UNIVERSITY OF ARKANSAS FOR MEDICAL SCIENCES

Academic Catalog

2026-2027

UAMS

2026-2027 University Academic Catalog

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Institutional Overview and History

Campuses

Little Rock Campus

4301 W. Markham
Little Rock, AR 72205
(501) 686-7000
https://uams.edu

Northwest Regional Campus

1125 N. College Ave.
Fayetteville, AR 72703
(479) 713-8000
https://nwa.uams.edu/

UAMS History

The University of Arkansas for Medical Sciences (UAMS) is Arkansas's 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, the Institute for Community Health Innovation 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), Arkansas Children's Northwest (ACNW), John L. McClellan Memorial Veterans Administration Medical Center, the Veterans Healthcare Services of the Ozarks, 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 lifelong 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 workforce contribute substantially to the regional economy.

UAMS fulfills its mission through the 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
- 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
- Institute for Community Health Innovation
- Northwest Regional Campus
- Psychiatric Research Institute
- UAMS Health
- Winthrop P. Rockefeller Cancer Institute
- Arkansas Center for Health Improvement

Early History

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 Sperindio 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 and rapid growth in the northwest region of Arkansas, 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 3,553 students and 893 resident physicians as of Fall 2025.

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 the translation and application of scientific discoveries into clinical and community settings.

The Institute for Digital Health & Innovation was established in 2018. It encompasses existing UAMS programs in telehealth and telemedicine — including groundbreaking telehealth programs for high-risk pregnancy patients and stroke patients with emerging applications in digital health that deliver health care through smartphones, 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.

The newest institute is the Institute for Community Health Innovation, headquartered in Northwest Arkansas. The institute will work with communities across Arkansas to conduct community-based research and deploy community-driven programs to improve health outcomes in rural and medically underserved regions of the state.

Expanding Clinical Care

UAMS has recently celebrated many clinical milestones that improve care for the state of Arkansas. It teamed with Arkansas Children's, Baptist Health and Proton International to open the Proton Center of Arkansas, the state's first proton therapy center located in the new UAMS Radiation Oncology Center. This is only the 43rd Proton Center in the nation to provide the most advanced cancer radiation treatment in the world for adults and children.

UAMS has achieved Magnet designation, the highest distinction of nursing excellence for hospitals in the United States. It was also designated for the seventh year in a row as a Level One Trauma Center by the American College of Surgeons. UAMS is the state's only adult Level One Trauma Center, which means that it has a multidisciplinary team of health care professionals committed and always prepared to treat the most complex trauma patients.

UAMS continues to expand its Centers of Excellence including the new Urology Center in West Little Rock, the UAMS Health Orthopaedic & Spine Clinic in North Little Rock and The Orthopaedic & Spine Hospital on the main campus. Construction is also underway on the Orthopaedics and Sports Performance Center in Springdale, which is expected to open in 2025.

To improve care in South Arkansas, UAMS entered into collaborations with the South Arkansas Regional Hospital in El Dorado and began operating a primary care clinic on their campus. This is important as UAMS moves closer to opening its ninth regional campus in El Dorado.

UAMS became the only Arkansas center performing kidney/pancreas transplants in addition to already being the only liver and kidney transplant centers in the state. The Scientific Registry for Transplant Recipients recognized the UAMS kidney and liver transplant programs among the best in the nation in categories that have the greatest impact on patients' survival.

Established by legislation passed by the Arkansas General Assembly, the UAMS Milk Bank, the first facility of its kind in the state, opened. The bank helps ensure a ready supply of donor breast milk for vulnerable infants in neonatal intensive care units across the state.

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

Mission and 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's 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.

Teamwork: We seek to create interdisciplinary and interprofessional, 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 university's 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 exists 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 that 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.

Academic and Institutional Policy

Accreditation

UAMS is institutionally accredited by the Higher Learning Commission which governs over 950 colleges in 45 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
230 South LaSalle Street, Suite 7-500, Chicago, Illinois 60604-1411
Phone: 800.621.7440 / 312.263.0456
Fax: 312.263.7462
info@hlcommission.org

For more information, including individual college and program accreditations, visit https://hlc.uams.edu.

Professional Licensure

Any student who plans to complete an academic program leading 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 a program's 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/.

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.

