3 Credits)

This course focuses on rural concerns and global influences on public health. Students will become familiar with trends in global health, global health policies, human rights, health equity, and mobile and vulnerable populations. Students will be introduced to global health research methods and design, which will be used to analyze rural and global health issues. The class will emphasize evaluation to health initiatives in rural areas across the globe.

COPH 5146 requires enrollment in the Rural and Global Health MPH sub plan or the plan for Certificate students.

COPH 5147 Topics in Rural Public Health (3 Credits)

Course offerings from visiting professors, experimental offerings of new courses, or in-depth examination of a current topic in public health. (Requires prior approval of course instructor.) This course will be delivered in an online format using Blackboard.

COPH 5147 requires enrollment in a COPH graduate program or permission from the instructor if enrolled in other colleges at UAMS.

COPH 5148 Health Numeracy (3 Credits)

This course will be delivered in an online format using Blackboard. This course will help you to better understand and practice the use and communication of numerical information in public health practice and medical sciences practice settings. Health numeracy involves the mastery of numbers in health science practice settings, with the aim of improving the health of the public.

Enrollment in this course is limited to students in the Rural and Global Health MPH sub plan or the plan for Certificate students.

COPH 5200 Directed Study (1-3 Credits)

Provides an opportunity for students to engage in detailed study of a public health topic relevant to their program of study, with the guidance of a faculty supervisor. A completed and signed directed study contract is required at the time of registration. (Requires prior approval of faculty advisor and independent study faculty supervisor.)

COPH 5346 Social Determinants of Health (3 Credits)

This course is designed to examine the scientific basis for associations between social factors, both contextual (e.g., poverty, housing, education) and interpersonal (e.g., racism, social support, stigma), and health. In addition, students will be challenged to consider social factors in understanding the epidemiology of diseases, the design and implementation of health protection/promotion programs, and the implementation of health policy.

COPH 5346 requires prerequisites EPID 5112; HBHE 5104 with C or better; or permission of instructor.

COPH 5410 Infectious Diseases and Tropical Medicine (3 Credits)

Infectious Diseases and Tropical Medicine is part of the interdisciplinary Global Health Certificate Program, which is intended to equip students with practical skills specific to global health practice and the ability to positively impact social determinants of health. The course will explore the interactions between infectious agent, host and environment, modes and dynamics of disease transmission, the role of immunity in infectious disease epidemiology, as well as introduce students to concepts related to disease elimination and eradication.

COPH 5420 Global Health Practice (3 Credits)

This course is divided into four core topics: 1) the burden and distribution of disease and mortality; 2) the determinants of global health disparities; 3) the development of global health policies; and, 4) the outcomes of global health interventions. Each are examined in relation to wider patterns of global interdependency, highlighting how both global health disparities and global health policy responses are themselves shaped by global ties and tensions. The global burden of disease and mortality in multiple dimensions (e.g., geography, socioeconomic class, race, and gender) along with patterns of health and welfare disparity among all of these dimensions will be examined. Disparities in both acute and chronic disease patterns over time will also be addressed, exploring the associated role of global social, political and economic changes. The social, political and economic determinants of health disparities will be examined with particular attention given to the ways in which global interdependencies that do not appear immediately related to health (e.g., global trade, global finance, and global governance) play a role in explaining unequal experiences of sickness and health. Different concepts of globalization shape distinct approaches to policy. Learners will understand how health policy takes different forms in changing political-economic environments including discussions of primary health care systems (e.g., inadequate investment, health workforce migration management); disease specific policies (e.g., child survival, HIV/AIDS treatment); disease specific policies (e.g., World Bank and IMF Structural Adjustment Programs, pharmaceutical patent protections). The course focuses on the most important and consequential of these with a view of helping learners' better understand the terrain of global governance in which any new global health policy is necessarily developed. Last, this course will present outcomes resulting from the way in which new global health policies change patterns of health practice and intervention globally. Doing so will close the loop in understanding global health practice, thus evaluating the degree to which policy responses to global health disparities are taking global health further away from the fields of tropical medicine, international health and national public health from which it first developed.

COPH 5421 Rural and Global Health Program Evaluation and Impact Assessment (3 Credits)

This course brings together natural and social science theory of assessment to explore the health impacts of policies, programs and projects on population health. The course provides an overview of the history and rationale for HIA and explores specific methods so that students are provided with the knowledge and skills to evaluate, synthesize and communicate the evidence to assess potential health risks stemming from public intervention across a wide range of sectors and geographical locations. This course is designed for a high level of participation from students and interaction between the students and the instructor. Students will serve as discussants in each session.

Enrollment in this course is limited to students in the Rural and Global Health MPH sub plan or the plan for Certificate students.

COPH 5422 Introduction to Global Health Systems (3 Credits)

Global health systems will provide students an introduction to health systems, health policy and health economics from a global perspective. Factors that impact global health systems, analysis of health, care delivery systems and influential governmental, nongovernmental, economic, social and political forces will be highlighted. Students will perform a health system analysis on a country of their choice.

COPH 5430 Global Health Field Experience (3 Credits)

All Global Health Certificate students must complete a practicum that is related to global health. Students generally fall into two categories: 1) those enrolled in a degree program (at University of Arkansas for Medical Sciences) that requires a practicum and 2) those that are enrolled in the certificate only or a degree program (at UAMS) that doesn't require a practicum.

Category 1: Students enrolled in a degree program (at UAMS) that requires a practicum. The practicum for the degree program can be used to satisfy the certificate requirement if it is related to global health and approved by the certificate director in advance. Other requirements (e.g., number of hours, preceptor qualifications, etc.) are aligned with those of the degree program. Students in this category generally complete the practicum in the summer after the first year of study.

Category 2: Students who are enrolled in the certificate only or in a degree program (at UAMS) that does not have a practicum requirement. Students in this category complete the practicum in the summer after meeting all other certificate course requirements.

COPH 5430 requires a pre-requisite of COPH 5420 and instructor consent.

COPH 5989 Applied Practice Experience (3 Credits)

The Preceptorship is a field experience, requiring a minimum of 200 clock hours of work in a public-health related activity, under the joint supervision of a qualified specialist working in a selected area of public health and a COPH faculty advisor. A written report specifying activities, products, and outcomes of the experience is required upon completion of the Preceptorship. The project must be undertaken during the semester registered for Preceptorship.

COPH 5989 requires pre-requisites of COPH 5003, BIOS 5013, HPMT 5103, HBHE 5104, EPID 5112, ENVH 5102; a minimum of 9 hours of specialty concentration courses; other requirements as listed in the Preceptorship Manual; and permission from the department.

COPH 5991 Integrative Learning Experience Seminar (1 Credit)

The Culminating Experience Seminar (or proof of passing the CPH exam) is required of all students to complete the MPH program. The Seminar must be taken in the same semester in which the student initiates the Culminating Experience (CE) Project (PBHL 5992). The Seminar is designed to provide information and support to students who are completing their CE Projects, and to provide a forum in which students will provide their Project findings in a public forum. The Seminar will provide students with an opportunity to learn about other students' Projects and activities, to share ideas with students and faculty about resources that can support their respective Projects, to increase their knowledge of current issues facing public health professionals, and to gain experience in professional presentation skills. Prerequisites: Enrollment in this course is open to all MPH degree-seeking students in the UAMS COPH who are completing their CE Project and have submitted an approved CE Project plan to the COPH Public Health Practice Coordinator; other requirements as listed in the Culminating Experience Manual.

COPH 5992 Integrative Learning Experience Project (2 Credits)

The Culminating Experience Project requires the student to synthesize and integrate knowledge and apply theory and principles learned to an area of public health practice resulting in preparation of a manuscript for publication, a health policy proposal, a research proposal for submission, or equivalent, as approved by the Culminating Experience Project Advisory Committee (CEPAC) composed of COPH Faculty members. Department consent required.

COPH 6303 Community Based Program Design (3 Credits)

This course will use an interdisciplinary approach to public health program design, incorporating the community-based participatory model. Students will gain experience in examining background epidemiological and community data in order to design an appropriately targeted intervention for a population.

COPH6303 requires prerequisites of HBHE 6021 with a C or better or its equivalent and doctoral student standing in the UAMS Fay W. Boozman College of Public Health; or permission of instructors.

COPH 6346 Social Determinants of Health (3 Credits)

This course is designed to examine the scientific basis for associations between social factors, both contextual (e.g., poverty, housing, education) and interpersonal (e.g., racism, social support, stigma), and health. In addition, students will be challenged to consider social factors in understanding the epidemiology of diseases, the design and implementation of health protection/promotion programs, and the implementation of health policy.

COPH 6346 requires pre-requisites of EPID 5112 and HBHE 5104 or permission of the instructor.

COPH 6403 Community Based Program Evaluation (3 Credits)

Evaluation frameworks, needs assessments, and logic models will be studied with a particular emphasis on evaluating community-based programs. Performance evaluation as well as formative, process, impact, and outcome evaluation purposes and techniques will be compared. Theoretical and pragmatic approaches to the design and implementation of evaluation protocols will be explored, along with the role of both quantitative and qualitative methods.

COPH 6403 requires pre-requisites of COPH 6303, COPH 6438, HBHE 6021, and HBHE 6212 or HPMT 6313 or permission of the instructor.

COPH 6438 Fundamentals of Research (1 Credit)

COPH 6500 Current Issues in Public Health (1 Credit)

This seminar is designed to provide students with an opportunity to consider the leadership challenges faced in public health organizations today, including but not limited to prevention and control of obesity and tobacco use, emergency preparedness, the changing health care environment, and other key issues of importance.

COPH 6989 Doctoral Practicum (1-6 Credits)

The Doctoral Practicum consists 270 hours of field experience under the joint direction of a COPH faculty member and a practicing professional with leadership experience in a public health institution. A written report specifying activities, potential products and outcomes of the experience is required upon completion of the practicum.

COPH 6999 Dissertation Research (1-15 Credits)

The doctoral student will engage in independent research, guided by the approved dissertation committee. Prerequisites: Doctoral student standing and successful completion of qualifying examinations.

ENVH 5002 Biology for Public Health: Chronic Disease (1 Credit)

Biology for Public Health is an introductory course which provides a foundation of biology concepts necessary for the practice of public health. The lectures in this course will focus on the biology basics related to chronic disease including an overview of Mendelian genetics; cardiovascular disease; diabetes; respiratory disease; as well as the biology of addiction and mental illness. Each lecture series will relate covered biological concepts back to major issues surrounding chronic diseases affecting US and worldwide populations. The course will also assist students in their preparations for the National Board of Public Health Examiners' (NBPHE) Certification Exam

ENVH 5003 Biology for Public Health: Current Issues (1 Credit)

Biology for Public Health is an introductory course which provides a foundation of biology concepts necessary for the practice of public health. The lectures in this course will focus on the biology basics related to current topics in public health including an overview of the biology of growth and development, biology of aging, biology of cancer, micronutrients and dietary supplements, and obesity. Each lecture series will relate covered biological concepts back to major issues surrounding current diseases affecting US and worldwide populations. The course will also assist students in their preparations for the National Board of Public Health Examiners' (NBPHE) Certification Exam.

ENVH 5011 Biology for Public Health: Infectious Disease (1 Credit)

An introductory course which provides a foundation of biology concepts necessary for the practice of public health. The lectures in this course will focus on the biology basics related to infectious disease including an overview of infectious disease epidemiology; the different types of pathogens; the immune system and response to pathogens; treatment, prevention, and control of infectious disease; and the role humans play in the evolution of infectious diseases. Each lecture series will relate covered biological concepts back to examples of common infectious diseases affecting US and worldwide populations. The course will also assist students in their preparations for the National Board of Public Health Examiners' (NBPHE) Certification Exam.

ENVH 5102 Environmental and Occupational Health (3 Credits)

This course is intended to provide students a detailed overview of the fields of environmental and occupational health, with an emphasis on the practical aspects of the recognition, evaluation and control of chemical, physical and biological hazards, including basic quantitative assessment of these hazards. Additional topics include significant legal and historical influences as well as currently important issues in the field.

ENVH 5123 Air Pollution: Exposures and Health Effects (3 Credits)

There has been a significant wealth of research and findings on the adverse health effects of air pollution following the 1952 severe London episode, resulting in the most detailed, consistent and comprehensive regulatory framework to control emissions and ambient air levels of atmospheric pollutants in order to reduce the overall burden to public health. This course will (1) introduce the students on the basic concepts of air pollution sources and atmospheric fate; (2) describe the anticipated health effects and their biology; (3) demonstrate the use of an arsenal of statistical and risk methods for assessing air pollution health effects; and (4) illustrate the regulatory framework on the sources and ambient levels of air pollution on national and international levels.

ENVH 5202 Environmental Hazards Control (3 Credits)

Detailed study of the principles and practices involved in the control of environmental health hazards, with particular attention to occupational hazards. Topics covered will include ventilation for airborne contaminants, respiratory protection, electrical and mechanical safety methods, and the control of hazards from noise, vibration, radiation, heat, biohazards, and chemical hazards.

ENVH 5221 Regulations in Environmental Health (3 Credits)

The course provides an overview of the operational statutory basis for an aspects of governmental regulations that address environmental hazards and public health. It is designed to provide a better understanding of relationships that exist between scientific aspects of environmental and occupational health and their application through the statutory framework and related governmental regulations in the public health arena.

ENVH 5222 Environmental Exposure Assessment (3 Credits)

Quantitative introduction to the process of environmental hazard, exposure and dose evaluation for inhalation, ingestion, and dermal absorption routes. Particular attention is given to air contaminant measurement principles and interpretation of monitoring results. Includes the assessment and modeling of workplace, community, and residential environments, and the associated sources and pathways of chemical exposure.

ENVH 5302 Principles of Toxicology in Public Health (3 Credits)

This course focuses on the application of toxicology to protecting and improving public health. Toxicology is an interdisciplinary science. Toxicology is a tool to evaluate the hazards to health from toxicants in the environment, community and workplace. Toxicological methods including the detection of. Examples of regulatory application are provided. Emphasis is placed on dose response relationships and the risk assessment synergism between animal toxicology and epidemiology. The role and responsibility of toxicology in the function of the EPA, FDA, CDC, ATSDR, OSHA, NIOSH, ADH and ADEQ is articulated by the instructors and demonstrated in classroom exercises and presentation of case studies. When advantageous, hazard analysis and risk assessment is explained in the context of site specific and community based exercises and case studies. The role of toxicology in setting policy is demonstrated utilizing the "whose risk and whose benefit" approach Environmental Justice as a benchmark.

ENVH 5303 Climate Change and Public Health (3 Credits)

Climate change is an exceptional global environmental crisis primarily driven by anthropogenic activities with adverse consequences on ecological and life systems. This course will provide students an overview of the driving forces and mechanics of climate change and comprehensive analysis of the implications on Earth's natural/human ecosystems and health in a local, regional, and global scale. The concepts, approaches and uncertainties of methods applied to assess and monitor the health impacts of climate change will be presented and specific disease cases will be discussed. Lastly, ongoing efforts to cope/adapt, mitigate or reduce the impacts and the mechanisms to develop these tools will be examined.

ENVH 5404 Environmental Biological Hazards (3 Credits)

Biological hazards associated with exposures via foods, water, air, vectors (human, animal and insect, parasites) are evaluated. The course also covers the impact of direct and indirect human perturbations of the environment, disease control and prevention, surveillance and regulations regarding protecting the public health from biological hazards. The course also explores global emerging microbial issues and emerging threats.

EPID 5000 Special Topics in Epidemiology (1-3 Credits)

Provides an opportunity for students to engage in detailed study of a topic relevant to epidemiology, with the guidance of a faculty supervisor. A completed and signed directed study contract is required at the time of registration. (Requires prior approval of faculty advisor and independent study faculty supervisor.)

EPID 5112 Epidemiology I (3 Credits)

This course, the first of the sequence offered by the department of epidemiology, introduces the principles and methods of epidemiologic research and practice. It presents an overview of the history of epidemiology and the current thinking, methods, , measures of morbidity and mortality, disease transmission and risk, major epidemiologic study designs, measures of association, sources of error including bias, confounding and interaction, evaluation of screening tests, inference and causality, with emphasis on practical topics such as public health surveillance and outbreak field investigations.

EPID 5224 Clinical Epidemiology (3 Credits)

This course is designed to introduce students to clinical epidemiology. Topics will include screening, diagnostic clinical research, prognostic clinical research and etiologic clinical research, randomized and non-randomized clinical studies, clinical decision making and meta-analysis. This course also provides examples of how these methods are applied in actual clinical epidemiologic studies, and guidelines for critically evaluating evidence from these studies. Course evaluations will be based on the students' performance in class participation, examinations, written assignments, as well as a written project demonstrating the students' ability to apply these methods.

EPID 5322 Epidemiology II (3 Credits)

This is an intermediate level course in epidemiologic theory and methodology that prepares students who have completed the basics of Epidemiology to the study of advanced methods. Epidemiology II builds on the concepts, methods, and strategies introduced in Epidemiology I. The course focuses on methodologic tools and skills needed to conduct or evaluate epidemiologic research; emphasizes on tools and skills to assess study designs, data collection, threats to study validity and reliability, biases e.g. confounding and heterogeneity of effects.

EPID 5322 requires prerequisites EPID 5112; and BIOS 5013 with C or better.

EPID 5325 Epidemiology for Chronic Diseases (3 Credits)

This course is designed for graduate students interested in chronic disease epidemiology. Chronic diseases to be discussed in this course include cardiovascular diseases, obesity, diabetes mellitus, cancers and oral health. Emphasis will be on both the descriptive epidemiology and pathogenesis of each specific disease. Screening of chronic diseases will be also covered.

EPID 5325 requires prerequisite EPID 5112 with a C or better.

EPID 5326 Epidemiology of Infectious Disease (3 Credits)

This course will provide an overview of the history, epidemiology, and control of various infectious diseases. A selective overview of immunology and molecular diagnostic methods will be provided as a foundation for later lectures. Major human pathogens will be addressed within the conceptual framework of foodborne, waterborne, and vector-borne diseases, sexually transmitted diseases, respiratory diseases, parasitic diseases, and vaccine preventable diseases.

EPID 5326 requires prerequisites EPID 5112; EPID 5322; BIOS 5013 and BIOS 5212; or permission of instructor.

EPID 5332 Cancer Epidemiology (3 Credits)

This course is designed to provide an overview of the epidemiology of common cancers as well as methodologic issues in etiologic research and cancer screening. Emphasis will be placed on risk factors that can be modified for cancer control and prevention. The course will address: geographic variation and temporal trends in cancer, cancer burden, biology of normal and cancer cells, biomarkers, selected risk factors (e.g., occupation, tobacco, alcohol, radiation, viruses, immunity, hormones, and genetic factors), and screening objectives, recommendations, and controversies.

EPID 5332 requires prerequisites EPID 5112; EPID 5322; BIOS 5013 and BIOS 5212 with a C or better; or permission of instructor.

EPID 5334 Epidemiology III (3 Credits)

Extends consideration of concepts, methods, and strategies introduced in Epidemiology I and II. The course focuses on tools and skills related to data analysis and interpretation.

EPID 5334 requires prerequisites EPID 5112; EPID 5322; BIOS 5013; BIOS 5212 and EPID 5234 or BIOS 5213 with a C or better.

EPID 5335 Molecular Epidemiology (3 Credits)

The objective of this course is to provide conceptual and practical knowledge of the methods used in molecular epidemiology. Specifically, students will learn about: motivation and strategies for the application of molecular methods in etiologic and translational research; some novel and commonly used laboratory assays; measurement issues for biomarkers; methods used in genetic studies of complex diseases; phenotypic markers of exposure and disease; analytic issues and approaches to high dimensional data; evaluation of biomarkers for clinical use; and ethical issues specific to biospecimen banking and genetic data.

EPID 5573 Data Management and Programming for Epidemiologists (3 Credits)

This course focuses on developing student skills in data management, including quality control procedures, and basic programming for data management and analysis. Specific skills will include building databases for data entry, preparing database documentation, completing quality control checks, and completing basic programming for analysis for epidemiologic data. The course will focus on programming techniques with limited use of analytical procedures; however, basic programming for common analytic techniques (i.e., ttest, chi square, linear regression, logistic regression, correlation, etc.) will be addressed. Class activities include lecture/discussion and intensive programming work using Excel, Access, and SAS, along with exposure to other software packages (e.g., SPSS, Stata).

EPID 5573 requires pre-requisites of EPID 5112, BIOS 5013, EPID 5322, and BIOS 5212 or permission of the instructor.

EPID 6227 Public Health Preparedness and Emergency Response (3 Credits)

Public Health Preparedness and Emergency Response is an elective course within the Department of Epidemiology. It is designed to provide an overview of how public health interfaces with all hazards including bioterrorism, chemical and radiological emergencies, as well as natural hazards and disasters. Organizational needs will be addressed in order to prepare for and respond to these events. Specific competency-based education will be addressed in the areas such as bioterrorism agents, emergency response capabilities, crisis communication during disasters, and development of plans and responses for humanitarian emergencies. The course will involve practical sessions at the Arkansas Department of Health.

EPID 6322 Epidemiology II (3 Credits)

This is an intermediate level course in epidemiologic theory and methodology that prepares students who have completed the basics of Epidemiology to the study of advanced methods. Epidemiology II builds on the concepts, methods, and strategies introduced in Epidemiology I. The course focuses on methodologic tools and skills needed to conduct or evaluate epidemiologic research; emphasizes on tools and skills to assess study designs, data collection, threats to study validity and reliability, biases e.g. confounding and heterogeneity of effects.

EPID 6322 requires pre-requisites of EPID 5112, EPID 5110, and BIOS 5013.

EPID 6401 Public Health Practice: Advanced Concepts (3 Credits)

This course is designed to introduce students to an integration of public health science, leadership principles, policy skills and government agency operation into a course that emphasizes practical application in the public health practice setting.

HBHE 5104 Health Behavior & Health Education (3 Credits)

Introduction to health behavior, health education, theory, health disparities, behavioral research, and community-based health promotion practice; defines key terms and concepts; intrapersonal, interpersonal, and community level theories of health behavior; variables influencing responses to interventions; interpersonal and community level theories examining elements in the environment affecting health behavior; basic planning models; and includes discussion of ethical principles and application of theory in culturally distinct and/or other unique populations.

HBHE 5105 Introduction to Research Methods in Public Health (3 Credits)

This course (3-credit hours) is designed to introduce an array of basic research principles and methods that may be applicable in health promotion and health services research environments and in public health practice. The course content includes evidence-based practice in public health, framing a research question, generating a testable hypothesis, evaluating the appropriateness of a range of study designs including quantitative, qualitative, and mixed-methods research, minimizing threats to internal and external validity, establishing the sample (sample size, power analysis, sampling) and community-based participatory research. Additionally, the application of quality criteria throughout the development and conduction of a research study will be emphasized, including research ethics and protection of human subjects.

HBHE 5214 Advanced Concepts of Human Sexuality (3 Credits)

In-depth examination of human sexuality based on the premise that individual sexuality cannot be referenced to just one theory or simply biological, psychological, sociological, or cultural factors but from the complex interactions of these influences; designed to stimulate learners to think critically forming conclusions in light of scientifically gathered data.

HBHE 5225 Theories of Health Behavior and Health Education (3 Credits)

Addresses the social and behavioral foundations of public health; emphasis on social and cultural determinants that shape behavior through complex interaction; presents a socio-ecological framework for understanding the relationship between human populations and health status; locates health problems in the context of multilayered social systems and temporal processes of change.

HBHE 5225 requires prerequisites HBHE 5104 or permission of instructor.

HBHE 5240 Tobacco Prevention and Control (3 Credits)

This course provides students with the knowledge on evidence-based strategies to reduce tobacco use and exposure in the U.S. and globally. Students will learn about the history of tobacco as a public health nuisance; factors that influence tobacco use and exposure; and evidence-based policies and programs to reduce tobacco use and gaps in programs.

HBHE 5241 Community Organizing for Health (3 Credits)

The overall goal of this course is to provide students with introduction to the basic ideas, practices, history and theory of community organizing in the United States. This course is for students interested in learning to create social change through collective action. This course focuses broadly on key social movement, social change efforts and community organizing, both in U.S. and other countries.

HBHE 5320 Drugs and Society (3 Credits)

This course will review the major classes of psychoactive drugs of abuse and misuse and will explore the complex relationships between psychoactive drug use and the social response to such drug use in the United States. Students will gain knowledge about the different types of psychoactive drugs of abuse and misuse in the United States and will develop an understanding of evidence based principles of substance use prevention, treatment and recovery as well as theories and principles related to reducing drug related harms, both individual and societal.

HBHE 5324 Program Planning and Evaluation (3 Credits)

This is a course in health promotion program planning. It is designed to help the learner develop the fundamental understanding and skills necessary to implement program planning, implementation, and evaluation irrespective of setting. It provides both theoretical and practical information in program development and community-based participatory research.

HBHE 5324 requires prerequisite HBHE 5104 with a C or better; or permission of instructor.

HBHE 5325 Survey Research Methods (3 Credits)

This course will provide students with a practical overview of survey research methods. The primary focus will be on identifying or developing questionnaire items and scales and designing a survey instrument. The logistics of implementing a survey, tailoring instruments for specific settings, populations, and methods of administration, sampling methods, assessing sampling bias, and maximizing response rates will also be covered.

HBHE 5326 Health Communications (3 Credits)

This course provides students with an overview of current theory, practice and research in health communication with an emphasis on designing, implementing and evaluating mass media and community-based communication campaigns. Topics covered include social marketing, media advocacy, and risk communication in addition to traditional social-psychological theoretical approaches to risk reduction and health enhancing communication.

HBHE 5326 requires a pre-requisite or co-requisite of HBHE 5104 with a C or better; or permission of instructor.

HBHE 5733 Stress and Health (3 Credits)

Stress is a common experience for many. However, excessive or prolonged activation of stress response systems in the body can produce damaging effects on health across the lifespan. Therefore, is increasingly important for public health practitioners and researchers to address stress in the development of effective health promotion activities. This course will review the literature on the psychosocial and biological components of stress; associations between stress and chronic health conditions; and issues surrounding assessment of stress. Students will apply the literature to the design of health promotion programs that are appropriate for populations experiencing high levels of stress. This course uses traditional approaches to learning (such as assigned readings, analysis, and discussion) combined with personal and group experiential learning.

HBHE 6021 Advanced Health Behavior Theory (3 Credits)

This course will review the major theories of behavior change and explore the complex relationships between socio-demographic factors and theory constructs. Students will gain substantial experience in designing behavioral theory-based public health interventions.

HBHE 6021 requires prerequisites HBHE 5104 with a C or better or its equivalent; Doctoral student standing in the UAMS Fay W. Boozman College of Public Health; or permission of instructor.

HBHE 6120 Introduction to Mixed Methods Research (3 Credits)

This course is design to introduce an array of conceptual strategies and practical techniques for formulating, planning, and implementing a mixed methods research study. The course content includes philosophical and historical perspectives of mixed methods research, definitions of mixed methods research, objectives, purposes, and rationales for conducting a mixed methods study, and writing mixed methods research questions. Theoretical and conceptual frameworks for developing a mixed methods research design that fits the research question(s), selecting/constructing a mixed sampling design, techniques for collecting, analyzing, and integrating qualitative and quantitative data. Additionally, the application of quality criteria throughout a mixed methods study will be emphasized, including research ethics and protection of human subjects. The course also will cover approaches for applying guidelines when reporting results in publications.

HBHE 6120 requires the successful completion of CPH 6438 and NPHD 6102.

HBHE 6212 Applied Behavioral Research Methods (3 Credits)

This course addresses behavioral research: the role of theory, problem definition, and hypothesis generation; research design; measurement of health behaviors; and critical review and interpretation of published research.

HBHE 6212 requires prerequisites HBHE 6021 with a C or better; Doctoral student standing in the UAMS College of Public Health; or permission of instructor.

HBHE 6320 Drugs and Society (3 Credits)

This course will review the major classes of psychoactive drugs of abuse and misuse and will explore the complex relationships between psychoactive drug use and the social response to such drug use in the United States. Students will gain knowledge about the different types of psychoactive drugs of abuse and misuse in the United States and will develop an understanding of evidence based principles of substance use prevention, treatment and recovery as well as theories and principles related to reducing drug related harms, both individual and societal.

HBHE 6373 Effective Crisis Communication (3 Credits)

Issues such as terrorism, public health crises, and corporate malfeasance have increased the importance of crisis communication. This course will: facilitate understanding of the critical role of communication on the onset and recovery of crisis; enhance the student's effective crisis communication skills; promote understanding of the counter intuitive nature of crisis communication; utilize crisis communication theory and perspectives to argue for effectiveness and ineffectiveness in crisis communication; and assist interactions between students, researchers, and policy makers on effective crisis communication. Prerequisites: Doctoral student standing in the UAMS Fay W. Boozman College of Public Health; successful completion of three public health sciences core courses; or permission of instructor.

HBHE 6436 Communication for Public Health Leaders (3 Credits)

Theoretical overview of organizational communication; includes communication flow, networks, organizational relationships, groups, conflict, language. Special topics may include teams in organizations, diversity, organizational politics, leadership, and change. The focus is on applying organizational communication theories and concepts to understand others better and to control one's own communication in organizations.

HBHE 6436 Communication for Public Health Leaders (3 Credits)

Theoretical overview of organizational communication; includes communication flow, networks, organizational relationships, groups, conflict, language. Special topics may include teams in organizations, diversity, organizational politics, leadership, and change. The focus is on applying organizational communication theories and concepts to understand others better and to control one's own communication in organizations.

HBHE 6733 Stress and Health (3 Credits)

Stress is a common experience for many. However, excessive or prolonged activation of stress response systems in the body can produce damaging effects on health across the lifespan. Therefore, is increasingly important for public health practitioners and researchers to address stress in the development of effective health promotion activities. This course will review the literature on the psychosocial and biological components of stress; associations between stress and chronic health conditions; and issues surrounding assessment of stress. Students will apply the literature to the design of health promotion programs that are appropriate for populations experiencing high levels of stress. This course uses traditional approaches to learning (such as assigned readings, analysis, and discussion) combined with personal and group experiential learning.

HPMT 5103 EMBA: The Health Care System (3 Credits)

Analysis of system-wide issues related to the delivery of health in the United States, including organizational arrangements, financing, health status issues, health insurance, health manpower, cost of health care, quality of health care, access and regulatory issues. Enrollment limited to EXCT MBA Walton students only.

HPMT 5103 The Health Care System (3 Credits)

Analysis of system-wide issues related to the delivery of health in the United States, including organizational arrangements, financing, health status issues, health insurance, health manpower, cost of health care, quality of health care, access and regulatory issues.

HPMT 5104 Introduction to Health Economics (3 Credits)

The course provides an overview of economic theory with health care applications. Economics is the study of optimal allocation of scarce resources. Health economics considers the allocation of health care resources to evaluate whether more efficient or equitable distributions can be achieved. Economics concepts and principles will be introduced, followed by the application of these principles to health care, health management, and health policy.

HPMT 5104 requires prerequisites BIOS 5013 and HPMT 5103 with a C or better.

HPMT 5107 American Health Care Reform (3 Credits)

This seminar will address key policy issues facing American health care. The seminar is interdisciplinary, and is open to students pursuing study in public health, law, or public policy. In this course we will take up (1) problems of cost, access, justice, and quality in the U.S. health care system; (2) models for health care delivery in other countries such as Canada, the United Kingdom, and Japan; and (3) proposals for reform of the health care system offered by the various presidential candidates at the national level, and reforms implemented at the state level in (e.g.) Massachusetts and Hawaii. We will explore the political and structural obstacles to achieving health care system reform at the national level.

HPMT 5107 requires prerequisites CPH 5003; HPMT 5103 with C or better; or permission of instructor.

HPMT 5108 Child Health Programs and Community Health (3 Credits)

The course will explore the role of child health programs in public health with an emphasis on community health. Programs at the local, state and national levels will be addressed. Also, international programs in both third world, and post-industrial countries will be discussed with emphasis on models for problem solving.

HPMT 5109 Children with Special Healthcare Needs (3 Credits)

This class will focus on issues surrounding children with special health care needs and their families. The importance of family-centered care will be emphasized. The use of interdisciplinary and transdisciplinary practice will be discussed as well as the contributions of many different health care disciplines including occupational therapists, physical therapists, speech language pathologists, social workers, dietitians, psychologists, nurses, developmental pediatricians, dentists, and health care administrators. Legislative and policy issues such as Individuals with Disability Act, section 504 of the Rehabilitation Act, Olmstead Decision, and Americans with Disability Act, community-based care will be presented.

HPMT 5110 Health Care Quality Management (3 Credits)

Explores the critical issues and systems for the evaluation and management of quality in health care delivery systems; emphasis is given to the determinants of quality of care in community and institutional settings, clinical quality evaluation, and quality improvement in health care organizations. Among the specific issues covered are quality standards used by regulators and accreditation agencies, methods for performance measurement and outcome research, and quality improvement utilizing total quality management concepts.

HPMT 5110 requires prerequisites CPH 5003; HPMT 5103 with C or better.

HPMT 5113 Healthcare Policy and American Society (3 Credits)

This semester long course is designed to provide each student with the opportunity to study, in depth, the many facets of our American history delivery and financing system.

HPMT 5114 Management of Health Care Organizations (3 Credits)

The purpose of this course is to expose graduate students to the fundamental management issues and techniques that can be used to administer a health care organization. Students will gain experience applying these issues and techniques to a health care organization. The students are also expected to identify and apply relevant methods for evaluating health policies and programs and for assessing the performance of organizations and professors in the areas of quality, safety, accessibility, efficiency and equity.

HPMT 5124 Health System Strategic Planning (3 Credits)

Covers the major types of health planning in the U.S. including related supply regulation. Strategic, business and market-based planning are emphasized. Several exercises introduce students to relevant data sources and prepare them to develop a market-based health services plan.

HPMT 5124 requires prerequisites BIOS 5013 and HPMT 5114 with a C or better.

HPMT 5132 Introduction to Health Policy and Politics (3 Credits)

Examines the nature of public policy making process within the various core functions of public health, and the influence of the political, bureaucratic, and social environment in which policy decisions are made. The consequences of health policy decisions and the key dimensions of current public health policies will also be examined. In addition to conceptual discussions of each of the above, the course includes evaluation of case studies of public health policy decisions and discussions with policy makers from multiple levels of government and multiple backgrounds.

HPMT 5134 Introduction to Health Systems Financial Management (3 Credits)

Basic accounting/financial principles and practices as applied to health institutions and agency administration; emphasis on budgeting, financial analysis, cost management, third-party reimbursement systems; working capital management; capital investment decisions, and management of financial risk.

HPMT 5201 EMBA: Health Law (3 Credits)

Basic principles and practices of law affecting the administration of health institutions and medical practices, with emphasis on the legal aspects of patient care and treatment, torts and contractual obligations, rights and obligations of governing boards, medical staff and employees, and labor law. Enrollment limited to EXCT MBA Walton students only.

HPMT 5201 Health Law (3 Credits)

Basic principles and practices of law affecting the administration of health institutions and medical practices, with emphasis on the legal aspects of patient care and treatment, torts and contractual obligations, rights and obligations of governing boards, medical staff and employees, and labor law.

HPMT 5202 Food and Nutrition Policy (3 Credits)

This course examines food and nutrition policies and programs and their role in public health. Scientific evidence that informs national dietary guidance, the food system, various policy approaches, food and agricultural policies, legal, political and environmental aspects are reviewed. The course also examines the role of the food industry in shaping the food environment, food availability and consumer behavior.

HPMT 5202 requires prerequisite CPH 5003 with C or better.

HPMT 5203 Public Health Law and Ethics (3 Credits)

Introduction to the legal and ethical issues encountered in health policy and management. Course content includes: constitutional authority and limits on governmental intervention in public health (i.e., individual rights vs. society's rights); the functions of and interaction between courts, legislatures, regulators; the role of the courts in health policy and health care delivery; how to recognize legal issues and communicate with attorneys; how law will affect students as strategic thinkers in health care positions; how to apply basic tort and contract principles; and the process of public health regulation and potential legal barriers to public health strategies. Specific legal topics will vary, but will usually include: the nature and scope of public health authority; constitutional constraints on public health initiatives; liability; fraud and abuse; privacy and confidentiality; regulatory oversight of the health care system; legal requirements for access to health care; nondiscrimination; conflicts of interest; and a review of ethical and moral issues commonly faced in health care management.

HPMT 5203 requires prerequisites CPH 5003 and HPMT 5103 with a C or better.

HPMT 5211 Healthcare Data Management Using SQL (3 Credits)

Databases are the core of every healthcare information system. The course will cover data management and database technologies, including relational database systems and the structured query language (SQL) in a health information environment. Additional topics include strategies for optimizing data quality, data preparation/transformation, new models of healthcare data organization such as clinical registries and query health. The course will provide hands-on opportunity for the students to use database management systems.

HPMT 5212 Healthcare Information Systems (3 Credits)

Course is designed to expose students to the purpose and value of health information systems. Various components of such systems, how such systems are designed and how information provided by such systems can assist day-to-day operations as well as strategic planning.

HPMT 5213 EMBA: Healthcare Quality Management and Information Systems (3 Credits)

This course serves the dual purpose of familiarizing the student with major issues and trends in healthcare information technology, while also exploring contemporary issues in quality management and process improvement. Particular emphasis will be placed on the nexus between emerging clinical technologies such as the electronic medical record and other clinical databases, and the opportunities these advances present for clinical quality evaluation, procedural improvements in a variety of care settings, advances in community health, and improvements in day-to-day operations as well as strategic management. Also considered will be understanding of big data analytical technologies to improve timely care delivery. This course will also provide a review of clinical prediction models and how they are applied for knowledge modeling in clinical decision support systems. Enrollment limited to EXCT MBA Walton students only.

HPMT 5213 Healthcare Quality Management and Information Systems (3 Credits)

This course serves the dual purpose of familiarizing the student with major issues and trends in healthcare information technology, while also exploring contemporary issues in quality management and process improvement. Particular emphasis will be placed on the nexus between emerging clinical technologies such as the electronic medical record and other clinical settings, advances in community health, and improvements

in day-to-day operations as well as strategic management. Also considered will be quality standards used by regulators and accreditation agencies, and the potential for significant advances in outcomes research.