Academic Catalog Publication and Communication

The UAMS Academic Catalog is published annually preceding the start of the academic year. Information in this catalog is current as of the publication date and is considered the official publication source for all UAMS curricula. The Academic Catalog is subject to change, and updates are listed in the "Addenda" section along with applicable dates and reference notations. Change notices are publicized via UAMS email communications and website notifications to https://registrar.uams.edu. Mid-cycle catalog updates are published when required and 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 listed 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 that at which the student is enrolled may not be required for that student. Affected students are notified of any curriculum updates which may affect their individual plans of study.

UAMS respects each student's right to individually identify gender as male, female or nonbinary, and we are working to make the UAMS Academic Catalog as inclusive as possible by using the plural pronouns "they," "their" and "them" instead of singular pronouns associated with specific gender identities (e.g., her/hers/him/his).

Academic and Professional Policies

UAMS Academic Policies are available online in the UAMS intranet at https://academicaffairs.uams.edu/policy-search/. Each policy below can be found in the Academic Affairs Policies and UAMS Administrative Guide repositories. This listing is not exhaustive; visit the above link to search all UAMS Academic Affairs and Administrative Guide policies.

2.1.1 Social Networking. UAMS recognizes that social networking websites and applications such as Facebook, MySpace, X, Instagram, Snapchat, 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, 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 applicable federal and state laws, including the Civil Rights Act; the Americans with Disabilities Act; the Rehabilitation Act of 1973; and Title IX of the Education Amendments of 1972.

2.1.6 Artificial Intelligence Generative Tool Use Policy. This policy aids in clarifying the use and misuse of artificial intelligence generative tools at UAMS. It includes guidance on if, how, and when artificial intelligence generative tools may be utilized and any attribution or other information that is required when it is used. This policy applies across all UAMS departments and colleges, including education, clinical care, research and administration.

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 Website 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. The University of Arkansas for Medical Sciences (UAMS or University) is committed to a policy of ensuring that no otherwise qualified individual with a disability is excluded from participation in, denied the benefits of, or subjected to discrimination in University programs or activities due to their disability. The University is fully committed to complying with all requirements of the Americans with Disabilities Act of 1990 (ADA) and the Rehabilitation Act of 1973 (Section 504) and to providing equal educational opportunities to otherwise qualified students with disabilities. The purpose of this 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 who have active or leave of absence status in traditional as well as online courses.

2.2.14 Student Code of Conduct. The Student Code of Conduct sets forth behavioral standards for students to follow as they live, study, work, and pursue their educational goals in a safe and secure learning environment at the University of Arkansas for Medical Sciences ("the University"). The Code reflects expectations based on values essential to a flourishing academic environment, such as honesty, integrity, respect, and fairness.

2.2.15 Verification of Student Identity for Distance Education. This policy establishes formal processes for verifying the identity of students enrolled in distance courses, ensuring compliance with federal regulations (including student notifications), and guaranteeing that the student who registers for a course is the same student who participates in and receives the academic credit. This policy applies to all credit-bearing academic unit courses offered through distance education technology (e.g., Blackboard, O2, etc.) courses administered by the University of Arkansas for Medical Sciences (UAMS).

2.2.16 Testing Center Student Procedures and Expectations. The purpose of this policy is to establish student responsibilities and expectations for individuals testing in the UAMS Testing Center and to promote consistency in testing procedures while supporting academic integrity. This policy applies to all current students, employees, and any other individuals utilizing the UAMS Testing Center for examinations. All individuals testing in the Testing Center are expected to comply with this policy and any additional instructions provided by Testing Center staff.

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, 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 and\or the UAMS HIPAA Office. UAMS will provide training for each member of the UAMS Workforce 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.

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*.

UAMS informs students of their rights and responsibilities under FERPA each year. This notification is communicated through each student's official UAMS email account and details are also available on the UAMS FERPA website: https://registrar.uams.edu/ferpa/. The content of the email notification follows:

Notification of Rights under The Family Educational Rights and Privacy Act (FERPA)

University of Arkansas for Medical Sciences

At least once per year, UAMS informs you of your rights and responsibilities under the Family Educational Rights and Privacy Act of 1974 (FERPA). *This is an annual notification to all students and does not indicate any problem with your academic record*. 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 observes FERPA regulations through the following rights:

The right to inspect and review the student's education records within 45 days after the day that the University of Arkansas for Medical Sciences (UAMS) receives a request for access. The student should submit to the appropriate official a written request that identifies the record(s) the student wishes to inspect. If the student is unsure which official should be contacted, she/he may direct the request to the Office of the University Registrar. The University Registrar, in conjunction with the department holding the requested records, will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. The student should submit a written request to the University Registrar that identifies the information the student believes to be inaccurate as well as the reasoning behind the perceived inaccuracies. The appropriate official will make arrangements to review and, if necessary, correct the information in question. NOTE: This right refers to information that the student feels has been documented incorrectly and is not applicable to student evaluations or grades with which the student disagrees. Grade and evaluation challenges are handled through separate processes within each academic college and the Graduate School. The University Registrar will notify the student in writing of the decision and provide information regarding the student's right to a hearing regarding the request for amendment if that request was denied. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

The right to provide written consent before the university discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent. UAMS discloses education records without student prior written consent to university officials outside the college who have a legitimate educational interest in some or all of the information. A university official is a person employed by UAMS in an administrative, supervisory, academic, research, or support staff position. Generally, the UAMS officials who will have most routine access are those in Academic Affairs, Student and Employee Health, Campus Security, Student Affairs and Information Technology. Officials will have access to student PII only on an as needed basis, and not necessarily the entire student record. UAMS will also grant access to other university officials who require the information in order to fulfill his or her professional responsibilities as authorized by FERPA.

Other officials who may require access to some or all of the student record include officials at the University of Arkansas System, a person serving on the University Of Arkansas Board Of Trustees; or a student or faculty member serving on an official committee, such as a disciplinary or grievance committee. UAMS may also share student records with a volunteer or contractor outside of UAMS who performs an institutional service or function for which the university would otherwise use its own employees and who is under the direct control of the university with respect to the use and maintenance of PII from education records, such as an IT contractor, attorney, auditor, or collection agent or a student volunteering to assist another university official in performing his or her tasks or verification agencies such as the National Student Clearinghouse.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by UAMS to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

The right to restrict disclosure of directory information. Directory information includes but is not limited to now or in the future, the student's name; address; telephone listing; UAMS electronic mail address; photograph; date and place of birth; major field of study; grade level; year in program, enrollment status (e.g., undergraduate or graduate, full-time or part-time); dates of attendance; degrees, honors and awards received; date of graduation, and the most recent educational agency or institution attended.

Directory information of students at UAMS is subject to public disclosure until and unless the student presents a signed *Hold Directory Form*, indicating that they do not authorize such disclosure. The student must select RESTRICT on the form, sign and date it, and submit it to the Office of the University Registrar. The restriction will remain in effect until the student signs a release. UAMS reserves the right to disclose Personally Identifiable information (PII) from students' records without consent for reasons outlined in FERPA regulations.

More Information
For more information regarding FERPA, please see the complete UAMS FERPA Policy online at https://registrar.uams.edu/ferpa or contact the UAMS FERPA Compliance Officer, Clinton Everhart, through the means provided below.

Clinton Everhart, Ed.D.
Assistant Provost for Enrollment Services and University Registrar
University of Arkansas for Medical Sciences
4301 W. Markham, #767
Little Rock, Arkansas 72205
Phone: 501-686-5113 / Fax: 501-526-3220
cdeverhart@uams.edu / registrar.uams.edu

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 distance (online) and traditional (face-to-face) instruction, and for all locations where the classes are delivered. The policy provides definitions and explains methodology for determining credit hour calculations.

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.

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.

2.2.10 Student Leave of Absence Policy. We understand your educational path might not be linear. A Leave of Absence (LOA) is an officially approved period of time during which a student is not enrolled in regular coursework, but is not discontinued from a program of study, and has a predetermined date of anticipated return to regular study. An LOA may have significant implications not only for student academic progression, but also for institutional reporting, financial aid and veteran's benefits. This policy defines three categories of LOA and helps to ensure consistent practice, compliance with federal student aid guidelines, and accurate enrollment reporting to state and national agencies. This policy applies to all student leaves of absence across all academic colleges and the Graduate School. It defines the process for *official, institutional* and *departmental* LOA.

2.2.11 Determination of Student Location. UAMS is required to know the physical location of our enrolled students and applicants to ensure compliance with federal and state regulations. The purpose of this policy is to establish guidelines and procedures for determining the location of a student at the time of the student's initial enrollment. This policy applies to all UAMS enrolled students and applicants.

2.2.12 Incomplete and In-Progress Grades. Individual student circumstances may result in the need for assignment of an Incomplete (I) or In-Progress (IP) grade for a class in a particular term. Assignment of an Incomplete or In-Progress grade is made at the discretion of the class instructor within the parameters of this policy, and resolution of *I* or *IP* grades is required within the time period specified in this policy.