HPMT 5214 Decision Analytics in Healthcare (3 Credits)

Decisions can be made at different levels and have significant impact on success or failure of an organization. Decision Analysis helps you evaluate the alternatives on hand considering uncertainties, value preferences and risk preferences. This course will introduce the growing range of applications of decision making in healthcare using arrays of predictive and prescriptive analytic methods. These methods are used by health analytic practitioners to evaluate efficiency and effectiveness in healthcare. This course will serve the dual purpose of understanding the mechanisms of quantitative decision models as well as techniques or software packages that are most commonly used for decision making.

HPMT 5223 Seminar in Human Resources Management (3 Credits)

Variety of situations and techniques involved in the management of human resources in health care institutions, including ethics, recruitment, training and development, grievance procedures, wage and salary administration, affirmative action, labor unions, and professional credentials. *HPMT 5223 requires prerequisites CPH 5003 or HPMT 5123 with C or better.*

HPMT 5285 MHA Health Administration Residency (3 Credits)

A ten week administrative residency in a health institution or agency; work experience under a qualified health administrator with selected field projects and written reports. The residency is designed to provide “real world” experience in a healthcare organization, and so that students may apply program competencies learned in their first year of study. Full-time students perform their residency during the summer between their first and second years of study. Prerequisite: Completion of twenty-four (24) hours in the MHA program or permission of instructor.

HPMT 5286 MHA Management Project (3 Credits)

Administrative problem defined by a health institution or agency. This experience is designed so that part-time students may be exposed to “real world” experience in a healthcare organization. The student’s Preceptor and faculty supervisor develop a project which will be mutually beneficial to the student and the sponsoring organization. Part-time students complete this project during a summer session. PREREQUISITE: The completion of twenty-one (21) hours in the MHA program.

HPMT 5323 Pharmaceutical Policy in the Health Care System (3 Credits)

This course provides an overview of current pharmaceutical policies and their effect on the health care system. The focus is on national pharmaceutical issues as they impact consumers, health care professionals, and organizations. Key areas covered include pharmaceutical trends, industry, managed care, national drug policies, drug-related health behaviors and outcomes.

HPMT 5333 Applications in Health Systems Finance (3 Credits)

The course is designed to present in-depth discussions on topics related to financial management in a healthcare setting. It focuses on the application of financial management principles and concepts to health care organizations. A broad range of issues will be discussed and evaluated with assignments to familiarize students with both theoretical concepts and practical application of financial management principles in the current operating environment. Computerized software packages will be utilized to emphasize the application of financial techniques to problems in health care management and/or health services delivery. Students should have a basic understanding of health care system, health care management, health care statistics and information systems, financial accounting and Excel.

HPMT 5333 requires pre-requisites of BIOS 5013, HPMT 5103, HPMT 5114, and HPMT 5134.

HPMT 5333 EMBA: Applications in Health Systems Finance (3 Credits)

The course is designed to present in-depth discussions on topics related to financial management in a healthcare setting. It focuses on the application of financial management principles and concepts to health care organizations. A broad range of issues will be discussed and evaluated with assignments to familiarize students with both theoretical concepts and practical application of financial management principles in the current operating environment. Computerized software packages will be utilized to emphasize the application of financial techniques to problems in health care management and/or health services delivery. Students should have a basic understanding of health care system, health care management, health care statistics and information systems, financial accounting and Excel. Enrollment limited to EXCT MBA Walton students only.

HPMT 5334 Data Visualization for Healthcare Analytics (3 Credits)

This course provides a foundation for interpreting and creating visualizations of complex healthcare data. In this course, students will learn methods and techniques for displaying data in a format that effectively communicates information by primarily using the Tableau Desktop software. This course begins by addressing the basics of data and the psychological processes behind human understanding of data visualization. The course then provides students with applied instruction on the fundamentals of creating graphics in different formats and using different types of data. Students are expected to leave the course having the skills necessary for interpreting data visualizations, for using data visualization as an exploration tool, and for creating visualizations that can tell an analytical story. Case studies and a final project will provide opportunities for student assessment.

HPMT 5335 Data Mining in Healthcare (3 Credits)

The amount of data created in every aspect of the healthcare industry is growing at an exponential rate, but the information and insights that these data resources have the potential to provide largely go unutilized. This course will provide students with technical skills in statistical analysis,

statistical computing, and machine learning through a combination of lectures and hands on projects. Students will also gain an understanding of how data mining is currently used in the healthcare industry, and will be encouraged to explore how data mining could be used in novel ways in different healthcare settings. The skills students will gain in this course will allow them to unlock new potential in their organization's data holdings and drive data driven change and improvement in the healthcare industry.

HPMT 5340 Management Capstone (3 Credits)

Policy and decision making processes in health institutions and agencies, uses case studies of health institutions and agencies. This course is designed to provide a culminating experience, and is specifically designed to provide students with experience applying many of the competencies learned earlier in the program. Culminating experience typically completed in last semester of the student's course of studies; or permission of instructor.

HPMT 5344 Performance and Quality Improvement (3 Credits)

This course is designed to provide an introduction to performance improvement. In the first half the course will focus on the Lean Six Sigma philosophy and terminology and provide the necessary tools to address complex problems. In the second half, the course will cover a variety of special topics related to performance improvement, such as patient safety, teamwork, and change management. The material covered aims to provide students with the conceptual, practical, and analytical tools required to effectively develop and execute performance improvement initiatives in healthcare organizations. This course used a combination of lectures, in-class studies, projects, assignments, and exams. Microsoft Excel will be used for learning data management, visualization, and analysis. Prerequisite: 5134 Introduction to Health Systems Financial Management.

HPMT 5344 requires a pre-requisite of HPMT 5134 and BIOS 5013 and enrollment as an MHA student.

HPMT 5426 Racial and Ethnic Health Disparities (3 Credits)

This course explores racial and ethnic health disparities in the United States. Students will examine the literature on health and health care disparities; the historical and social structural determinants pertinent to the etiology of disparities; the role of genomics; and policy and programmatic strategies for reducing disparities. This course uses traditional approaches to learning (such as assigned readings, analysis, and discussion) combined with personal and group experiential learning. Students will be required to engage in active discussion of readings and to participate in service learning activities which will include preparation, reflection and practice components. Therefore students will spend time in class with instructors, online in group discussions, and as a group in the community with community based partners and instructors.

HPMT 5563 Healthcare Information Systems and Quality for Administrators (3 Credits)

This course first provides a comprehensive overview of the healthcare information systems and capabilities, responsibilities and core competencies of those responsible for such systems. The course also provides a foundation for healthcare quality, patient safety and performance measurements systems used in the U.S. healthcare system. We focus on the importance of patient safety issues, methods, programs and goals and provide an overview of current measurement activities and strategies for measuring and implementing quality improvement initiatives using data driven techniques. The hybrid executive course format includes weekly online readings and discussion threads, as well as four onsite Saturday sessions (4 hours each in duration). We use didactic instructions, case analyses and discussions, project team-based learning, and opportunities to learn via guest lectures from professional working with real-world health information systems and quality management systems.

HPMT 5583 Advanced Applications in Healthcare Management (3 Credits)

Hospital organization and management; emphasis on administration, medical staff, trustee relationships; provides an understanding of the diversity and complexity of the daily routine of a hospital administrator and clarifies the roles of various constituencies in hospital organizations.

HPMT 5583 requires a pre-requisite of HPMT 5114 or permission of the instructor.

HPMT 6103 Health Systems Theory and Research (3 Credits)

This course will review conceptual foundations of health services and systems research (HSR), and examine current topics and ongoing research in this field. Students will examine current empirical research conducted by local investigators concerning the development, organization, financing, and delivery of health services and their impact on population health. Students will also gain experience in conceptualizing research questions of interest in HSR, developing theoretical frameworks to inform these questions, and critically reviewing the empirical literature on topics of interest.

HPMT 6114 Advanced Health Policy and Management (3 Credits)

This course provides an advanced examination of issues related to the development, implementation, and impact of public policies and health system management strategies on population health. It will include an in-depth exploration of: theories of policy development applied to health issues, including the competing influences of political, economic, and socio-cultural forces; strategies for agenda-setting and policy formation in the health arena; policy implementation and management approaches; policy analysis methods and tools; and policy and managerial decision-making strategies in health, including values-based and evidence-based perspectives; case studies of policy and managerial decisions made at national, state, and community levels will provide opportunities for in-depth discussion and analysis.

Doctoral Student status in the College of Public Health or permission from the instructor is required to enroll in HPMT 6114.

HPMT 6203 Public Health Law and Ethics (3 Credits)

Introduction to the legal and ethical issues encountered in health policy and management. Course content includes: constitutional authority and limits on governmental intervention in public health (i.e., individual rights vs. society's rights); the functions of and interaction between courts,

legislatures, regulators; the role of the courts in health policy and health care delivery; how to recognize legal issues and communicate with attorneys; how law will affect students as strategic thinkers in health care positions; how to apply basic tort and contract principles; and the process of public health regulation and potential legal barriers to public health strategies. Specific legal topics will vary, but will usually include: the nature and scope of public health authority; constitutional constraints on public health initiatives; liability; fraud and abuse; privacy and confidentiality; regulatory oversight of the health care system; legal requirements for access to health care; nondiscrimination; conflicts of interest; and a review of ethical and moral issues commonly faced in health care management.

HPMT 6203 requires a pre-requisite of CPH 5003 and 5103.

HPMT 6426 Racial and Ethnic Health Disparities (3 Credits)

This course explores racial and ethnic health disparities in the United States. Students will examine the literature on health and health care disparities; the historical and social structural determinants pertinent to the etiology of disparities; the role of genomics; and policy and programmatic strategies for reducing disparities. This course uses traditional approaches to learning (such as assigned readings, analysis, and discussion) combined with personal and group experiential learning. Students will be required to engage in active discussion of readings and to participate in service learning activities which will include preparation, reflection and practice components. Therefore students will spend time in class with instructors, online in group discussions, and as a group in the community with community based partners and instructors.

Doctoral student standing in the College of Public Health is required for enrollment in HPMT 6426.

OEHM 5043 Occupational and Environmental Hazard Control (I) (3 Credits)

Detailed study of the principles and practices involved in the control of environmental health hazards, with particular attention to occupational hazards. Topics covered will include ventilation for airborne contaminants, respiratory protection, electrical

OEHM 5063 Principles of Toxicology in Public Health (3 Credits)

Considers the harmful effects of chemical agents, naturally occurring or synthetically produced, on animals and humans. Emphasis placed on general principles of the mechanism of action, the importance of intraspecies differences, as well as mutagenesis, t

OEHM 5073 Regulation of Environmental Health (3 Credits)

Graduate School / College of Public Health Course Descriptions

COPH 6100 Directed Study (1-6 Credits)

COPH 6400 Directed Study (1-3 Credits)

COPH 6437 Grantsmanship and the Peer Review Process (3 Credits)

This course is designed to provide information and cultivate skills required to develop competitive grant applications supporting scholarly efforts to better understand and resolve complex public health challenges.

Graduate School or College of Public Health Doctoral Standing is required for enrollment.

COPH 6600 Mentored Research (1-9 Credits)

This course is intended to provide a supervised experience in ongoing projects through which the doctoral student becomes familiar with the application of theories and methods used in public health research. Guidance from the faculty mentor will help the student develop a research question, define the knowledge base and skills required to address the question, and select and implement methods to answer the question.

Graduate School or College of Public Health Doctoral Standing is required for enrollment.

EPID 6102 CPH Epidemiology Seminar Series (1 Credit)

In-depth study of current topics in epidemiology or advanced study of specialized topics not covered in other courses. Instructional techniques may include directed reading, group discussion, lectures, and/or web-based instruction, and/or student presentations. Prerequisites: Enrollment as a doctoral student in the PhD program in Epidemiology.

EPID 6121 Principles and Practice of Public Health Surveillance (2 Credits)

Surveillance is a methods course focused on the principles and methods employed in the surveillance of diseases, conditions, and events of public health concern. Students will learn about: the selection of diseases, conditions, and events for surveillance; the design of effective surveillance programs in routine and emergency situations; the operation of effective and efficient surveillance programs in a state health department, hospital, corporate, and other settings; the evaluation of surveillance programs; and the use of surveillance data for the purpose of epidemiologic research and practice.

EPID 6224 Clinical Epidemiology (3 Credits)

This course is designed to introduce students to clinical epidemiology. Topics will include screening, diagnostic clinical research, prognostic clinical research and etiologic clinical research, randomized and non-randomized clinical studies, clinical decision making and meta-analysis. This course also provides examples of how these methods are applied in actual clinical epidemiologic studies, and guidelines for critically evaluating evidence

from these studies. Course evaluations will be based on the students' performance in class participation, examinations, written assignments, as well as a written project demonstrating the students' ability to apply these methods.

Graduate School or College of Public Health Doctoral Standing is required for enrollment.

EPID 6324 Genomics/Genetic Epidemiology (3 Credits)

The course covers statistical models and methods that are used to understand human genetics and genomics; specifically how genetic information can be incorporated into statistical models to discover disease genes. Topics include basic molecular and population genetics, marker selection algorithms, multiple comparison issues, population stratification, genome-wide association studies, genotype imputation, analysis of microarray data (gene expression, methylation data, eQTL mapping), and next-generation sequencing data analysis. The focus is modern approaches to association analysis. Many examples are used to illustrate key points. The course is intended for biostatisticians, epidemiologists and quantitatively-oriented geneticists and health scientists wanting to learn about statistical methods for genetic and genome analysis, whether to better analyze genes-related data, or to pursue research in methodology. An intermediate background in statistical methods is required (Biostat II). No background in genetics is assumed.

EPID 6324 requires a pre-requisite of BIOS 5212.

EPID 6335 Molecular Epidemiology (3 Credits)

The objective of this course is to provide conceptual and practical knowledge of the methods used in molecular epidemiology. Specifically, students will learn about: motivation and strategies for the application of molecular methods in etiologic and translational research; some novel and commonly used laboratory assays; measurement issues for biomarkers; methods used in genetic studies of complex diseases; phenotypic markers of exposure and disease; analytic issues and approaches to high dimensional data; evaluation of biomarkers for clinical use; and ethical issues specific to biospecimen banking and genetic data.

EPID 6336 Observational Study Designs (3 Credits)

This course is on designs and analysis used for case control and cohort studies. The first part of the course designs for cohort studies. Various designs will be demonstrated through examples from the literature, and issues in carrying them out will be discussed including strengths and limitations.

EPID 6402 Advanced Integration of Epidemiologic Concepts and Methods (3 Credits)

This course is designed to help the students integrate and apply key epidemiologic concepts and methods from required courses, current literature, and textbooks. Opportunities will be given in this course to practice integrating concepts and methods in epidemiology in test taking situations with in-class and take-home examination formats. This is a credit/no credit course, which can be taken as an elective for doctoral students in epidemiology only. Course evaluations will be based on the students' performance on weekly assignments and practice examinations.

Enrollment in this course is limited to student in the Epidemiology PhD program.

EPID 6423 Advanced Epidemiologic Methods Laboratory (3 Credits)

This is an advanced, doctoral level laboratory-based course for students who require extensive preparation in epidemiologic theory and methodology. This course is designed to integrate and apply the methods introduced in Epidemiology III, Epidemiology III Lab, and Advanced Epidemiology Methods I, along with new methods, in order to prepare students to apply these methods as independent researchers in epidemiology.

EPID 6424 Advanced Epidemiologic Methods (3 Credits)

This is an advanced, doctoral level course for students who require extensive preparation in epidemiologic theory and methodology. Topics covered include causal inference; study design; the analysis of crude, stratified, and matched data; approaches to assessing effect modification and adjusting for confounding; modeling data; bias and the critical evaluation of epidemiological studies.

HBHE 6021 Advanced Health Behavior Theory (3 Credits)

This course will review the major theories of behavior change and explore the complex relationships between socio-demographic factors and theory constructs. Students will gain substantial experience in designing behavioral theory-based public health interventions.

HBHE 6021 requires prerequisites HBHE 5104 with a C or better or its equivalent; Doctoral student standing in the UAMS Fay W. Boozman College of Public Health; or permission of instructor.

HBHE 6325 Survey Research Methods (3 Credits)

This course will provide students with a practical overview of survey research methods. The primary focus will be on identifying or developing questionnaire items and scales and designing a survey instrument. The logistics of implementing a survey, tailoring instruments for specific settings, populations, and methods of administration, sampling methods, assessing sampling bias, and maximizing response rates will also be covered.

HPMT 6011 Mathematics and Statistics Primer (1 Credit)

This course will provide a review of fundamental mathematical and statistical concepts used in health systems research including linear and matrix algebra, nonlinear functions, derivatives, and probability theory. The course will require completion of a series of problem sets containing mathematical and statistical exercises, and final examination. Prerequisites: doctoral student standing.

HPMT 6213 Variation in Health System Performance (3 Credits)

At its core, the field of health services research is devoted to the study of variation in health system performance and health care practice. This course will focus on what can be learned from studies of variation in health systems and services - investigating the causes, consequences, and solutions to harmful, wasteful, and inequitable variation. In doing so, this course will review conceptual foundations of health services and systems research (HSR), and examine current topics and ongoing research in this field. Students will examine current empirical research conducted by investigators concerning the development, organization, financing, and delivery of health services and their impact on population health. Students will also gain experience in conceptualizing research questions of interest in HSR, developing theoretical frameworks to inform these questions, and critically reviewing the empirical literature on topics of interest.

Graduate School or College of Public Health Doctoral Standing is required for enrollment.

HPMT 6313 Advanced Methods in Health Services Research (3 Credits)

This course provides an overview of study design and methods for health services research (HSR) applied to health policy and public health problems. It will include exploration of: (1) study design principles with emphasis on the non-experimental and quasi-experimental designs most often employed in health policy and services research; (2) methodological problems often encountered in applied health policy and services research; (3) the “toolbox” of quantitative methods most often used in health policy and services research; and (4) principles and strategies for interpreting study results and communicating them to diverse stakeholders in public health. The course will emphasize hands-on exercises in using HSR methods and case studies of published HSR studies, with a focus on health policy and public health topics. The course will focus on quantitative research methods grounded primarily in the disciplines of econometrics and statistics, while highlighting the many close connections to other methodological perspectives including epidemiology, sociology, demography, and political science. Prerequisites: Doctoral student standing in the UAMS Fay W. Boozman College of Public Health; successful completion of three public health sciences core courses; or permission of instructor.

HPMT 6315 Advanced Methods for Quality and Health Outcomes (3 Credits)

Examines conceptual models, methods, and dimensions of quality of care (QOC) research. Students will analyze the history and rationale of QOC assessment and methodological issues in measuring QOC in research. Prerequisites: Doctoral student status or permission of the instructor.

HPMT 6317 Performance Measurement, Reporting and Incentives (3 Credits)

This course will examine the theoretical constructs and empirical methods currently used to assess, profile and compare the performance of health professionals, health care institutions and health systems. We will examine the advantages and disadvantages of alternative measurement approaches in the context of alternative purposes of measurement, including: quality improvement; regulation and accreditation; payment; consumer education and empowerment; and research and evaluation. The course will examine a number of case studies based on contemporary developments in this field, including the National Quality Forum measurement process, Medicare's quality reporting initiatives, and private sector pay-for-performance programs. The course will also examine approaches for studying the impact of performance measurement, reporting and incentive programs.