2.2.13 Administrative Withdrawal and Dismissal. The Associate Provost for Academics may administratively dismiss or withdraw a student (excluding College of Medicine (COM) students) and place them on an institutional leave of absence for failure to comply with a UAMS Administrative Guide or Academic Affairs policy excluding behavior addressed by the Academic Affairs 2.2.14 Student Code of Conduct policy. This policy outlines the process and internal procedures to be followed by students who wish to submit an appeal. College of Medicine students will follow COM academic requirements for promotion for medical student policy.

4.1.2 Student Administrative Discontinuation. A student who has not formally withdrawn or been dismissed from the University, but who is not actively enrolled in or participating in a program of study, and who is not on an approved leave of absence (LOA), is subject to administrative discontinuation from her/his academic program. This policy provides guidance on this procedure.

4.1.3 Recruiting, Admissions, and Enrollment Practices. The purpose of this policy is to establish a code of conduct for student recruiting, admissions, and enrollment practices. UAMS does not provide commissions, bonuses, or other incentive payments either directly or indirectly based on securing enrollments or federal financial aid to any faculty or staff member engaged in student recruiting, admissions, or awarding of financial aid. The UAMS website provides transparent consumer information regarding transfer policies, student outcomes, refunds, and academic programs. All faculty and staff engaged in recruiting, admissions, or enrollment are provided a copy of this policy upon hire. This policy applies to the conduct of all UAMS faculty and staff and their interactions with prospective students and applicants.

Tuition and Fees Policies

3.1.1 Student Account and Fee Administration. The purpose of this policy is to define the procedures for the administration of tuition, fees and other student charges. 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, bookstore 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 Workday.

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 Student Financial Services - 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 and the Nurse Anesthesia Program.
2. The student must have a balance of $500.00 or more to enroll in a payment plan.

3.1.3 Designation of 100% Online Program of Study for Tuition and Fee Charging. All students enrolled in an approved and designated 100% online Program of Study (POS) will pay instate tuition and reduced fees. Required fees would include one-half of the standard technology fee, one-half of standard university services fee, and any additional fees that are specific to a course or program. This policy defines the criteria and process in order for a program to be designated as a 100% POS that is eligible for instate tuition and fee reduction. This policy applies to all Program of Study program types offered by UAMS colleges and schools.

3.1.4 Tuition and Fee Refunds for Adding and/or Dropping Courses. Adding and dropping courses refers to the established procedure by which students, after completing official registration for a specific enrollment period, add or drop one or more courses to their approved program of study, but remain enrolled for the term. This policy provides guidance on this process.

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 refund amount for students who drop a course is based on the following schedule for tuition and fees. Students are only refunded fees that are specific for the course dropped. The refund schedule is based on the session dates of the course.

Sessions 11 weeks and longer:		
1-5 Business Days	**6-10 Business Days**	**11th Business Day and after**
100%	**50%**	**0%**
Sessions lasting 5 weeks and less than 11 weeks:		
1-3 Business Days	**4-7 Business Days**	**8th Business Day and after**
100%	**50%**	**0%**
Sessions lasting less than 5 weeks:		
Prior to the start of the session		**After the start of the session**
100%		**0%**

Programs that have tuition charged on a full-time flat rate are exempt from this policy (ex. Medicine, Pharmacy, Physician Assistant, Physical Therapy), and students will not receive a refund for individual courses that are dropped. Students that are in programs charged per credit hour are covered by this policy.

3.1.5 Tuition and Fee Refunds for Students Withdrawing from UAMS. The purpose of this policy is to define the process for refunding tuition and fees for students withdrawing from an education program at UAMS**.** The refund amount for students withdrawing from UAMS shall be based on the following schedule. The schedule applies to both tuition and fees. The refund schedule is based on the session dates of the course(s).

Sessions 11 weeks and longer:		
1-5 Business Days	**6-10 Business Days**	**11th Business Day and after**
100%	**50%**	**0%**
Sessions lasting 5 weeks and less than 11 weeks:		
1-3 Business Days	**4-7 Business Days**	**8th Business Day and after**

100%	**50%**	**0%**
Sessions lasting less than 5 weeks:		
Prior to the start of the session		**After the start of the session**
100%		**0%**

Special consideration may be given by the Student Financial Services (SFS) Bursar's Office 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 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 use of the Continuing Registration Fee. This policy does not apply to dual degree programs with other institutions (e.g., MPS-MPH).