HPMT 6319 Implementation Research in Clinical Practice (3 Credits)

Examines the theoretical frameworks relevant for studying diffusion of innovations and implementation of change in clinical practice settings, assesses the empirical evidence on strategies for adopting and implementing change, and considers methods for evaluating change processes.

Graduate School or College of Public Health Doctoral Standing is required for enrollment.

HPMT 6320 Advanced Health Economics I: Demand for Health (3 Credits)

Examines theory and advanced methods for modeling the demand for health, health care, health insurance, and public health activities.

HPMT 6321 Advanced Health Economics II: Supply of Health (3 Credits)**HPMT 6323 Advanced Econometric Methods and Special Topics (3 Credits)**

Examines advanced econometric methods used in health systems research, including instrumental variables analysis, propensity score methods, longitudinal and panel data analysis methods, and duration models.

Graduate School or College of Public Health Doctoral Standing is required for enrollment.

HPMT 6324 Advanced Health Economics II: Supply for Health Services (3 Credits)

Provides an advanced examination of the supply side of health economics, including theory and research involving the production and distribution of health services and related products and technologies.

HPMT 6324 requires prerequisite HPMT 6104 with C or better.

HPMT 6327 Advanced Methods of Health Disparities Research (3 Credits)

Examines theory and research on how social, economic, and health system characteristics interact in contributing to racial/ethnic, socioeconomic and gender disparities in health and health care, and covers research methods for investigating the causes and consequences of disparities.

Prerequisites: HSRE 9011 and HSRE 9601

HPMT 6328 Healthcare Organizational Theory (3 Credits)

This graduate course will explore the scientific study of the components of organizational Theory and research particularly as it relates to healthcare. A useful way to understand organizational theory is the definition offered by Martin Kilduff: Organization theory is a set of approaches to the understanding of how organizations form, survive and grow, interact with each other, recruit and process members, gain and manage resources, and deal with problems both internal and external. Organizational theory is one of the most interesting areas in social science research as we move towards a system-based approach. In each class session, we will examine both important historical contributions and more recent treatments of the topic for the day. Each session may contain both theoretical and empirical contributions. While sessions may differ somewhat in their execution, each session will generally begin with a more general discussion of the components and boundaries of the week's topic. This discussion will be followed by a more in-depth exploration of the articles assigned for the week, where we will explore not just what has been said but also how these theories have been tested.

HPMT 6329 Advanced Topics in Implementation Science (3 Credits)

This is the follow-up course to HPMT 6319: Implementation Research in Clinical Settings. That course provided foundational knowledge in implementation science theories/models/frameworks, implementation strategies and their evidence base, and common research designs in dissemination and implementation research. The course provides advanced knowledge across a limited range of implementation science topics, e.g., research design, partnering with relevant clinical/community partners, adapting interventions for special populations and contexts, and “de-implementation” approaches and strategies. As well, this course provides opportunities for applying this knowledge in a variety of writing exercises including sections of research grant applications.

HPMT 6329 requires a prerequisite of HPMT 6319 and doctoral student standing.

REGS 5107 Design and Management of Clinical Trials (3 Credits)

This course examines the design and conduct of clinical trials from the perspectives of the investigator, sponsor, and regulators. Basic principles of study design are reviewed and applied. Students will gain experience developing a clinical trial protocol that will simulate project development in academic as well as industry settings. Elements of study conduct are explored from multiple perspectives including study sites, sponsors, and regulatory agencies. Contemporary issues in study design and management are considered. Problem solving and case studies are used to provide a participation-based learning experience.

REGS 6013 FDA Regulations (3 Credits)

This class will explore how developing science and changes in commerce have influenced the basic laws, regulations, and policies used by the United States Food and Drug Administration to insure the safety of medical products, food and cosmetics. Also, the impact of FDA's regulations and policy in protecting consumers and promoting public health will be examined. The course will focus on the use of toxicology as the scientific discipline that forms the foundation for actions taken by the Food and Drug Administration. The overall goal is for students to gain a working knowledge of how laws and regulations impact on Regulatory Sciences and public health. The course incorporates lecture presentations, classroom discussions of case studies and writing critiques of current issues before the agency

REGS 6023 Methods in Risk Assessment and Management (3 Credits)

The course reviews the utilization of risk assessment by Federal Government regulatory agencies with emphasis on the US Food and Drug Administration. The course describes basic principles and provides hands-on training with methods used to quantify or predict human risk. Emphasis will be placed on dose-response assessments and topics relevant to estimating human health risk from drugs, food additives, cosmetics and other regulated products. The course is organized to provide a systematic approach to current and emerging assessment practices. The course includes the application of the latest methods for describing human health risks from drugs and other chemicals. Topics include the utilization of current in vitro and in vivo pre-clinical testing methods, scientific principles underlying extrapolation from animal toxicity testing to the assessment. The use of post approval data to estimate risk is demonstrated. The course will utilize readings, classroom lectures and presentations, classroom discussions/demonstrations, written critiques, and presentations of current issues in risk assessment.

REGS 6101 - Good Regulatory Practices (3 Credits)

A review of the U.S. Food and Drug (FDA) and International Conference on Harmonization (ICH) regulations on pharmaceutical good manufacturing, good laboratory, and good clinical practices. The meaning of these regulations, the globalization of practices, and the roles and responsibilities of various professionals implementing these regulations are addressed. Special emphasis is on detailed coverage of the process for the assembly and submission of an IND or NDA and the function of the regulatory affairs department in a pharmaceutical company.



**William J. Clinton
School of Public Service**

UA Clinton School of Public Service

Contact Information

Susan Hoffpauir, Ph.D., LCSW, Professor and Academic Dean

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(501)683-5202

Vision

We believe in the right of all individuals, without exclusion, to participate fully and democratically in the social, cultural, economic, and political systems that affect their lives. Therefore, professional public servants must understand, engage, and transform these complex systems to ensure equity, eliminate injustice, and effect positive social change.

We believe in the right of all individuals to reach their full potential and to embody the spirit of democracy. Therefore, public servants must join with those who are marginalized so they are advocates for bettering their own lives and developing their own communities.

We believe in moral leadership that includes integrity, compassion, and a commitment to social justice. Therefore, public servants must listen to and learn from diverse groups, compromise and build alliances, and take strategic and decisive action to advance the common good.

Mission

The mission of the University of Arkansas Clinton School of Public Service is to educate and prepare professionals in public service who understand, engage, and transform complex social, cultural, economic, and political systems to ensure equity, challenge oppression, and effect positive social change.

We realize our mission by:

1. Operating at the intersection of theory and practice.
2. Establishing, nurturing and maintaining a community of students, scholars, and experienced public servants.
3. Creating and sustaining partnerships and alliances with public, for-profit, non-profit, philanthropic, and volunteer sectors.
4. Systematically evaluating the School's effectiveness in fulfilling its mission .

Core Values, Knowledge and Skills

CORE VALUES

Integrity/honesty

Open-mindedness

Responsibility

Equity

Commitment/dedication to service and social change

Stewardship/sustainability

Passion for service

CORE KNOWLEDGE

Communication - theory/models/process methods/strategies

Community/economic development

Program design, planning, and development

Program evaluation

Cultural awareness

Professional and personal ethics/ethical behavior

Social change theory

Social justice

Understanding power, privilege and oppression

Global/international development

Economic development

CORE SKILLS

Empathy

Critical and analytical thinking

Communication - facilitation, inter-cultural/inter-personal management

Communication - effective oral/public speaking, presentation and writing skills
Leadership in public and nonprofit organizations
Advocacy
Decision making skills for public and nonprofit organizations
Research methods
Data analysis
Public policy analysis
Conflict management - negotiation, mediation, resolution

History and Organization

Clinton School of Public Service

The University of Arkansas Clinton School of Public Service (UACS) was established by the Board of Trustees on January 29, 2004, as a new academic unit within the UA System. It gets its accreditation from the Higher Learning Commission through UA-Fayetteville, UA-Little Rock and UA-Medical Sciences. The concept of a graduate school attached to the William J. Clinton Presidential Center was a part of the plan by President and Secretary Clinton from the outset, and Professor Diane Blair from the University of Arkansas urged that it be a school of “public service” to fit with President Clinton’s long-time principles. Then University of Arkansas System President Sugg supported the concept with enthusiasm, and the idea received an initial planning appropriation from the Arkansas General Assembly in 1997. In 2001, an additional grant was received from the Economic Development of Arkansas Fund to continue the planning.

UACS Administration

The chief administrative officer of UACS is Dean James L. “Skip” Rutherford, who is responsible to President Bobbitt and the University Board of Trustees for conducting UACS campus affairs in keeping with state law and general University policy. Dr. Susan A. Hoffpauir serves as Academic Dean.

Center on Community Philanthropy

The creation of the Clinton School provided an opportunity for individuals who are dedicated to lives of public service to view philanthropy as the means by which the resources of communities can be combined in a sense of common cause, of inclusive solutions and of building on a community’s assets rather than its deficits.

The Center on Community Philanthropy, under the direction of Dr. Charlotte Williams, focuses on how philanthropy can unleash and expand the enormous individual, private and public assets that dwell in communities. It explores innovative behaviors and traditions of giving, raising to greater leadership and sustainable development. By virtue of its location in a new and highly visible graduate school of public service, it is uniquely positioned to concentrate on philanthropy as citizenship by exploring, researching, documenting and teaching non-traditional, culturally-appropriate philanthropic practices and sharing philanthropic traditions from across the world.

Public Programs

UACS sponsors academic conferences, public policy discussions and special events for the general public. UACS cooperates with the Clinton Presidential Center to bring internationally prominent leaders to Arkansas as participants in these programming initiatives. The School serves as a meeting place for scholars and practitioners in discussing complex and challenging social concerns and engages community participants in the development of innovative solutions. Public programs are live-streamed and recorded. They’re available on the UACS website at <http://www.clintonschoolspeakers.com/>.

Faculty & Staff

Faculty

James L. “Skip” Rutherford III, William J. Clinton Professor and Dean

Susan A. Hoffpauir, Ph.D., LCSW, Professor and Academic Dean

Al Bavon, Ph.D., Professor

John M.A. DiPippa, J.D., Professor

Nichola Driver, Ph.D., Assistant Professor and Director of the Office of Community Engagement

Ellen Fitzpatrick, Ph.D., Associate Professor

Chul Park, Ph.D., Assistant Professor

Robert Richards, Ph.D., Assistant Professor

Charlotte Williams, Dr.PH., Associate Professor of Public Health, Director of the Center on Community Philanthropy

Adjunct Faculty

Malcolm Glover, Ph.D

STAFF

Nikolai DiPippa, Director of Public Programs and Strategic Partnerships

Jonathan Dunkley, Director of Operations
Annette Gary, Project Coordinator, Office of the Dean
Tiffany Jacob, Director of International Programs and Outreach
Steve Person, Director of Technology
Leaundra Sanders, Senior Administration Manager and Fiscal Support
Patrick Newton, Director of Marketing and Communications
Jeanne Stovall, Registrar
Alex Thomas, Director of Enrollment and Alumni Services
Hilary Trudell, Director of Local Programs and Regional Outreach

Academic Calendar

Visit <https://clintonschool.uasys.edu/> for the most up-to-date calendar.

Program Overview

The Online Master of Public Service is designed as a terminal degree for professional practice. The degree requires 36 credit hours for graduation. Students are required to complete the entire curriculum within 5 years of first enrolling.

The Clinton School's Student Learning Goals and Outcomes: EMPS

Student Learning Goal #1: Students will be proficient in the body of knowledge related to public service

Learning Outcome 1.1

Students will be familiar with and make connections among the major concepts, theoretical perspectives, empirical findings, and historical trends relevant to public service.

Learning Outcome 1.2

Students will understand the complexities of public service work in local, regional, national, and international contexts.

Student Learning Goal #2: Students will facilitate participatory social change that advances social and economic justice.

Learning Outcome 2.1

Students will identify, develop, and/or mobilize resources (e.g., human, social, economic, political, physical, civic, etc) to facilitate social change.

Learning Outcome 2.2

Students will understand social change models and how to apply them appropriately.

Student Learning Goal #3: Student will be proficient in field research

Learning Outcome 3.1

Students will conceptualize issues to be studied and formulate appropriate research questions.

Learning Outcome 3.2

Student will apply extant field research to public service work.

Learning Outcome 3.3

Students will use appropriate information gathering techniques and methods in field research.

Learning Outcome 3.4

Students will conduct appropriate data analysis.

Learning Outcome 3.5

Students will critically analyze methods, results, and implications.

Student Learning Goal #4: Students will be professional and ethical public servants.

Learning Outcome 4.1

Students will be aware of their own personal values and how they affect their public service work.

Learning Outcome 4.2

Students will use critical thinking skills to address ethical and professional dilemmas.

Learning Outcome 4.3

Students will understand public service values, principles and behaviors.

Learning Outcome 4.4

Students will be able to work with diverse populations.

Rules Governing Capstone Work

1. Any incompletes in core courses must be resolved before enrolling in the capstone course.

2. If a student withdraws or receives a failing grade on the Capstone, he/she must reenroll at his/her own expense.
3. If a student has to reenroll in the capstone course, she or he may be required to find a new capstone project .
4. Capstone work must align with the Fair Labor Standards Act.
5. UACS does not generally support students traveling to countries under a Travel Warning Level 3 as determined by the Centers for Disease Control (CDC) or that are under a level 3 or level 4 Travel Advisory level as determined by the U.S. Department of State. This includes countries that are under a level 1 or level 2 Travel Advisory but have states, regions, cities, towns, or areas within the country that are under a level 3 (reconsider travel) or level 4 (do not travel) advisory. Travel to a level 1 or level 2 country with embedded level 3 and level 4 advisories will be approved if the student agrees not to travel to those areas within the country that are under a level 3 or level 4 advisory.
6. The Clinton School does not assume responsibility for any costs associated with not having adequate health or accident insurance.
7. The Clinton School does not assume responsibility for any injuries suffered or sustained by students while students are in transit to/from or working on their Capstone projects.
8. Students are responsible for ensuring that they do not complete any project work where Institutional Review Board (IRB) approval is needed until that approval is received.
9. The project supervisor(s) and the UACS Director of Communications must approve all information released to any media outlets about any field projects.
10. An individual student cannot distribute their Capstone work results unless the field project supervisor, the faculty advisor, and any co-authors approve that distribution.
11. In the case where a Capstone project involves working within an existing research study or program, publication of results, including manuscript authorship, will follow the established protocol of the research program.
12. Any exception to these rules must be approved by the student's capstone advisor and the Academic Dean.

Electives (3 hours)

The student's faculty advisor will work with the student to choose elective courses that are of interest to the student and that will be appropriate for the student's future career.

General Information

Tuition and Fees

Tuition for the EMPS programs is \$850 per credit hour. Students pay tuition for three courses at a time four times over the course of the program – at the beginning of the first course, at the beginning of the fourth course, at the beginning of the seventh course, and at the beginning of the tenth course.

Refunds

EMPS program fees include a one-time technology fee of \$500 and a one-time programming fee of \$2500. All program fees are paid at the beginning of the first course in the program. Students who withdraw 5 days from the first day of class for the first course receive a 100% refund of tuition and fees and if they withdraw 10 days from the first day of class for the first course they receive a 50% refund of tuition and fees. Students who withdraw 5 days from the first day of class for the fourth, seventh and tenth course receive a 100% refund of tuition but no refund of fees and if they withdraw 10 days from the first day of class for the fourth, seventh and tenth course they receive a 50% refund of tuition but no refund of fees.

Other Costs

Other costs of the program include books and course materials. These generally run between \$100 - \$250 per course.

Holidays

Because of the online nature of the EMPS program, no holidays are observed.

Solicitation

Students and student groups are not allowed to use UACS facilities nor their Clinton School email account for the solicitation of political party membership, for the support or opposition of a political candidate, for the raising of money for projects not connected with a UACS activity or for the conduct of private business.

Use of School Name, Logo or Seal

The name of the University of Arkansas Clinton School of Public Service is used in many contexts and for a wide range of purposes. It is important to the institution that the use of the name "University of Arkansas Clinton School of Public Service," "Clinton School of Public Service" or "Clinton School" be limited to activities which are, in fact, activities of the school. As a consequence of legal considerations, use of the School Logo and School Seal are restricted to specific official departments and agencies of UACS.

Email

Your UACS e-mail account is the mode of communication that will be used to contact you. Also note that you have a UAMS email account that UAMS uses to communicate important information about student accounts, etc. We encourage you to forward your UAMS email to your Clinton

School account to ensure you don't miss important information or notifications. It is your responsibility to check your UACS e-mail account regularly for official UACS information. E-mail accounts for graduated students will remain active 60 days following graduation. Graduated students will be notified before their UACS email account is disabled, allowing sufficient time for the user to secure an alternate email account.

Academic Rules and Policies

Presumptive Knowledge of Rules and Announcements

1. A student is presumed to know all of the academic rules and all other requirements and rules of UACS.
2. A student is under an obligation to read regularly the notices posted on the UACS website or sent to the student's UACS email account. Students will be presumed to have knowledge of any matter announced by any of the above methods.

Burden to Comply with Academic Rules

1. The burden is on the student to demonstrate compliance with all requirements.
2. A student is responsible for keeping track of the student's own academic progress

Graduation Requirements

1. A student admitted to the EMPS program must successfully complete courses totaling 36 hours, with an overall grade point average of 3.00 or better, in order to receive the EMPS degree.
2. A student must receive a grade of "C" or better in all core courses.

Time Limit for Completion of Degree

1. Students must complete all degree requirements within five years of the date they originally registered as a student. If at the end of five years the student's cumulative GPA is above 3.0 **and** she or he has enrolled in Capstone and only needs to complete Capstone to complete the EMPS requirements, she or he may be allotted one additional eight-week semester to finish with the approval of the Capstone advisor and Associate Dean.
2. Students who are readmitted to UACS and begin their EMPS studies anew pursuant to the rules covering readmission (see "Readmission" below) must complete their degree requirements within four years of the date of their readmission.

Attendance Policy

Students are expected to actively engage in their education by signing into Blackboard courses, participating in class activities and completing class assignments. Faculty will monitor their students' active participation. It is the responsibility of the faculty to report any student who has not attended or actively participated in learning activities for a period of one week to the Associate Dean for Academic Affairs who will attempt to contact the student to learn the reason for his/her lack of participation. If a satisfactory reason is not presented and the student does not actively engage in learning activities in the class during that time frame, the student will be administratively dropped from the class and administratively withdrawn from the Clinton School.

Grading Policy

1. The numerical value of each letter grade per hour credit for purposes of computing grade point average (GPA) is as follows: A=4.00, B=3.00, C=2.00, D=1.00, F=0.00. The lowest passing grade in core and elective courses taken at UACS is a C. The lowest passing grade for courses transferred from other institutions is a B.
2. A mark of "I" (incomplete) in UACS courses must be completed within 60 calendar days from the date grades are posted or the grade becomes an F. For elective courses taken on the consortium University campuses, their rules apply on resolving "I" grades.
3. Student final grades are posted in their UAMS GUS accounts at the end of each course.

Warning Students of Marginal Performance

1. Faculty must inform a student of marginal or failing performance prior to assigning a final failing grade for a course, if possible, and notify the Academic Dean of Academic Affairs.

Rules for Temporary Withdrawal

1. A student who has completed a semester in good standing can petition the Academic Dean for a leave of absence prior to her or his absence.
2. A student who leaves the school without a leave of absence being granted will not be considered in good standing. Such student must reapply for admission.

Academic Probation

1. If a student's GPA at the end of her or his third course is less than 3.00 (the requirement for graduation), he or she will be placed on academic probation.
2. If subsequent performance during the following three courses raises the cumulative GPA to 3.00 or better, the student is removed from academic probation.

Academic Dismissal from School

1. If a student fails a core course, she or he may be dismissed from UACS on academic grounds.
2. If a student's GPA is below 3.0 at the end of the sixth course he or she may be dismissed from UACS on academic grounds.

Readmission

1. A student on leave of absence and in good standing may petition the Academic Dean in writing to register for classes within 18 months of the absence.
2. A student who has been dismissed for academic deficiency may apply for readmission provided that the student's cumulative GPA was 2.50 or higher when she or he was dismissed.
3. The Admissions Committee will use the following standards for considering readmission:
 - a. the reasons for the student's inadequate performance have been resolved and will not interfere with the success of her/his studies in the future;
 - b. it is reasonable to expect that the petitioner will be effective and ethical in public service after graduation; and,
 - c. the candidate's qualifications for admission.

Transfer Credits

1. Students wishing to transfer credit hours should first contact their faculty adviser.
2. UACS will permit a student to transfer up to three (3) credit hours of core credit and three (3) credit hours of elective credit from other programs, subject to advance approval by the UACS Academic Dean. Courses to be transferred must:
 - a. Have been taken at an accredited higher education institution;
 - b. Have been passed with a grade of 'B' or better*;
 - c. Have been taken within the previous 5 years;
 - d. Have course content relevant to the EMPS degree.

** Note that grades for courses taken at institutions outside the University of Arkansas system ARE NOT calculated in cumulative grade point average.*

Rules Governing Courses Taken Outside the University of Arkansas System

Students may take up to up to three (3) credit hours of core credit and three (3) credit hours of elective credit outside of the University of Arkansas System with strict adherence to the following procedures and requirements:

The student should submit a written proposal to his/her faculty advisor. The faculty advisor and the Academic Dean must approve the proposal.

The proposal should include the following:

1. The name, address and contact information for the higher education institution(s) where the elective course(s) will be taken.
2. The name(s) of the course(s).
3. Course description(s) from a course catalog, syllabus or another official source.
4. The length of the course(s) (e.g., quarter, semester, summer); the number of credit hours; and the level (e.g., master's level).
5. How the course fits the student's public service interests.
6. When the student plans to enroll in the course(s) or provide an official transcript showing the course was completed with a grade of at least B.*

** Note that grades for courses taken at institutions outside the University of Arkansas system ARE NOT calculated in cumulative grade point average.*

Requirements for taking courses outside the University of Arkansas System include:

1. A student cannot be enrolled as a degree-seeking student in another institution outside of the University of Arkansas system while enrolled at UACS. A student must take the elective course only as a non-degree or certificate-seeking student. Students may be required to verify this status by submitting an official document from the institution where the proposed course is to be taken.
2. The course(s) must be at least master's level and taken at an accredited higher education institution.
3. The course(s) must be related to the EMPS degree.
4. UACS scholarship funds may not be used to pay for the course(s).
5. Students are responsible for ensuring that all necessary documentation for credits taken outside the University of Arkansas System are properly submitted to UACS.

Rules with Respect to Adding or Dropping Courses

1. Students are permitted to drop or withdraw from UACS courses and remain in good academic standing if approved by the student's faculty advisor and the UACS Academic Dean.
2. Financial Aid recipients who withdraw from classes may owe a repayment of financial aid funds and are subject to the cancellation of future financial aid. Student loan borrowers must complete exit loan counseling prior to withdrawing from all classes.
3. If a student withdraws from a course after the add/drop deadline for any reason, a "WP" (withdraw while passing) or a "WF" (withdraw while failing) will appear on the transcript.
4. Students dropping elective courses on one of the consortium University of Arkansas campuses will adhere to the relevant policies of that specific course or campus.

Transcripts

The UAMS Registrar's Office is responsible for providing official transcripts. Students should click on the following link for transcript request instructions : <http://registrar.uams.edu/transcripts> . Grades and transcripts will be withheld and registration refused to any students who have failed to pay any tuition/or and fees.

Grades

Grades are available to students in their UAMS GUS accounts.

General Waiver

Any waivers from these policies must be approved by the Academic Dean.

Grade Appeal Policy

Any student seeking to appeal a grade shall make his or her appeal to the Dean and Academic Dean. No change in the grade will be made unless the Dean and Academic Dean agree that the grade was arbitrary and capricious (see below for definition).

Deadlines. Students must file their appeal in writing with the Academic Dean no later than two (2) weeks after the grade is posted. If the student is appealing a failing grade in a prerequisite course, she or he may be administratively withdrawn from the course for which it is a prerequisite if the grade being appealed is a failing grade and is upheld upon appeal..

Appeal Procedure. The appeal shall be heard by an ad hoc faculty committee. When possible, this three-member committee will be comprised of a faculty member chosen by the student, a faculty member who has had the student in a class, and a faculty member who has not had the student in class.

The student shall submit to the Academic Dean a written statement setting forth in detail the basis for the appeal. The student's statement will be provided to the faculty member whose grade is the subject of the appeal. The faculty member shall then submit to the Academic Dean a written statement setting forth the basis for the grade given. The Academic Dean shall promptly distribute this material to the committee.

Grade appeals are conducted solely on the written materials submitted by the student and the faculty member and any additional material the committee may request. The student must prove that the grade was arbitrary and capricious. The committee shall recommend to the Dean and Academic Dean whether or not the grade shall stand. The decision shall be in writing and shall be provided to the student and the faculty member. The decision shall include the committee's rationale for its recommendation.

The Dean and the Academic Dean shall base their decision solely on the written materials submitted by the student and the faculty member, the written recommendation of the faculty review committee and any additional material the Dean or the Academic Dean may request. The grade will stand unless the Dean and the Academic Dean agree the faculty member was arbitrary and capricious. The decision of the Dean and Academic Dean is final. In the event that the student's appeal is successful, the Academic Dean shall administratively change the grade

In the event that the grade being appealed is in a course taught by either the Dean or Academic Dean, he or she shall withdraw and play no role in the process. In either case, a member of the faculty shall be designated to fulfill the functions performed in this process by the Dean or the Academic Dean including receiving the recommendation from the faculty review committee and serving as one of the final decision makers.

In the event that the grade appeal is directed against the Academic Dean, it shall be filed directly with the Dean. If the grade appeal is directed against the Dean, it shall be filed with the Vice President for Academic Affairs in the University of Arkansas System Office.

The Arbitrary and Capricious Standard. According to the Clinton School policy, a student's grade will not be changed unless the student can show that the grade was "arbitrary and capricious." A faculty committee will first review the grade and make a recommendation to the Academic Dean on the matter. The grade cannot be changed unless the Academic Dean and the Dean agree.

Black's Law dictionary defines arbitrary in two senses. The first connotation is that arbitrary depends "on individual discretion; specif., determined by a judge rather than by fixed rules, procedures, or law". The second connotation states arbitrariness is "founded on prejudice or preference rather than reason or fact". This type of decision is often termed *arbitrary and capricious*." (emphasis added.) At this point, Black's cross references the definition of capricious. Capriciousness has two connotations. A capricious person is "characterized by or guided by unpredictable or impulsive behavior." A capricious decree is "contrary to the evidence or established rules of law."

The "arbitrary and capricious" standard does not lend itself to easy definition. It takes on slightly different applications depending on the context in which it is applied. Departures from established procedures or refusals to apply the appropriate standards might rise to the level of arbitrary and capricious. Similarly, discretionary decisions that do not take into account the circumstances of particular cases might also be arbitrary and capricious.

The AAUP has stated that: “(1) the faculty has the responsibility for the assignment of grades; (2) students should be free from prejudicial or capricious grading; and (3) no grade may be assigned or changed without faculty authorization. ... [A]dministrators should not “substitute their judgment for that of the faculty concerning the assignment of a grade.”³

Courts have accorded broad discretion to faculty members’ academic decisions. The United States Supreme Court noted that “the decision of an individual professor as to the proper grade for a student in his course ... requires an expert evaluation of cumulative information and is not readily adapted to the procedural tools of judicial or administrative decision making.”⁴ Justice Powell concurred saying that a professor’s academic evaluation of a student should be given “the widest range of discretion.”⁵ In a similar vein, the Court noted that “[w]hen judges are asked to review the substance of a genuinely academic decision . . . they should show great respect for the faculty’s professional judgment. Plainly, they may not override it unless it is such a substantial departure from accepted academic norms as to demonstrate that the person or committee responsible did not actually exercise professional judgment.”⁶

The foregoing sources make clear that a faculty member’s academic judgments should not be lightly disregarded. They give rise to what should be the applicable standard for grade appeals: *a grade should not be overturned unless there is overwhelming evidence that the grade did not constitute a valid exercise of professional judgment, i.e., that it was arbitrary or capricious*. In other words, a grade should be upheld as long as there is a reasonable academic basis for it.

Academic Offenses

Academic Dishonesty. As a community of scholars, academic integrity is foundational to appropriate conduct within the Clinton School setting. The determination that a student’s work was the result of dishonest action can be considered in the faculty member’s evaluation of that work and in the determination of the course grade. In addition, disciplinary action may be taken by the UACS Academic Dean or recommended at the conclusion of any appeal.

Acts of academic dishonesty include but are not limited to the following:

- 1) Cheating: This includes the following classes of dishonesty:
 - a) copying from another student’s paper;
 - b) using prepared materials, notes, or text other than those specifically permitted by the professor during an examination; collaborating with another student during the examination;
 - c) buying, selling, stealing, soliciting, or transmitting an examination, or any material purported to be the unreleased content of a coming examination, or the use of such material;
 - d) substituting for another person during an examination or allowing such substitution for oneself;
 - e) bribing any person to obtain examination information.
- 2) Plagiarism: Plagiarism includes (but is not limited to) adopting or appropriating for one’s own use and/or incorporating in one’s own work, without acknowledgement, passages, parts of passages, tables, photographs, models, figures and illustrations from the writings or works of others; thus presenting such as a product of one’s own mind. Any student who plagiarizes may be subject to **any or all** of the following sanctions: receiving a zero on the written work; receiving a reduced grade for the course in which the plagiarism occurred; being suspended from registering for one or more semester(s); being required to enroll in a short course on graduate level writing; being required to comply with any other appropriate remedy as proposed by the Academic Dean; and/or being dismissed from UACS.
- 3) Collusion: To obtain from another party, without specific approval in advance by the professor, assistance in the production of work offered for credit to the extent that the work reflects the ideas or skills of the party consulted rather than those of the person in whose name the work is submitted.
- 4) Duplicitous: To offer for credit identical or substantially unchanged work in two or more courses, without specific advance approval of the professors involved.

Procedures for Addressing Instances of Academic Dishonesty. The procedures outlined here are applicable when a student is enrolled in a course and a faculty member suspects the student of an academic offense, and when the suspicion is supported by substantial fact(s) or evidence. The

3 American Association of University Professors, *Statement of Principles on Academic Freedom and Tenure* (1940).

4 *Board of Curators of the University of Missouri v. Horowitz*, 435 U.S. 78 (1978).

5 *Board of Curators of the University of Missouri v. Horowitz*, 435 U.S. 78 (1978) (Powell, J. concurring).

6 *Regents of the University of Michigan v. Ewing*, 474 U.S. 214 (1985)

faculty member is responsible for notifying the student in writing of the specific charge. The faculty member is responsible for retaining a copy of the written notice and for forwarding one copy to the Academic Dean.

Only the faculty member may impose a grade penalty for an academic offense. It is recommended that if a student is found guilty or admits guilt, the faculty member will consider the individual circumstances, nature or severity of the offense, similar class violations, etc., before assessing the grade penalty. Grade penalties for consideration for academic offenses are:

1. a grade of F in the course;
2. a grade of F on the examination, project, etc.;
3. a grade adjustment; or
4. no credit for material presented.

The student has the right to attend classes until any appeal is resolved. In the event an appeal of an academic offense has not been resolved before final grades are due, the student shall receive an "I" and the faculty member will withhold a final grade until the appeal is resolved.

In view of the fact that this policy and procedure involves student academic records, all grievance hearings shall be conducted in private with only those involved present.

Individual students may exercise their right to have academic offense grievances considered and assessed upon their merits under the general regulations, policies and practices of UACS according to the grievance procedure described below. A "decision" means a determination that the grievance issue or issues were, or were not inappropriate, or in violation of regulations, policies, or practices of the School. Each decision shall include an assessment of the issues and reasons for the position taken.

No student filing a grievance shall thereafter be discriminated against or suffer any academic disadvantage by reason of participation in grievance matters pursuant to this procedure.

The time periods set forth in this grievance policy are intended to provide a reasonably expeditious resolution of grievances, but a failure to process a grievance strictly within the time periods set forth shall not confer any additional rights upon the student submitting the grievance. If the deadline for any of the steps in the grievance process falls on a holiday, weekend or other time when the school is closed, then the due date will be the next working day.

Grievance Procedure Steps. A student grieving a determination of academic dishonesty is entitled to have the issue considered in the following manner. Written records will be maintained at all steps unless noted otherwise in this policy.

1. The student discusses the grievance with the faculty or staff member. No faculty or staff member shall be allowed to delay the resolution of a grievance by failing to hold a consultation with a student within the designated time, unless bona fide reasons such as illness, personal emergency, or campus absences for professional reasons make this time limit unreasonable. If the grievance is satisfactorily resolved, the terms of the resolution shall be reduced to writing, if any of the involved parties desires to have such a written statement, and signed by the student and faculty member.
2. If the grievance is not resolved and the student chooses to pursue the matter further, the grievance must be reduced to writing by the student and sent to the faculty or staff member. Within ten working days after receipt of the written statement, the faculty or staff member shall prepare a written decision on the matter and forward copies of both documents to the Academic Dean and to the student. Within five working days after receiving the student's appeal and the written decision from the faculty or staff member, the Academic Dean shall prepare a written decision on the matter and forward copies to the student and the faculty or staff member. In addition, the Academic Dean will forward to the Dean all documents pertaining to the appeal.
3. The decision of the Academic Dean may be appealed by the student to the Dean within five working days following receipt of the Academic Dean's decision. In the case of such an appeal, the Dean or the student may request that an *ad hoc* grievance committee be convened to consider the appeal and make a recommendation. In either event, the entire written record shall be included with the appeal letter. If neither the Dean nor the student requests an *ad hoc* grievance committee be established, the Dean will decide the appeal within ten working days.
4. If a grievance committee is requested, the Dean will constitute an *ad hoc* grievance committee to investigate the matter and make written recommendations for its solution. The *ad hoc* grievance committee shall select its chair who shall be responsible for reporting the recommendation of the committee to all parties. All records shall be maintained by the Dean for a period of three years.
5. The *ad hoc* grievance committee shall be given access to relevant witnesses and records, shall tape the hearing, and attach to their recommendations the written information that has been assembled. The *ad hoc* grievance committee shall adopt and use fair procedures, understanding that its informal inquiry is designed to develop all pertinent factual information. The *ad hoc* grievance committee chair shall return its written recommendations to the Dean within ten working days of the date on which the committee membership was established.

6. Within ten working days following receipt of the recommendation of the grievance committee, the Dean shall present a written decision on the matter, including the report of the *ad hoc* grievance committee, to the claimant and respondent. The decision of the Dean will be final and binding, and shall not be subject to further appeal.
7. In the event a grievance is directed against the Academic Dean, it shall be filed directly with the Dean. If the grievance is directed against the Dean, it shall be filed with the Vice President for Academic Affairs in the University of Arkansas System Office.

Faculty members shall adhere to school-approved classroom policies and procedures and shall establish fair and reasonable standards in such matters as participation, submission of assigned work, interaction decorum, regular and make-up examinations and grading. Faculty members shall make their standards known to each class at the earliest opportunity. Grievances against these standards and alleged violations of school-approved classroom policies are not subject to the process defined here, but should be brought to the attention of the faculty member, Academic Dean and, if necessary, the Dean in that administrative order so that a continuing administrative effort may be made to ameliorate problems.

Student Conduct

The Clinton School of Public Service (UACS) has developed certain regulations to make possible an orderly academic environment where all members of the community have the freedom to develop to the fullest extent. Violations of school policies, Arkansas law, U.S. Federal law, country specific laws, and unprofessional behavior cannot be condoned or tolerated in the UACS community. Student behavior is expected to be consistent with the standards in this handbook.

Students are responsible for becoming informed about, and abiding by, all of the laws and policies relevant to each location in which they travel and/or live while attending the Clinton School. Ignorance of the policies and laws at the Clinton School, in the U.S., or in other countries is not a valid excuse for inappropriate behavior and will not protect students from the consequences of their actions.

The school will discipline students found guilty of violating a policy or law. This may include, but is not limited to, grade reduction in a course, loss of scholarship funds, , and/or dismissal from UACS. Clinton School disciplinary action does not protect students from additional disciplinary action taken by the legal authorities of the location in which students are travelling or residing.

Students are responsible for all legal costs incurred by violating any laws and/or policies. The Clinton School is not responsible for providing any legal assistance under such circumstances.

Students are financially responsible for any property damage or property misuse they incur. Any charges assessed to the School because of damage or misuse caused by a student will be charged against his/her Clinton School student account.

Unprofessional Behavior. Students are expected to conduct themselves in a manner that is professional. Unprofessional behavior includes but is not limited to engaging in disruptive or inappropriate behavior while engaged in class activities or while representing the School domestically or abroad. Such behavior is considered a student conduct violation. A student who engages in unprofessional behavior may be subject to the Performance Review Process.

Performance Review Process

The purpose of the performance review is to help students adjust to the academic and professional expectations of the Clinton School. Consistent with the Clinton School's ethos, every effort will be made to resolve problems informally before moving to a formal process. First, the academic advisor should talk to the student to attempt to resolve any concern. Second, if that approach is unsuccessful, either the student or a faculty member may ask a Skype or conference call that includes the student, the Academic Dean, and the faculty advisor. Only after these steps have been exhausted should the performance review be initiated.

Performance review may be initiated by the student or by any faculty member through a request in writing to the student's faculty advisor. The advisor will assemble a Performance Review Committee (PRC), schedule and facilitate the meeting, and record and distribute the results of the meeting to all those in attendance. If for any reason the student prefers not to have the performance review convened and facilitated by her or his advisor, the student shall recruit another faculty member to serve in that role.

The PRC will comprise the student, the advisor, and the faculty teaching the student at the time the review is called. Exceptions to the normal composition of the performance review committee will be determined by the advisor in consultation with the student and the Academic Dean.