3.1.7 Veteran Non-Resident Tuition Residency Exception. State of Arkansas and US legislation allows veteran students, their spouses or dependent children to be granted a non-residency tuition exception and pay in-state tuition. Applicants must meet ALL of the following requirements to be eligible for this tuition residency exception:

1. The veteran, spouse or dependent child must be accepted by, or enrolled in, a UAMS college or the graduate school for the period for which they are applying for the tuition residency exception;
2. The veteran, spouse or dependent child must live in the State of Arkansas while attending UAMS;
3. The veteran must have been honorably discharged or released from at least 90 days of active service; and the veteran must have been honorably discharged before their date of enrollment, or the spouse's or dependent child's date of enrollment, in the applicable course/program

The policy outlines the process for the exception.

3.1.8 Collection of Student Tuition, Fees and Other Charges. The Student Financial Services (SFS) Bursar's Office is responsible for the collection of tuition, elective 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's 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.

3.3.2 Border County Out-of-State Tuition Waivers. UAMS students who are residents of Bowie or Cass counties in Texas or Texarkana, Texas are eligible to apply for an out of state tuition waiver to pay in-state tuition rates. Students must complete an application form noting their tax status and provide salary/wage documentation. More detailed information and application procedures are listed in the academic policy.

3.3.4 Non-Resident Academic Tuition Waiver. The UAMS Non-Resident Academic Tuition Waiver program is established with the following objectives:

1. Enable UAMS to recruit and retain students into its education programs who exhibit the highest level of academic achievement
2. Improve UAMS' ability to compete with its peer institutions in other states for highly sought after students
3. Increase the geographic diversity of the applicant pool for UAMS education programs
4. Help defray rising cost of education for students from other states who could not afford to enroll at UAMS otherwise

Selected students from each of the colleges and the graduate school will have their out-of-state tuition rate reduced to the in-state tuition rate. Applicants must meet eligibility requirements and complete the application process detailed in this policy.

3.3.5 Employee and Spouse/Dependent In-State Residency Exception for Tuition and Fee Purposes. UAMS shall provide a tuition residency exception to UAMS employees whose appointment for pay purposes is for half-time or greater, and they shall be considered in-state residents for

tuition and fee purposes. Similarly, such employee's spouse, children under the age of eighteen, and children who are dependent upon the employee for support (as defined by the Internal Revenue Service) and are fulltime students at the University of Arkansas shall also be considered as in-state residents for fee purposes.

Post-doctoral fellows, resident doctors, and interns employed by the University of Arkansas for Medical Sciences and graduate students and graduate assistants are considered students and are not considered employees for the purpose of this policy.

3.3.6 Tuition and Fees Waiver for Arkansas Residents Aged 60 Years and Over. The UAMS 60+ Tuition and Fees Waiver is established in order to:

1. Help defray rising educational costs for UAMS students who are aged 60 and older
2. Meet the State of Arkansas and University of Arkansas Board of Trustees guidelines requiring a tuition waiver for older Arkansans

UAMS will waive tuition and institutional fees for a student classified as an Arkansas resident for tuition purposes, is 60 years of age and older, meets all academic and admissions requirements for the program to which they applied, and is accepted into the program. The student will still be required to pay program specific fees and any late fees associated with late payment. The tuition and fees waiver is good for one semester, but can be renewed as long as the student meets continued eligibility. Students must meet eligibility requirements and complete application processing listed in the policy.

3.3.7 Non-Resident Tuition for Native Americans Residency Exception. Native American students from other states belonging to tribes which formerly lived in Arkansas before relocation, and whose names are on the rolls in tribal headquarters, shall be charged tuition at the in-state/Arkansas resident rate through the application of a Native American residency exception in the Workday. Tribes so identified (see UA Board of Trustees Policy 520.1) include the Caddo, Cherokee, Chickasaw, Choctaw, Creek, Delaware, Kickapoo, Osage, Quapaw, Shawnee, Tunica, and Peoria. Eligible students must follow policy procedures to apply.

3.3.8 Active Duty Military Tuition Residency Exception. UAMS shall provide a tuition residency exception to all students who are veterans or active duty members of the armed forces, and their spouses and dependents, in accordance with Section 702 of the Veterans Access, Choice and Accountability Act of 2014, 38 U.S.C. 3679(c), as amended, Arkansas Code Annotated § 6- 60-205, and UA BOT 520.7. Students must fit eligibility criteria and follow application procedures outlined in the policy.