Once the process has been initiated, the following procedures will apply:

- The advisor will provide written notification of the PRC meeting to the student, the members of the committee, and the Academic Dean. The PRC meeting shall occur within two weeks after the initiation of the performance review unless good cause exists.
- The notice of the PRC meeting shall include, at a minimum, date and time of the PRC meeting, a short description of the reason(s) that prompted the request for the performance review, and a list of the persons expected to be present. The notice may include any other information that the faculty advisor believes will be pertinent to the matter or helpful to the PRC committee and the student.
- The committee shall review the issue(s) that prompted the review. The committee will assess the situation and make recommendations regarding how the student can resolve the issue(s) that prompted the review. The committee will seek consensus, and if it is unreachable,

will decide by majority vote.

- The advisor will make a written record of the committee's assessment and recommendations. The advisor will send this document, to be completed within one week of the meeting, to the student and the Academic Dean. The student, with the support of the faculty advisor, unless otherwise noted by the committee in their report, is responsible for the implementation of the recommendations.
- A student who disagrees with the recommendations of the performance review committee may petition the Dean to reverse or otherwise modify the recommendations. The student's petition must be in writing and received by the Dean within one week of receipt of the committee's recommendations.
- The Dean will render in writing a final decision in response to the student's petition within one week of its receipt.

Immediate Threat

If it is determined that a student poses an immediate threat to himself/herself or others, UACS faculty/staff have the authority to make immediate decisions to insure the safety of the student and/or others. This includes but is not limited to temporary suspension or immediate termination from a class and/or UACS.

Termination from a class and/or UACS will result in the loss of all tuition and fees paid and the student will be responsible for any additional expenses related to their termination (e.g., the cost of changing plane reservations if the student is overseas).

UACS Academic Policy for Students with Disabilities

The University of Arkansas Clinton School of Public Service is committed to providing equal opportunity for participation in all programs, services, and activities, and a learning environment that is supportive of all students. As part of that commitment, CSPS stands ready to provide reasonable accommodations for students with disabilities when appropriate. Any student who desires to report a disability issue, who has questions or concerns regarding a disability issue, or who desires accommodation for a disability should contact Associate Dean Susan Hoffpauir at sahoffpauir@clintonschool.uasys.edu or (501) 683-5208, or the UAMS ADA/Disability Services office at <http://students.uams.edu/ada-disability-services/> or by calling the office at (501) 526-5641. Please inform the Center staff that you are enrolled at the Clinton School.

Student Responsibility

In all instances, it is the student's responsibility to notify the Academic Dean of the Clinton School and the staff UAMS ADA/Disability Services office that she or he needs an accommodation for a disability or a course substitution based on a disability, and to provide all required documentation.

Nondiscrimination Policies

It is the policy of the UACS to provide an educational and work environment in which thought, creativity, and growth are stimulated, and in which individuals are free to realize their full potential through equal opportunity. The School should be a place of work and study for students, faculty, and staff, which is free of all forms of discrimination, sexual intimidation and exploitation. Therefore, it is the policy of the UACS to prohibit discrimination of its students, faculty, and staff and to make every effort to eliminate discrimination within the School community.

Therefore, UACS is committed to providing equal opportunity for all faculty, staff and students in education and employment regardless of race, age, gender, religion, national origin, marital or parental status, disability, veteran status, sexual orientation or gender identity. In addition, discrimination in employment on the basis of genetic information is prohibited.

Policy Against Discrimination, Harassment, Retaliation and Sexual Misconduct. The University of Arkansas Clinton School [UACS] is committed to providing an environment that emphasizes the dignity and worth of every member of its community and that is free from harassment and discrimination based upon race, color, religion, national origin, sexual orientation, gender identity, service in the uniformed services (as defined in state and federal law), veteran status, sex, age, pregnancy, physical or mental disability or genetic information. Such an environment is necessary to a healthy learning, working and living atmosphere. Accordingly, all acts of discrimination, harassment, retaliation and sexual misconduct as defined by this Policy are prohibited.

Jurisdiction. Title IX protects the UACS community from sexual discrimination, harassment and misconduct in a school's education programs and activities. Title IX protects the UACS community in connection with all academic, educational, extracurricular, athletic and other UACS programs, whether those programs take place on UACS property, in UACS transportation, at a class or training program sponsored by UACS at another location or elsewhere.

This Policy shall not be construed or applied to restrict academic freedom at the School, nor shall it be construed to restrict constitutionally protected expression.

Consistent with state and federal law, reasonable accommodation will be provided to persons with disabilities.

All complaints or any concerns about conduct that may violate this Policy should be submitted to the Title IX Coordinator or, in her absence, to the deputy Title IX Coordinator:

Susan Hoffpauir, Academic Dean, Title IX Coordinator
(501) 683-5232
sahoffpauir@clintonschool.uasys.edu

Filing Report with Local Law Enforcement. In some instances, sexual misconduct may constitute both a violation of UACS Policy and criminal activity. The UACS grievance process is not a substitute for instituting legal action. **UACS encourages individuals to report alleged sexual misconduct promptly to law enforcement authorities, where appropriate.** Individuals may file a report directly with local law enforcement agencies by dialing 911. Individuals may also contact any of the following for assistance in filing a report with local law enforcement:

Little Rock Police Department
(501) 371-4829 or (501) 371-4830

Preserving Evidence. It is important that evidence of sexual assault be preserved, because it may be needed for prosecuting the criminal case. Victims and others should not alter the scene of the attack. The victim should not change clothes, bathe or shower, drink or eat anything, or brush her/his teeth before reporting the assault. Any items worn by the victim during the assault, but are not currently being worn, and any materials encountered during the assault (i.e., bed sheets, blankets, etc.) should be placed in a plastic bag and brought along with the victim to a local hospital emergency department that has kits to collect and preserve evidence of rape and sexual assault.

Student and Visitor Responsibility to Report. Students, visitors to UACS, and any community partners working with UACS are strongly encouraged to report allegations of discrimination, harassment, retaliation and sexual misconduct to the Title IX Coordinator and/or the deputy. A report should be made as soon as possible after the incident in order to facilitate an effective response. The longer a report is delayed, the more difficult it will be for UACS to investigate. Reports may be made by the person experiencing the misconduct or by a third party, such as a witness or someone who is told of the misconduct.

Mandatory Employee Reporting. In order to enable UACS to respond effectively and to proactively stop instances of discrimination, harassment, retaliation and sexual misconduct at the School, all employees must, within 24 hours of receiving information regarding a potential violation of this Policy, report information to the Title IX Coordinator and/or the deputy. Only employees who are statutorily prohibited from reporting such information (e.g., licensed health-care professionals) are exempt from these reporting requirements. This Policy is not intended to restrict curriculum or prohibit or abridge the use of particular textbooks or curricular materials.

Off-Campus Conduct. Conduct that occurs off campus can be the subject of a Complaint or report and will be evaluated to determine whether it violates this Policy. Allegations of off-campus sexual misconduct are of particular concern and should be brought to the School's attention.

Confidentiality. Subject to the other provisions of this Policy and the requirements of law, every possible effort will be made to ensure that all information received as part of the UACS's Complaint/Grievance Procedure is treated discreetly. All parties to the Complaint are required to maintain the confidentiality of all information received during this process. However, it is not possible to guarantee that all Complaints will remain confidential because of UACS's obligation to investigate allegations of misconduct. All requests to maintain confidentiality shall be directed to the Title IX Coordinator who has the authority to make such determinations.

Except as compelled by law or in the interest of fairness, just resolution or health and safety considerations, disclosure of information contained in Complaints, their substance, procedures and the results of investigations will be limited to the immediate parties, witnesses and other appropriate officials. Limited disclosure may also be necessary to conduct a full and impartial investigation.

Availability of Counseling and Advocacy. Counseling and other mental health services for victims of sexual assault are available in the community. Community mental health agencies, such as the Little Rock Community Mental Health Center and counselors and psychotherapists in private practice in the area can provide individual and group therapy. The Arkansas Coalition Against Domestic Violence may assist with making referrals for individual counseling and support groups and in identifying non-counseling campus and community resources that may be of additional help and serve as a victim advocate upon request.

International resources include:

- Americans Overseas Domestic Violence Crisis Center and the Sexual Assault Support & Help for Americans Abroad Program
 - <http://www.866uswomen.org/>
 - Call: International Toll-Free 866-USWOMEN
- Rape, Abuse, and Incest National Network lists "International Sexual Assault Resources"
 - <https://www.rainn.org/get-help/sexual-assault-and-rape-international-resources>
 - Call: 1-800-656-HOPE
- National Coalition Against Domestic Violence lists "International Organization Resources"
 - <https://www.whengeorgiasmiled.org/national-coalition-domestic-violence/>
 - Call: 1-800-799-7233, TTY 1-800-787-3224

Education and Awareness Programs. The UACS Title IX and/or the deputy coordinator is responsible for planning and coordinating campus education and awareness programs about all forms of sexual assault, including rape, acquaintance rape, domestic violence, dating violence, and other sex offenses. Programs are presented regularly throughout the academic year through the UACS Student Government Association and employee training and professional development. Campus-wide education and awareness activities are also conducted during Sexual Assault Prevention and Awareness Week.

Policy Expectations with Respect to Consensual Relationships. There are inherent risks in any romantic or sexual relationship between individuals in unequal positions (such as teacher and student, or supervisor and employee). These relationships may be less consensual than perceived by the individual whose position confers power. The relationship also may be viewed in different ways by each of the parties, particularly in retrospect. Furthermore, circumstances may change, and conduct that was previously welcome may become unwelcome. Even when both parties have consented at the outset to a romantic or sexual involvement, this past consent may not remove grounds for a later charge of a violation of Policy.

UACS does not wish to interfere with private choices regarding personal relationships when those relationships do not interfere with the goals and policies of UACS. However, for the personal protection of members of this community, relationships in which power differentials are inherent (faculty-student, staff-student, administrator-student or employee) are prohibited except in extraordinary circumstances.

Consensual romantic or sexual relationships in which one party maintains a direct supervisory or evaluative role over the other party are unethical. Therefore, persons with direct supervisory or evaluative responsibilities who are involved in such relationships must bring those relationships to the timely attention of their supervisors. This will likely result in the necessity to remove the employee from the supervisory or evaluative responsibilities, or will shift the student or employee out of being supervised or evaluated by someone with whom he or she has established a consensual relationship. Failure to self-report such relationships to a supervisor as required can result in disciplinary action for an employee, up to and including termination.

Complaint /Grievance Procedure for Reporting Discrimination, Harassment, Retaliation and Sexual Misconduct

These procedures are intended to apply to all grievances involving discrimination, harassment, retaliation and sexual misconduct as described in this Policy, including but not limited to those brought by a student against an employee and/or fellow student, employee against fellow employee and/or student, and third party against employee and/or student. All other grievances by students, employees or third parties shall be addressed through other grievance procedures. The University benefits from formal and informal procedures that encourage prompt resolution of Complaints and concerns raised by members of the University community.

To expedite the resolution of grievances that occur when students are travelling and/or living outside of Little Rock, the Title IX Coordinator or his/her designee can send notices, investigate, hold meetings, and send letters using Skype, phone, email, and/or other electronic communication methods.

Informal Complaint Process. The University does not require a Complainant to utilize the Informal Complaint Process if doing so is impracticable or unsafe, or if the Complainant believes that the conduct cannot be effectively addressed through informal means. For example, the Informal Complaint Process should not be used to address allegations of sexual assault. However, in other circumstances where it is practical and safe to do so, every reasonable effort should be made to constructively resolve issues with students, faculty, staff and administrators before pursuing the Formal Complaint Process. Under the Informal Complaint Process, a Complainant may elect to resolve his/her Complaint by discussing it with the offending party. If the offending party is an employee and satisfactory resolution cannot be reached after discussion, the Complainant may also contact the individual's direct supervisor to resolve the Complaint. If these efforts are unsuccessful, the Formal Complaint Process may be initiated.

Formal Complaint Process. Upon receiving a report of alleged or possible violation of this Policy, the Title IX Coordinator and/or deputy will evaluate the information received and determine what further actions should be taken. The Title IX Coordinator will follow the procedures described in this Policy. The Title IX Coordinator and/or deputy will take steps, either directly with the complainant or through a reporting employee, to provide information about the UACS's Complaint/Grievance Procedure, as well as available health and advocacy resources and options for criminal reporting.

Investigation. The Title IX Coordinator will be responsible for overseeing the prompt, fair, and impartial investigation and resolution of Complaints filed with UACS. The Title IX Coordinator or his/her designee will investigate all Complaints of discrimination, harassment, retaliation and sexual misconduct and determine any accommodations or other remedial short-term actions necessary in light of the individual circumstances presented.

The Title IX Coordinator or his/her designee will apprise the Dean of the Complaint. The Title IX Coordinator or his/her designee, who will have been properly trained, will:

- identify the correct policies allegedly violated;
- conduct an immediate initial investigation to determine if there is reasonable cause to charge the Respondent(s);
- meet with the Complainant to finalize the Complaint;

- prepare the notice of charges on the basis of initial investigation;
- develop a strategic investigation plan which may include a witness list, an evidence list, an intended timeframe, and an order of interviews for all witnesses, including the Respondent;
- conduct a thorough, reliable and impartial investigation during which witnesses may or may not be given notice prior to the interview;
- complete the investigation promptly, and without unreasonable deviation from the intended timeline;
- make a written finding on the case, based on a preponderance of the evidence, which indicates that it is more likely than not that a Policy violation has or has not occurred, and identifies appropriate remedies and/or sanctions, if any; and
- prepare a complete report on the investigation and findings.

As noted above, an investigation of the Complaint will be conducted by the Title IX Coordinator or his/her designee unless it is clear from the face of the Complaint or the Title IX Coordinator's initial meetings with the parties that no reasonable grounds exist for believing that the conduct at issue violates this Policy.

In the event that the Complaint was made by someone other than the alleged victim, the Title IX Coordinator will consider the following factors in determining whether it is reasonable to investigate the Complaint:

- the source and nature of the information,
- the seriousness of the alleged incident,
- the specificity of the information,
- the objectivity and credibility of the source of the information,
- whether the alleged victims can be identified, and
- whether those individuals wish to pursue the matter.

In the event that the Title IX Coordinator determines that an investigation of the Complaint should not be conducted, he/she will determine and document (in consultation, as necessary, with the alleged victim, the Respondent and the UACS Dean) the appropriate resolution of the Complaint and inform the parties of the same.

With all Complaints, if the Title IX Coordinator determines that an investigation should be conducted, the Title IX Coordinator will promptly investigate the matter. The existence of concurrent criminal investigations or proceedings shall not delay the investigation of any Complaint filed under this Policy.

If another individual is designated to investigate the matter, the Title IX Coordinator will share the investigator's name and contact information with the alleged victim and the Respondent and will forward the Complaint to the investigator. Within three (3) days of such appointment, the investigator, the alleged victim or the Respondent may identify to the Title IX Coordinator in writing any real or perceived conflicts of interest posed by assigning such investigator to the matter. The Title IX Coordinator will carefully consider such statements and will assign a different individual as investigator if it is determined that a material conflict of interest exists.

Upon receipt of the Complaint, the Title IX Coordinator will promptly begin the investigation, which shall include but is not limited to the following:

- conducting interviews with the Complainant, the alleged victim (if not the Complainant), the Respondent, and third-party witnesses (including expert witnesses, where applicable) and summarizing such interviews in written form;
- visiting, inspecting, and taking photographs at relevant sites; and
- where applicable, collecting and preserving relevant evidence (in cases of corresponding criminal reports, this step may be coordinated with law enforcement agencies).

Throughout the investigation, the Title IX Coordinator will remain neutral. The Title IX Coordinator should obtain, where applicable and where possible, the written consent of any third-party witnesses to the disclosure, as contemplated by this Policy, of any personally identifiable information contained in the Complaint, the Investigative Report, and for any other documents the disclosure of which is contemplated by this Policy in order to further the resolution of the Complaints.

Initial Meeting with Complainant and/or Alleged Victim. As soon as is practicable, the Title IX Coordinator will contact the Complainant and the alleged victim (if not the Complainant) to schedule an initial meeting to, as applicable:

- provide a copy of this Policy;
- provide a copy of the Discrimination, Harassment and Sexual Misconduct Complaint Form (a copy of which is attached as Exhibit A) on which the Complainant may, if he or she agrees to disclose the information,

provide details regarding the allegation, including the name of the accused individual and the date, location and general nature of the alleged violation of Policy (the Complaint Form may be completed by Complainant or dictated to the Title IX Coordinator, who will confirm the accuracy of his or her documentation with the Complainant);

- explain avenues for resolution;
- explain the steps involved in an investigation under this Policy;
- discuss confidentiality standards and concerns;
- determine whether the Complainant or the alleged victim (if not the Complainant) wish to pursue a resolution through UACS or no resolution of any kind;
- refer to law enforcement, counseling, medical, academic or other resources, as appropriate; and
- discuss, as appropriate, possible interim measures that can be provided during the pendency of the investigative and resolution processes.

Interim Measures. Unless circumstances dictate otherwise, the Title IX Coordinator will promptly issue a “No Contact” order to all parties upon notice of any sexual assault Complaint. In all cases, UACS may implement any necessary interim measures, deemed appropriate and reasonably available, regardless of whether a Complaint has been filed (with either campus administrators or law enforcement agencies) or whether an investigation has commenced (by either campus administrators or law enforcement agencies). Interim measures may include, but are not limited to:

- issuing no-contact orders;
- providing an escort to ensure that a individual can move safely between classes, work, and/or activities;
- changing work arrangements or location;
- rescheduling class work, assignments, and examinations;
- arranging for the Complainant to take an incomplete in a class;
- reassigning class section if possible;
- permitting a temporary withdrawal from UACS;
- providing alternative course completion options;
- providing counseling services; and
- providing academic support services.

Following the initial meeting with the Complainant and the alleged victim (if not the Complainant), the Title IX Coordinator will, if applicable, promptly determine the interim measures to be provided to the alleged victim. Such determination will be promptly communicated to the alleged victim, and no later than the point at which it is communicated to the Respondent.

Initial Meeting with Respondent. If the Complainant or alleged victim (if not the Complainant) wishes to pursue resolution through UACS or if UACS otherwise deems that a further investigation is warranted, as soon as is reasonably practicable after the Title IX Coordinator’s initial meeting with the Complainant (and, if applicable, the alleged victim), the Title IX Coordinator will schedule an initial meeting with the Respondent. During the initial meeting with the Respondent, the Investigator will, as applicable:

- provide sufficient written information, consistent with privacy laws and any request for confidentiality, to allow Respondent to address the allegation (e.g., the name of the Complainant/alleged victim, the date, location, nature of the alleged violation of Policy, etc.);
- provide a copy of this Policy;
- explain UACS’s procedures for resolution of the Complaint;
- explain the steps involved in an investigation under this Policy;
- discuss confidentiality standards and concerns;
- discuss non-retaliation requirements;
- inform of any interim measures already determined and being provided to the Complainant and/or the alleged victim that would directly affect the Respondent (e.g., changing his or her class schedule, moving him or her to an alternate residence hall, etc.);
- refer to law enforcement, counseling, medical, academic or other resources, as appropriate; and
- discuss, as appropriate, possible interim measures that can be provided to the Respondent during the pendency of the investigative and resolution processes.

Investigative Report. The Title IX Coordinator shall complete a written investigative report (“Investigative Report”) that shall include the following items:

- The name and sex of the alleged victim and, if different, the name and sex of the person reporting the allegation. (It should also include any other relevant protected class characteristics if the Complaint involves a violation of this Policy based on a protected status other than gender);
- a statement of the allegation, a description of the alleged incident(s), and the date(s) and time(s) (if known) of the alleged incident(s);
- the date that the Complaint or other report was made;
- the date the Complainant and alleged victim (if not the Complainant) were interviewed;
- the date the Respondent was interviewed;
- the names and sex of all persons alleged to have committed the alleged violation of this Policy. (It should also include any other relevant protected status characteristics if the Complaint involves a violation of this Policy based on a protected status other than gender);
- the names and sex of all known witnesses to the alleged incident(s);
- the dates that any relevant documentary evidence (including cell phone and other records as appropriate) was obtained;
- any written statements of the Complainant (or victim, if different from the Complainant), the Respondent and any witnesses;
- summaries of all interviews conducted, photographs, and descriptions of relevant evidence, summaries of relevant electronic records, and a detailed report of the events in question;
- a written finding on the case, based on a preponderance of the evidence which indicates whether or not it is more likely than not that a Policy violation has occurred;
- the policy or policies violated and, in consultation, as necessary, with the Complainant, alleged victim (if different than the Complainant), Respondent, and the Dean, any remedial and/or disciplinary action deemed appropriate under the circumstances;
- the response of UACS personnel and, if applicable, the Dean, including any interim measures and permanent steps taken with respect to the Complainant, alleged victim (if different than the Complainant) and the Respondent; and
- a narrative of all action taken to prevent recurrence of any harassing incident(s), including any written documentation.

If the Title IX Coordinator is unable to obtain the consent of third-party witnesses, he or she will redact the Investigative Report to the extent necessary to avoid inappropriate disclosure of such witness's personally identifiable information, while ensuring that such redaction does not prevent resolution of the Complaint.

If the Title IX Coordinator determines and documents, based on the investigation, that reasonable grounds exist to believe that the conduct at issue constitutes a violation of this Policy, the Title IX Coordinator will determine the appropriate remedy and/or sanction to be imposed and will include the appropriate remedy and/or sanction in the Investigative Report. Imposition of the appropriate remedy and/or sanction will be imposed only after all appeals have been exhausted.

In determining the appropriate remedy and/or sanction, the University will act to end the discrimination, harassment, retaliation or sexual misconduct, prevent its recurrence and remedy its effects on the victim and/or UACS community. Sanctions will depend upon the nature and gravity of the misconduct, any record of prior discipline for a violation of this Policy, or both. Sanctions may include, without limitation, withholding a promotion or pay increase, reassigning employment, terminating employment, temporary suspension without pay, compensation adjustments, expulsion or suspension from UACS, disciplinary probation, mandated counseling and/or educational sanctions as deemed appropriate.

The Title IX Coordinator shall complete and distribute the Investigative Report, concurrently, to the alleged victim and Respondent within thirty (30) calendar days following receipt of a Complaint. All parties to whom the Investigative Report is distributed pursuant to this Policy should maintain it in confidence. The Investigative Report may only be disclosed as contemplated by this Policy.

If the Title IX Coordinator finds no reasonable grounds to believe that the conduct at issue constitutes a violation of this Policy, then the Title IX Coordinator will determine and document the appropriate resolution of the Complaint in the Investigative Report and will promptly notify the parties of that determination.

Appeal Involving Faculty/Staff

All appeals where the Respondent is a UACS faculty or staff member shall be made to the Dean or his/her designee. Both the alleged victim and the Respondent may appeal any or all of the Title IX Coordinator's decision in writing to the Dean or his/her designee within ten (10) days of receipt of the Investigative Report. The appealing party must also provide a copy of the appeal to the Title IX Coordinator within the same time period. The appeal should include a brief statement describing any or all parts of the Investigative Report that is being appealed and the reason for appeal. Acceptable means of notification include email, facsimile, hand delivered notification or postal delivery. The Title IX Coordinator will promptly inform the other party of the appeal.

Within thirty (30) days of receipt of the appeal, the Dean or his/her designee will make a final determination as to whether the Complaint should be closed, whether a violation of Policy has occurred, and/or whether any additional or different remedial action or sanctions are warranted. The Dean or his/her designee will concurrently notify the alleged victim and the Respondent of his/her decision.

All non-tenured faculty and staff members of UACS are at-will employees who may be terminated at any time, with or without cause. With regard to such faculty and staff, nothing in this Policy shall create an expectation of continued employment with UACS or be construed to prevent or delay UACS from taking any disciplinary action deemed appropriate (including suspension and immediate termination of employment) for any violation of state law, federal law or UACS policy. When the Respondent is a faculty member with tenure and the sanction imposed or upheld by the Dean or his/her designee is dismissal of the Respondent's employment, the matter shall proceed pursuant to UA System Board Policy 405.1.

Appeal Involving a Student

In those instances where the Respondent is a UACS student, the alleged victim and/or the Respondent may appeal any or all of the Title IX Coordinator's decision to a Hearing Panel by providing a written appeal to the Dean or his/her designee with a copy also being provided to the Title IX Coordinator. The appeal must be submitted within ten (10) days of receipt of the Investigative Report and must include a brief statement describing any or all parts of the Investigative Report being appealed and the reason for appeal. Acceptable means of notification include email, facsimile, hand delivered notification or postal delivery.

Within three (3) days of receiving the appeal, the Dean or his/her designee will appoint the members of the Hearing Panel, to include at least three faculty and/or staff members. The Dean or his/her designee will select one member of the Hearing Panel to act as the Chair. The Title IX Coordinator will provide a copy of the Complaint and the Investigative Report to each member of the Hearing Panel and, if only a portion of the Title IX Coordinator's findings and determinations are appealed, the Title IX Coordinator will specify which part(s) of the alleged misconduct will be the subject of the hearing.

Promptly after the appointment of the members of the Hearing Panel, the Title IX Coordinator will provide concurrent written notice to the alleged victim and the Respondent, setting forth the names of the individuals selected to serve on and chair the Hearing Panel. If only a portion of the findings and determination are appealed, the Title IX Coordinator will also specify in the notice which part(s) of the alleged misconduct will be the subject of the hearing.

The parties may challenge the participation of any member of the Hearing Panel by submitting a written objection to the Dean or his/her designee within three (3) days of receipt of the notice of the composition of the Hearing Panel. Any objection must state the specific reason(s) for the objection. The Dean or his/her designee will evaluate the objection and determine whether to alter the composition of the Hearing Panel. Failure to submit a timely and proper objection will constitute a waiver of any right of objection to the composition of the Hearing Panel. Any changes in the composition of the Hearing Panel will be provided in writing to both parties prior to the date of the hearing.

To expedite the resolution of grievances that occur when students are travelling and/or living outside of Little Rock, the Title IX Coordinator or his/her designee can send notices, investigate, hold meetings, and send letters using Skype, phone, email, and/or other electronic communication methods.

Submission of Written Materials. Within five (5) days of receipt of the notice of the initial composition of the Hearing Panel, the alleged victim and the Respondent may provide the Chair of the Hearing Panel with a list of witnesses, if any, that they propose that the Hearing Panel call and a brief description of each proposed witness's connection to and/or knowledge of the issues in dispute, any supporting documents or other evidence, and a written statement of position.

Notice of the Hearings. Not less than five (5) days but not more than ten (10) days after delivery of notice of the initial composition of the Hearing Panel to the parties, the Hearing Panel will provide a separate notice to the alleged victim, Respondent and any witnesses or other third parties whose testimony the Hearing Panel deems relevant, requesting such individuals to appear before the Hearing Panel. The notice should set forth the date, time, and location for the individual's requested presence. The Hearing Panel shall provide the names of the witnesses or other third parties that the Hearing Panel plans to call in its notices to the alleged victim and the Respondent. The hearing shall be conducted within twenty (20) days but no sooner than ten (10) days of the receipt of the appeal.

Failure to Appear. If any party fails to appear before the Hearing Panel if requested to do so, and such party was provided proper notice of the hearing as set forth above, then absent extenuating circumstances, the Hearing Panel will proceed to determine the resolution of the Complaint.

Support Persons. Both the alleged victim and the Respondent may be accompanied by one support person to assist them during the hearing process. This support person can be anyone, including an attorney, but the support person may not take part in the hearing. The support person may not address the Hearing Panel, present evidence, make objections or statements, ask questions of any party or witness or otherwise participate in the hearing, beyond privately communicating with the party that he/she is supporting. The Chair must be notified five (5) business days in advance of the hearing if a party will be accompanied by a support person. The Chair may disallow the attendance of any support person if he/she is also a witness or if, in the discretion of the Chair, such person's presence would be disruptive or obstructive to the hearing or otherwise warrant removal. All support persons must agree to keep any and all information presented in the hearing confidential in order to attend. Absent

accommodation for disability, the parties may not be accompanied by any other individual during the hearing process except as set forth in this Policy. UACS officials may seek advice from the UA System's Office of General Counsel on questions of law and procedure at any time during the process.

Evidentiary Matters. The alleged victim and the Respondent will have an equal opportunity to present evidence during their hearing. Formal rules of evidence will not be observed during the hearings.

Prior Sexual Conduct. Evidence of the prior sexual conduct of the alleged victim and the Respondent with others will not be permitted at the hearings, with the following exceptions:

- evidence is permitted to show that the alleged victim has in the past been formally disciplined by the University for falsely filing Complaints alleging a violation of this Policy;
- evidence is permitted to show that the Respondent has in the past been either convicted in a criminal proceeding or formally disciplined by the University for conduct which would violate this Policy, if deemed relevant; and
- evidence regarding the past sexual activity of the Respondent (regardless of whether the Respondent was formally charged with a violation of the Policy with respect to such conduct) may be permitted to show that the Respondent has engaged in a pattern of behavior similar to the alleged violations of policy at issue before the Hearing Panel, provided that (1) the Respondent has not been found "not responsible" by the University in a proceeding related to such conduct and (2) the Chair has made written findings both that the evidence is reliable and trustworthy and that the conduct is sufficiently and substantially similar to the conduct at issue before the Hearing Panel to suggest a pattern of behavior.

Hearing Procedure. The Hearing Panel will conduct a hearing during which it will interview and question the Complainant, the alleged victim, the Respondent, and any witnesses or other third parties whose testimony the Hearing Panel deems relevant. The parties will not be allowed to personally question or cross-examine each other during the hearing, but will be allowed to question witnesses. The Chair will resolve all questions concerning procedure or the admission of evidence or testimony, including the relevancy and reliability of the evidence and testimony. All participants at the hearing are expected to provide truthful testimony. The Complainant and/or alleged victim have the option not to be in the same room with the Respondent during the hearing. Any party may choose not to testify or appear before the Hearing Panel; however, his/her exercise of that option will not preclude the Hearing Panel from making a determination regarding the Complaint filed against the Respondent.

Decision of the Hearing Panel. Following the conclusion of the hearing, the Hearing Panel will confer and by majority vote determine whether the evidence (including the information provided in and by the Investigative Report, the parties' written statements, if any, the evidence presented at the hearings, and the testimony of the parties and witnesses) establishes that it is more likely than not that the Respondent committed a violation of this Policy. In other words, the standard of proof will be the preponderance of the evidence. If the Hearing Panel determines that more likely than not the Respondent committed a violation of this Policy, the Hearing Panel will recommend sanctions and give consideration to whether a given sanction will (a) bring an end to the violation in question, (b) reasonably prevent a recurrence of a similar violation, and (c) remedy the effects of the violation. The Hearing Panel will forward its recommendations regarding sanctions to the Dean or his/her designee, who will make the final determination regarding all sanctions.

Sanctions for a finding of responsibility will depend upon the nature and gravity of the misconduct, any record of prior discipline for a violation of this Policy, or both. Sanctions may include, without limitation, expulsion or suspension from UACS, disciplinary probation, mandated counseling, and/or educational sanctions deemed appropriate by the Hearing Panel.

Ordinarily, sanctions will not be imposed until the resolution of any timely appeal under this Policy. However, if it is deemed necessary to protect the welfare of the victim or the UACS community, the Hearing Panel may recommend and the Dean or his/her designee may determine that any sanctions be imposed immediately and continue in effect until such time as the appeal process is exhausted.

At such time that the appeal process is exhausted, the Title IX Coordinator will determine the final accommodations to be provided to the victim, if any, and the Title IX Coordinator will communicate such decision to the victim and the Respondent to the extent that it affects him/her.

The Title IX Coordinator will also take steps to prevent any harassment of or retaliation against the Complainant, the victim (if not the Complainant), or third parties, such as informing them about how to report subsequent problems, following up with them to ensure that there are no subsequent problems, providing training for the campus community, and providing counseling for the Respondent. The Title IX Coordinator will also take steps to prevent the harassment of or retaliation against the Respondent.

Furthermore, the Title IX Coordinator will take prompt corrective action if the Complainant or the victim (if not the Complainant) experiences retaliation or is subjected to further violation of this Policy or if the original sanctions imposed on the Respondent are ineffective to protect the safety and well-being of the Complainant, the victim (if not the Complainant), or other members of the UACS community. The Title IX Coordinator will also take reasonable steps to eliminate any hostile environment that has been created, such as conducting trainings and disseminating

informational materials. In taking the above-outlined steps, the Title IX Coordinator will make every reasonable effort to minimize the burden on the Complainant and/or alleged victim.

Final Outcome Letter. Within ten (10) calendar days following the conclusion of the hearings, the Hearing Panel will issue a written decision letter (the “Final Outcome Letter”) concurrently to the Respondent and the alleged victim. The Final Outcome Letter will set forth (1) the name of the Respondent, (2) the violation(s) of this Policy for which the Respondent was found responsible, if any, (3) the recommended sanctions imposed on the Respondent, if any, and it may set forth names of other individuals, such as a victim or witness, provided that such other individuals provide their written consent to such inclusion.

In order to comply with FERPA, the letter will not include information considered part of a party’s “education record” (as that term is defined by FERPA) that is not otherwise exempt from disclosure under the Act, or other information about sanctions that do not relate to the victim.

Confidentiality and Disclosure. In order to comply with FERPA and Title IX and to provide an orderly process for the presentation and consideration of relevant information without undue intimidation or pressure, the hearing process is not open to the general public. Accordingly, documents prepared in anticipation of the hearings (including the Complaint, the Investigative Report, the notices of hearing, and the pre-hearing submissions referenced above) and documents, testimony, or other information introduced at the hearings may not be disclosed outside of the hearing proceedings, except as may be required or authorized by law.

Time Periods. UACS will make every reasonable effort to ensure that the investigation and resolution of a Complaint occurs in as timely and efficient a manner as possible. UACS’s investigation and resolution of a Complaint (including an appeal, if applicable) will generally be completed within 60 calendar days of the receipt of the Complaint, absent extenuating circumstances. Hearings, if at all, will take place after the conclusion of the investigation. If hearings have taken place, both the alleged victim and the Respondent generally will receive a Final Outcome Letter within ten (10) calendar days of the conclusion of the hearing.

Any party may request an extension of any deadline by providing the Title IX Coordinator or his or her deputy with a written request for an extension that includes reference to the duration of the proposed extension and the basis for the request.

For purposes of calculating all time periods set forth in this Complaint and Grievance Policy, a business day is defined to mean normal operating hours, Monday through Friday, excluding recognized national and state holidays and UACS closings. Timelines may be modified in cases where information is not clear, judged to be incomplete, relevant parties are not available for interview, and/or other related circumstances as may arise. The Title IX Coordinator may also modify any deadlines contained in this Policy as necessary and for good cause.

Acknowledgement of Responsibility. At any time prior to the issuance of the Investigative Report or the date of his/her designated hearing, the Respondent may elect to acknowledge his/her actions and take responsibility for the alleged policy violation. In such situation, the Title IX Coordinator will propose sanction(s). If either the alleged victim or the Respondent objects to the proposed sanction(s), they may appeal the sanction pursuant to this Policy.

No Retaliation. Retaliation against any person who files a Complaint, participates in an investigation, or opposes a discriminatory employment or educational practice or policy is prohibited. A person who believes retaliation has occurred should notify the Title IX Coordinator as soon as possible.

False Reports. Willfully making a false report of sexual harassment is a violation of UACS policy and is a serious offense. Any person who willfully makes or participates in making a false or frivolous report of discrimination, harassment, retaliation or sexual misconduct will be subject to disciplinary action. False reporting may also violate state criminal statutes and civil defamation laws.

Office of Civil Rights Complaint. Although Complainants are encouraged to resolve their grievances related to discrimination by utilizing this Complaint/Grievance Procedure, they have the right to file a complaint directly with the U.S. Department of Education, Office for Civil Rights (OCR). Information regarding applicable timelines and procedures is available from OCR. You may call 1-800-421-3481 to obtain further information about filing a complaint with OCR.

Effective Date. UACS reserves the right to make changes and amendments to this Policy as needed, with appropriate notice to the community. However, the Policy in force at the time that a Complaint is filed will be the Policy used throughout the investigation, hearing and any appeals that are heard.

Documentation. UACS will retain documentation (including but not limited to the written Complaint, notifications, the Investigative Report, any written findings of fact, petitions for appeal, hearing transcripts or recordings (if any), and any written communication between the parties), for at least three (3) years. Documentation pertaining to terminations, expulsions or educational sanctions may be retained indefinitely.

Definitions

1. **Complainant:** Any party who makes a Complaint against a student, employee, staff member or campus visitor.

2. *Consent:* Consent is a clear, knowing and voluntary decision to engage in sexual activity.

Because consent is voluntary, it is given without coercion, force, threats, or intimidation. It is given with positive cooperation in the act or expression of intent to engage in the act pursuant to an exercise of free will.

Consent is active, not passive. Silence, in and of itself, cannot be interpreted as consent. Consent can be given by words or actions, as long as those words or actions consist of an affirmative, unambiguous, conscious decision by each participant to engage in mutually agreed-upon sexual activity.

Consent is revocable, meaning consent can be withdrawn at any time. Thus, consent must be ongoing throughout a sexual encounter. Once consent has been revoked, sexual activity must stop immediately.

Consent can be limited, meaning consent to any one form of sexual activity cannot automatically imply consent to any other forms of sexual activity. Further, previous relationships or prior consent cannot imply consent to future sexual acts.

Consent cannot be given when a person is incapacitated, such as when a person is physically or mentally unable to make informed, rational judgments, or lacks the ability to understand the “who, what, when, where and how” related to the sexual activity. States of incapacitation include, but are not limited to, unconsciousness and sleep. Where alcohol or drugs are involved, incapacitation is determined by how the alcohol or other drugs have impacted a person’s decision-making capacity, awareness of consequences, and/or ability to make fully informed judgments.

Use of alcohol or other drugs will never function as a defense to a violation of this Policy.