3.3.9 Tuition Adjustments for Eligible Graduate Students. Any UAMS graduate student (1) appointed to the position of Graduate Assistant whose percent appointment is equal to or greater than twenty-five percent, or (2) receiving a full graduate fellowship, shall, in addition to any stipend, be charged tuition at the in-state/Arkansas resident rate through the application of a Graduate Assistant/ residency exception in the Student Information System. Professional programs (ex. Medicine, Pharmacy, Audiology, Physical Therapy, Doctor of Nursing Practice, etc.) are not considered graduate programs for purposes of this policy.

3.3.11 Tuition and Fees for Nontraditional Documented Immigrants. This policy provides guidance on the changes to Arkansas Code Ann. § 6-60-215, which was amended to give a state-supported institution of higher education the discretion to classify students with nontraditional documented immigration status as in-state for purposes of tuition and fees under limited circumstances. This policy applies to students enrolled in any UAMS 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 Financial Aid Office. The 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 Bursar's Office. The Bursar's Office is responsible for issuing funds and monitoring the repayment of all emergency loans.

3.5.1 UAMS Participation in the Arkansas Association of Two-Year Colleges (AATYC) Academic All-Star Program. Every year the twenty-two two-year colleges each select one academic all-star. AATYC specifies student eligibility: nomination should be based on outstanding academic performance, awards, honors, recognition for academic achievement, and service to the college and community. When selected, these students must have at least one semester remaining in their two-year college; they are awarded a scholarship for that semester.

UAMS will accept one AATYC academic all-star each year in its College of Health Professions (CHP) and its College of Nursing (CON). The applicant/student will be a transfer student who has completed a two-year course of study at an Arkansas two-year college who meets the minimum UAMS program admission requirements.

The scholarship will pay the in-state tuition for the first semester of the program in CHP or CON, respectively. The college will not transfer funds to pay for the portion of the recipient's tuition that is waived. The student's academic standing will be reviewed each semester. If their progression in the program is satisfactory, the scholarship will continue until the student completes the program for which they originally enrolled. The scholarship is for tuition only and does not cover the cost of fees. Student eligibility and application process are detailed in the policy.

3.5.2 Scholarships awarded from UAMS License Plate Scholarship Fund. Two scholarships funded by the License Plate Fund will be awarded annually by the Provost based on recommendations from the deans of the UAMS colleges and the graduate school. Amounts will be a maximum of $3,000 each per year, and the final amount will be determined each fall. The scholarship is a one-time award which will be given to awardees in one lump sum each spring. Student eligibility and selection process are outlined in the academic policy.

3.5.3 Southwestern Energy Scholarship for Interprofessional Education. Each year, the Provost will award one Southwestern Energy Scholarship for Interprofessional Education. The scholarship will be in the amount of $3,000 per year. The scholarship is a one-time award, which will be given to an awardee in one sum each spring. Students who meet the following criteria are eligible for the scholarship:

1. Identify their home county as one of six Arkansas counties: Faulkner, Cleburne, Van Buren, Pope, Conway or White
2. A full-time, degree-seeking student enrolled in their first year of study
3. In good academic standing with their primary college and department

Application procedure and selection process are outlined in the policy.

Health and Safety Policies

1.4.1 Needle Stick Policy. This outlines the policy and procedures to follow when a student experiences a needle stick/sharp injury, blood/body fluid exposure when fulfilling requirements of a University of Arkansas for Medical Sciences education program. Regardless of where an incident occurs, students should be evaluated IMMEDIATELY. If indicated, chemoprophylaxis should be started as soon as possible, ideally within 2 hours. This policy applies to all students enrolled in University of Arkansas for Medical Sciences education programs.

1.4.2 Student Health Screening. The purpose of this policy is to help minimize potential exposure to infectious disease for or by UAMS students who are enrolled in classes at UAMS. This policy applies to all UAMS student who are enrolled in classes at UAMS. Newly enrolled students are required to complete items from the Student Pre-Enrollment Health Screening Checklist (PREN) and submit documentation of requirements to Student and Employee Health Services (SEHS) through MyChart. The PREN includes information on TB tests\screenings and immunizations. This documentation must reflect the student's current health information and must be submitted to SEHS via MyChart no less that 30 days prior to the first day of class for the program in which the student is enrolled. Enrollment is contingent on pre-enrollment checklist compliance or exemption verification. Students who do not submit timely documentation via MyChart will be blocked from enrollment and are subject to withdrawal or dismissal.

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 code of conduct policies shall be followed.

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 this investigation and notification policy regarding students who reside in campus housing or off campus and who have been reported as missing. A student who has been missing for at least 24 hours or missing a shorter amount of time under listed circumstances, is considered missing. This policy outlines steps to follow if a student is missing.

1.5.1 Active Shooter Policy. The UAMS Department of Emergency Preparedness is the lead unit charged with planning and coordinating an institutional response to all types of emergency, including an active shooter emergency. UAMS is dedicated to providing information and training to its faculty, staff and students so that each group is knowledgeable in how to respond to an active shooter emergency. Academic units must be prepared to respond not only to the needs of its faculty and staff but also to students, a group that operates in a unique circumstance among UAMS stakeholders.

The academic units will participate in and comply with approved campus policies, procedures and action plans with respect to active shooter training and emergency procedures. Current standards require that incoming students receive information on how to respond to an active shooter emergency.

1.5.2 Student Safety Guidelines during Public Health Emergencies. This policy provides direction when UAMS implements an emergency response to a significant outbreak of infectious disease or a Federal or State of Arkansas Declared Public Health Emergency. It applies to all active UAMS students.

1.5.3 Student Arrest Policy. UAMS students must disclose within two business days any criminal arrests, charges, or convictions, excluding misdemeanor traffic offenses punishable only by fine. This policy applies to all UAMS students from matriculation until graduation and includes students on leave of absence or not currently enrolled. Failure to disclose shall result in disciplinary action up to and including dismissal from the program.

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 in policy) in all activities, other than EPIPs. 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 students may contact the associate dean for their college for additional information.

2.2.7 Service and Emotional Support Animals in Campus Housing. 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 a request for an emotional support animal on a case-by-case basis, and outline student responsibilities for service animals in university-owned housing. The purpose of this policy is to describe the procedures for students requesting an emotional support animal (ESA) and the responsibilities of bringing a service animal to campus housing as part of a reasonable accommodation. Emotional support animal documentation must be approved by the campus Title IX and ADA Coordinator before the ESA is permitted to live in university-owned housing.

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.

Safety Guidelines During Public Health Emergencies (Administrative Guide 3.3.01)
This policy provides direction when UAMS implements an emergency response to Federal or State of Arkansas Declared Public Health Emergencies. It applies to all UAMS employees, students, volunteers and vendors. UAMS Executive Leadership may implement safety provisions including masking, social distancing, and others. This policy establishes the procedures and implementation of this policy.

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. UAMS will take affirmative, positive actions to overcome institutional forms of exclusion and discrimination.

Policy contains term definitions and procedures.

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.

Building Use
UAMS has a concern about improper use of the roofs of its buildings and their exterior sides. Such portions of buildings are not intended for general traffic. Personal injuries and damage to roofs and buildings may result from their unauthorized use. Regulations are summarized below. More detailed information can be found at https://academicaffairs.uams.edu/policy-search/.

1. Roofs and external sides of buildings may only be accessed by University employees, such as Physical Plant personnel, having a need directly associated with their work. All others must request access through the Director of the Physical Plant.
2. Any persons found in or on the restricted areas without proper permission will be removed and arrested for trespassing and/or charged with violation of institutional regulations.
3. Rappelling using University buildings is specifically prohibited.

Computer and Email Resources
Access to the UAMS network, including access to the Internet via the UAMS network, online reference and information resources provided through the UAMS Library, and other UAMS computing resources, is, generally speaking, restricted to persons having a UAMS network account, i.e., a UAMS network domain logon id and password. 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 (see Confidentiality Policy above). Your UAMS network account is to be used only by you. Do not share your UAMS network logon identification and password.

- Passwords for UAMS network accounts are case sensitive and must be a minimum of 8 characters long. They can be up to 240 characters long.
- Passwords must include 3 of the following: upper case letter, lower case letter, number, and/or special character.
- Passwords should not be overtly based on personal information such as family members' or pets' names, birth dates, or similar information.
- Network passwords can include spaces.
- You can change your password at any time by clicking on "Reset Your UAMS Domain Password" at https://webmail.uams.edu/.
- Sharing your logon information or using someone else's logon information to gain access to the UAMS network or information systems violates UAMS policy and the UAMS Confidentiality Agreement.
- Change your password if you suspect any problems. If you suspect someone else has used your account, notify the IT Security Department at 501-686-6207.

Title IX, Sex Discrimination, Sexual Harassment, Sexual Assault, Sexual Misconduct, Sexual Violence, Stalking, Gender-Based Harassment and Retaliation Policy (Administrative Guide 3.1.48)
This policy ensures the University of Arkansas for Medical Sciences ("UAMS" or "the University") does not discriminate on the basis of sex in its Education Programs and Activities and maintains compliance with Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681 et seq., and the U.S. Department of Education's implementing regulations, 34 CFR Part 106.