In sum:

- Silence does not equal consent.
- Lack of verbal resistance does not constitute consent.
- Lack of physical resistance does not constitute consent.
- There is no consent when there is force, coercion, intimidation, threats or duress.
- Consent may be withdrawn at any time, and sexual activity must cease when consent is withdrawn unless or until additional consent is given.
- Consent to one form of sexual activity does not indicate consent to another form of sexual activity.
- A prior sexual relationship does not indicate current or future consent.
- Minors cannot give consent.
- Physically or mentally incapacitated persons cannot give consent.
- Consent may be determined by whether the accused knew, or a reasonable person should have known, that the alleged victim was incapacitated.

3. *Coercion:* Coercion is unreasonable pressure for sexual activity. Coercive behavior differs from seductive behavior based on the type of pressure someone uses to get consent from another. When someone makes clear to you that they do not want sex, that they want to stop, or that they do not want to go past a certain point of sexual interaction, continued pressure beyond that point can be coercive.

Force is the use of physical violence and/or imposing on someone physically to gain sexual access. Force also includes overt threats, implied threats, intimidation and coercion that overcome resistance or produce consent.

Under Arkansas law, the age of consent varies with the degrees of assault, the age of the actor, and the relationship of the actor to the other party. For specific information, please refer to Arkansas statutes (e.g., Arkansas Code Annotated § 5-14-125, Sexual Assault in the Second Degree).

Sexual activity with someone known to be mentally or physically incapacitated, or based on the circumstances, or someone who could reasonably be known to be mentally or physically incapacitated, constitutes a violation of this Policy.

This Policy also covers a person whose incapacity results from mental disability, sleep, involuntary physical restraint, or from the taking of rape drugs. Possession, use and/or distribution of any of these substances, including Rohypnol, Ketamine, GHB, Burundanga, etc. is prohibited, and administering one of these drugs to another person is a violation of this Policy. More information on these drugs can be found at <http://www.911rape.org/>

Use of alcohol or other drugs will never function as a defense to a violation of this Policy. Consent to any one form of sexual activity cannot automatically imply consent to any other forms of sexual activity. Previous relationships or prior consent cannot imply consent to future sexual acts.

4. *Dating Violence*: Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the alleged victim. It includes any unwelcome physical violence such as hitting, pulling, shoving, kicking, biting or throwing things; and sexual assault, sexual exploitation and sexual harassment.
5. *Discrimination (general definition)*: Conduct that is based upon an individual's race, color, religion, national origin, service in the uniformed services (as defined in state and federal law), veteran status, sex, sexual orientation, gender identity, age, pregnancy, physical or mental disability or genetic information that excludes an individual from participation, denies the individual the benefits of, treats the individual differently or otherwise adversely affects a term or condition of an individual's employment, education, living environment or participation in a UACS program or activity. This includes failing to provide reasonable accommodation, consistent with state and federal law, to persons with disabilities.
6. *Discriminatory Harassment*: Detrimental action based on an individual's race, color, religion, national origin, service in the uniformed services (as defined in state and federal law), veteran status, sex, sexual orientation, gender identity, age, pregnancy, physical or mental disability or genetic information. Harassing conduct may take various forms, including, name-calling, graphic or written statements (including the use of cell phones or the Internet), or other conduct that may be physically threatening, harmful, or humiliating. Harassment does not have to include intent to harm, be directed at a specific target or involve repeated incidents. Gender-based harassment includes sexual harassment.
7. *Domestic Violence*: Physical harm, bodily injury, assault, or the infliction of fear of imminent physical harm, bodily injury, or assault between family or household members; or any sexual conduct between family or household members, whether minors or adults, that constitutes a crime under the laws of this state. Family or household members means spouses, former spouses, parents and children, persons related by blood within the fourth degree of consanguinity, any children residing in the household, persons who presently or in the past have resided or cohabited together, persons who have or have had a child in common, and persons who are presently or in the past have been in a dating relationship together. See also, Arkansas Code Annotated § 9-15-103—"Domestic Abuse").
8. *Hostile Environment*: A hostile environment exists when there is harassing conduct based on race, color, religion, national origin, service in the uniformed services (as defined in state and federal law), veteran status, sex, sexual orientation, gender identity, age, pregnancy, physical or mental disability or genetic information that is sufficiently serious (i.e., severe, pervasive, or persistent) and objectively offensive to deny or limit a person's ability to participate in or benefit from the University's programs, services, opportunities or activities; or when such conduct has the purpose or effect of unreasonably interfering with an individual's employment. Harassment that creates a hostile environment ("hostile environment harassment") violates this Policy.
9. *Non-Consensual Sexual Contact*: Non-consensual sexual contact is any intentional sexual touching, however slight, with any object by a male or female upon a male or a female that is without consent and/or by force. Sexual Contact includes intentional contact with the breasts, buttock, groin, or genitals, or touching another with any of these body parts, or making another touch you or themselves with or on any of these body parts; any intentional bodily contact in a sexual manner, though not involving contact with/of/by breasts, buttocks, groin, genitals, mouth or other orifice.
10. *Non-Consensual Sexual Intercourse*: Non-consensual sexual intercourse is any sexual intercourse however slight, by a male or female upon a male or a female that is without consent and/or by force. Intercourse includes vaginal penetration by a penis, object, tongue or finger; anal penetration by a penis, object, tongue, or finger; and oral copulation (mouth to genital contact or genital to mouth contact), no matter how slight the penetration or contact.
11. *Respondent*: The person(s) against whom a Complaint has been made.
12. *Retaliation*: Action taken by an accused individual or by a third party against any person because that person has opposed any practices forbidden under this Policy or because that person has filed a Complaint, testified, assisted or participated in any manner in an investigation or proceeding under this Policy. This includes action taken against a bystander who intervened to stop or attempt to stop discrimination, harassment or sexual misconduct. Retaliation includes intimidating, threatening, coercing or in any way discriminating against an individual because of the individual's Complaint or participation. Action is generally deemed retaliatory if it would deter a reasonable person in the same circumstances from opposing practices prohibited by this Policy.

13. *Sexual Assault:* An actual or attempted sexual contact with another person without that person's consent. Sexual assault includes, but is not limited to involvement in any sexual contact when the victim is unable to consent; intentional and unwelcome touching of, or coercing, forcing, or attempting to coerce or force another to touch a person's intimate parts (defined as genital area, groin, inner thigh, buttocks, or breast); and sexual intercourse without consent, including acts commonly referred to as "rape."
14. *Sexual Exploitation:* Occurs when a person takes non-consensual or abusive sexual advantage of another for his/her own advantage or benefit, or to benefit or advantage anyone other than the one being exploited, and that behavior does not otherwise constitute one of other sexual misconduct offenses. Examples of behavior that could rise to the level of sexual exploitation include, but are not limited to:
- invading sexual privacy;
 - prostituting another person;
 - non-consensual video or audio-taping of sexual activity;
 - going beyond the boundaries of consent (e.g., allowing others to watch consensual sex without that party's knowledge or consent);
 - engaging in voyeurism;
 - non-consensual distribution of photos, other images, or information of an individual's sexual activity, intimate body parts, or nakedness, with the intent to or having the effect of embarrassing an individual who is the subject of such images or information;
 - knowingly transmitting an STI, such as HIV, to another without disclosing your STI status;
 - exposing one's genitals in non-consensual circumstances or inducing another to expose his or her genitals; or
 - possessing, distributing, viewing or forcing others to view illegal pornography.
 - sexually-based stalking and/or bullying may also be forms of sexual exploitation.
15. *Sexual Harassment:* Sexual Harassment is unwelcome, gender-based spoken, written or symbolic action or physical conduct that is sufficiently severe, persistent or pervasive that it has the effect of unreasonably interfering with, limiting or denying someone the ability to participate in or benefit from the University's educational programs. The unwelcome behavior may be based on power differentials, the creation of a hostile environment or retaliation.

For the purpose of this Policy, sexual harassment includes stalking or repeatedly following, harassing, threatening, or intimidating another by telephone, mail, electronic communication, social media, or any other action, device or method that purposely or knowingly causes substantial emotional distress or reasonable fear of bodily injury or death. Sexual harassment also includes *quid pro quo* sexual harassment which exists when there are unwelcome sexual advances, requests for sexual favors or other verbal or physical conduct of a sexual nature and submission to or rejection of such conduct results in adverse educational or employment action.

Not all workplace or educational conduct that may be described as "harassment" affects the terms, conditions or privileges of employment or education. For example, a mere utterance of an ethnic, gender-based or racial epithet which creates offensive feelings in an employee or student would not normally affect the terms and conditions of their employment or limits a student's ability to participate in or benefit from the University's educational programs or activities.

1. *Sexual Misconduct:* includes sexual assault, inducing incapacitation for sexual purposes, sexual exploitation and dating and domestic violence.
2. *Stalking:* is repeated or obsessive unwanted attention directed toward an individual or group that is likely to cause alarm, fear, or substantial emotional distress. Stalking may take many forms, including following, lying in wait, monitoring, and pursuing contact. Stalking may occur in person or through a medium of communication, such as letters, e-mail, text messages, or telephone calls. In some circumstances, two instances of such behavior may be sufficient to constitute stalking.
3. *Status:* A full-time employee of the University will be considered an "employee" for the purposes of this Policy, regardless of whether he/she is also enrolled as a student. Any student who is a part-time employee will be considered a "student" for the purposes of this Policy unless the incident under consideration occurred in connection with his/her employment.

Notice to Students who are Registered Sex Offenders

The Dean of the school or another individual or individuals designated by the Dean will serve as the point of contact for the receipt of information concerning registered sex offenders who are employed by or attend an institution of higher education. This individual(s) will, in coordination with

relevant campus and law enforcement officials, participate in the preparation of a written notification plan taking into consideration the provisions of Arkansas Code Annotated 12-12-901, *et seq.*, and the guidelines established by the Arkansas Sex Offender Assessment Committee, specific needs of the campus and other relevant information as may be determined by law enforcement and/or campus officials. The written notification plan shall include the names of those participating in the plan and the date the plan was completed. A Sex Offender Notification Letter and Sheet will also be prepared for each offender. In the event there is a concern with the notification plan from either law enforcement or campus officials, final authority for the plan rests with law enforcement. (Board of Trustees Policy 525.1).

Military Duty

Students enrolled in UACS who are members of the National Guard or reserve units and are called to active military duty as a result of activation may elect one of the following options. See UAMS Academic Policy 2.2.4 for additional information.

1. The student can officially withdraw from UACS and receive a full refund of all tuition paid (scholarship funds excluded) and non-consumable fees for the term involved. A copy of the activation orders must be attached to the official withdrawal for the student to receive the full tuition and fee adjustment and refund. Students electing this option will receive a grade of "W" for the courses in which they were enrolled.
2. The student can arrange for a mark of "Incomplete" for each class for which he or she is enrolled, provided the work to date is of passing quality. In order to receive a mark of "Incomplete" in any course, the student must obtain agreement from the instructor of the course. After the mark of "I" is awarded, the provisions to the mark of "I" in the Grading Policy of this handbook are applicable.
3. An instructor who believes a sufficient portion of a course has been completed may assign an appropriate final grade in that course at the time the student leaves.

Substance Abuse

It is the goal of UACS to provide the highest quality education and services available. To achieve this goal it is important that administrators, faculty, staff and students be able to fulfill their respective roles without the impairment produced by intoxication or addiction to alcohol or other drugs; therefore, the following policy is established:

1. It is the underlying philosophy of the campus administration that addiction to alcohol and/or other drugs represents a disease state. Any employee or student with an addiction is encouraged to seek help through their own physician or through a Student/Employee Health Service on one of the parent University campuses.
2. Individuals who seek addiction treatment will not be punished for seeking such help.
3. Appropriate disciplinary procedures linked to *performance criteria* are not precluded by this policy.
4. The use or possession of any illicit drug by any student or employee while on University premises or on a University affiliated assignment is not permitted.
5. The illegal exchange, sale or use of controlled substances by UACS students or employees will not be tolerated.
6. Neither students nor employees may report for their assignments and/or classes impaired by the use of alcohol or following the use of illicit drugs.
7. Violators of this policy will be disciplined up to and including dismissal.

UA Clinton School of Public Service Course Descriptions

CSPS 7303 Communication Processes and Social (Ex) Change (3 Credits)

Being an effective public service professional requires having the knowledge and skills to act in situations in positive and productive ways that allow for authentic participation by those who may be affected by policies, processes and actions. This course focuses on the constitutive nature of communication to create and maintain equitable social worlds. Students will explore various theories of democracy, civic participation, and public issue and policy formation, analyze case studies to understand the complexities of creating and maintaining equitable social worlds, and engage in exercises to develop effective facilitation skills.

CSPS 7310 Engaging Diverse Populations (3 Credits)

The purpose of this course is to help students increase their working knowledge of diversity in multiple areas of day-to-day life. As public servants, it is important to be able to manage volunteers, employees, students, and others in a respectful and engaging manner. By studying Engaging Diverse Populations, students will take a look at different areas of their own personal community and the overarching global community.

CSPS 7314 Advocacy in Public Service (3 Credits)

This course examines the role of public discourse in constituting (molding, shaping, and even distorting) publics, public decisions, and ultimately public life. Specifically, we will consider persuasion (human communication designed to influence the autonomous judgments and actions of others) and advocacy (the use of propositions, evidence, reasons, and general rhetorical strategies to promote and advance one's public or civic interests) and their influence on democratic processes and public policy. In this sense, we will take a broad view of what constitutes advocacy.

CSPS 7315 Introduction to Data Analysis (3 Credits)

This course provides an overview of statistical methods and hands-on application of statistical tools to managerial decision-making in public service. Understanding statistical analysis and being able to work with data are important competencies of professionalism in public service. Course topics include research design, data collection and measurement, descriptive statistics, hypothesis testing, processes for selecting statistical tests and assessment of statistical assumptions, measures of association and other bivariate statistics, index variable construction, regression analysis, and an overview of other selected statistical and quantitative methods applied to social problems in public service. Students get hands-on experience through the use of SPSS. The fundamental approach of the course is there will be no mindless memorization of formulas and methods. Throughout the course, the emphasis will be on understanding the reasoning behind the methods and tests, the assumptions under which they are valid, and the correct interpretation of results.

CSPS 7315 requires a pre-requisite of CSPS 7335.

CSPS 7320 Capstone (3 Credits)

The Capstone is the culminating course in the EMPS program. It's designed to provide students with an opportunity to demonstrate their expertise. This course employs an independent study format overseen by a UACS faculty member. This three-credit hour course taken during a student's final semester in the program requires students to:

- apply the knowledge, skills, and values from the EMPS program to a real world problem or challenge;
- demonstrate the ability to understand, engage, and transform complex systems;
- and produce a "deliverable" that exemplifies, in its product, the knowledge, skills and values of the EMPS curriculum.

CSPS 7321 Organizational Case Study (3 Credits)

In this course, students will examine a public service organization of their choice using field research methods. The examination will focus on the implications of the organization's culture on the organization's effectiveness. In particular students will consider if the culture of the organization fosters diversity, supports organizational change, makes leadership more dynamic, supports ethical work, and helps employees achieve personal growth (Driskill & Brenton. 2011). The course will also require students to examine their own leadership and how they are influencing the organizational culture through their work.

CSPS 7323 Leadership in Public Service (3 Credits)

Leadership in public service requires strong interpersonal skills, both to direct an organization effectively and to work successfully with other individuals/organizations in the public, private and non-governmental sectors. This course provides the foundation of theory and practice of administrative leadership. It addresses leadership in public organizations from two perspectives. First, it offers a comparative review of the theoretical literature on leadership from a public sector perspective. Second, it examines the competencies that organizational leaders at all levels need. Students will learn about all the major theoretical frameworks and focus on an applied action research model that is useful in analyzing and developing oneself and others in organizational settings. It is designed to increase students' knowledge of leadership concepts and best practices, provide opportunities and experiences that improve leadership skills and techniques, and enhance capabilities in organizational management.

CSPS 7324 Foundations of Public Service (3 Credits)

This course covers the history, contexts, and practices of public service. Students will define public service in a global context and reflect on their past and future roles as public servants. The course will explore the various roles public servants play and the various contexts in which they practice public service.

CSPS 7325 Legal and Ethical Dimensions of Public Service (3 Credits)

Legal and ethical considerations shape every aspect of public service. This course will provide an overview of the primary ethical principles and legal concepts that pervade public service.

CSPS 7326 Philanthropy Leadership and the Nonprofit Sector (3 Credits)

Philanthropic institutions often aim giving toward major societal issues including environmental justice, quality education, race relations, immigration, health care and public health with the goal of helping individuals and communities in need. More foundations are widening their focus from just meeting needs to building sustainable local change. This course will explore community philanthropy as the giving and sharing from within communities that is characteristic of positive change and lasting development. It will examine the principles, standards and practices of community philanthropy and study the leadership role of foundations and nonprofit organizations in creating social change.

CSPS 7333 Program Planning & Development (3 Credits)

This course is designed to help students acquire essential competencies in program development. The course will use the "Getting to Outcomes" model to discuss the methods and techniques for developing a project/program plan. This includes a discussion of how to conduct a needs assessment, set goals for the organization, identify best practices, assess the capacity of the organization to the planned change, measure how the planned changes fit with the environment of the organization, develop a plan for change, and assess how well the plan is likely to effect change. The course is structured to provide an interplay of instruction on methods of program development and the application of these techniques to current policy concerns.

CSPS 7334 Seminar in Program Evaluation (3 Credits)

This course builds on the skills students gain in CSPS 7333 – Program Planning and Development and CSPS 7334 – Field Research in Public Service. The primary objective is for students to learn and apply tools that are frequently used to determine whether public policies and programs at local, national, and international levels are achieving their intended objectives. In this course, students learn how to use appropriate research methods to evaluate public and not-for-profit programs and entities, how to develop strategies for doing evaluation, and how to manage evaluation projects through participation in a real-world program evaluation experience.

CSPS 7334 requires a pre-requisite of CSPS 7333.

CSPS 7335 Field Research in Public Service (3 Credits)

This course introduces students to the concepts and principles of field research. Topics include the key components of qualitative field research, developing a research focus and research question, conducting a literature review, gathering data and data management, conducting surveys, and analyzing data and reporting. In addition, students will receive instruction in the basics of quantitative methods, and begin learning how to report survey results.

CSPS 7336 Grant Writing for Public Service (3 Credits)

Grant writing teaches students the grant writing process: articulating a problem/project; finding a funder; drafting and revising a grant; and submitting the grant. Students learn to think rhetorically about their grant and their audience, to construct a persuasive argument, to revise at the sentence level, and to proofread and copy edit their grant.

CSPS 7343 Economics for Public Service (3 Credits)

The course is designed to provide graduate students an overview of economic perspective in the field of community development. The aim is to help students appreciate the underlying aspects of economic theory in a broad sense. Community development has a wide range of perspectives, including social, cultural, economic, political and environmental as well as historical. The class will cover historical roots, theoretical constructs and policy context of community development.



Addenda and Updates

Addenda and Updates

The academic catalog was published August 4, 2020. The document is subject to change without advance notice, and such updates are listed in this section along with applicable dates and reference notations. All updates are effective with the publication date listed unless otherwise noted. Questions regarding the UAMS academic catalog may be directed to the Assistant Provost for Enrollment Services and University Registrar, 501-526-5600 / registrar@uams.edu.