The University's nondiscrimination policy extends to admission, employment, and other programs and activities. Inquiries regarding the application of Title IX and 34 C.F.R. Part 106 may be sent to the University's Title IX Coordinator, the U.S. Department of Education Assistant Secretary for Civil Rights, or both. This policy shall apply to allegations and complaints of Sexual Harassment as defined herein. All other complaints of discrimination or misconduct that do not fall within the jurisdiction of Title IX may be made through other campus procedures. This policy shall not be construed or applied to restrict academic freedom at the University. Further, it shall not be construed to restrict any rights protected under the First Amendment, the Due Process Clause, or any other constitutional provisions. This policy also does not limit an employee's rights under Title VII of the Civil Rights Act.

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, 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 and/or the UAMS HIPAA Office. 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.

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 ensure 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-campus critical areas closed) all on-campus classes are cancelled, and the Testing 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 Educational and Student Success Center (ESSC) services will be available via the website, email, or online. Students should refer to the Inclement Weather Policy within their colleges 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, Administrative Guide 12.1.03)
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, extracurricular activity or program.

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, 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.

Hazing Awareness and Prevention Program (Administrative Guide 12.1.04)
This policy informs all students, faculty, staff, and volunteers at the University of Arkansas for Medical Sciences ("UAMS") of hazing awareness and prevention programs that are provided by the University. This policy applies to all UAMS students, faculty and staff involved in academic affairs. Programs will be provided online or in person and targeted to reach all members of the University academic community, will be research-informed, and will include primary prevention strategies.

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 https://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) 686-8200.

Acceptable Use of UAMS Network and Computer Resources

The UAMS network, computer labs, and other computing resources support the teaching, research, clinical care, and service missions of UAMS. Faculty, staff, and students are encouraged to use these resources as tools for work, learning, communication, and research. It must be recognized, however, that these resources serve a large number of users for a variety of purposes. The following guidelines describe acceptable and unacceptable uses of these resources. They are intended to foster use of these resources which is consistent with their intended purposes and which is responsible, appropriate, efficient, and in accord with legal and ethical standards.

Acceptable uses include:

- Use for UAMS course assignments or any project assigned by a UAMS faculty member.
- Use to facilitate UAMS research projects or other UAMS work-related projects.
- Communication with faculty, staff, and students at UAMS to share information.
- Communication with faculty, staff, and students at other universities for the purpose of exchanging educational or general information.
- Use of Internet access for personal information research and personal communication with others at UAMS and elsewhere is acceptable if such use is not excessive, does not interfere with use of resources for education or research, and does not violate any other acceptable use provisions or UAMS policies.

Unacceptable uses include but are not limited to:

- Use of Internet access or other resources for mass transfers of personal files or other materials or for any other personal purpose which consumes a large amount of network bandwidth or other computing resources is unacceptable.
- Unauthorized use of these resources by non-UAMS personnel.
- Use for any purpose that violates U.S. or state laws, including copyright laws. (See the Guidelines for UAMS Faculty, Staff, and Students Using Copyrighted Materials at https://library.uams.edu/scholarly-resources/copyright-information/guidelines-for-uams-faculty-staff-and-students-using-copyrighted-materials/.

- Use which violates any other applicable UAMS policy.
- Downloading information from Internet sites to be used in committing a crime or which can result in harm to others.
- Use for any commercial enterprise or for outside employment.
- Creation or propagation of computer viruses.
- Unauthorized entry into other computers or information systems.
- Use in a manner that interferes with or disrupts other users, services, or equipment.

Use of these resources for course assignments, education, research, and UAMS work-related projects has precedence over all other uses. As a member of the UAMS community you are also obligated to observe all UAMS policies relating to the use of network and computer resources. Consult the UAMS Administrative Guide at https://www.uams.edu/AdminGuide/index.html to review UAMS policies. See in particular:

- Confidentiality Policy https://www.uams.edu/AdminGuide/PDFs/Section%203/3_1_15_Confidentiality_Policy.pdf
- Email Access and Usagehttps://www.uams.edu/adminguide/Win07112.html
- Wireless Networking https://www.uams.edu/AdminGuide/PDFs/7.1.13.pdf
- Access to Internet https://www.uams.edu/AdminGuide/Win07211.html
- UAMS Wiki and Blog https://www.uams.edu/AdminGuide/PDFs/7.02.02.pdf
- Mobile Device Safeguard https://www.uams.edu/AdminGuide/PDFs/hipaa_3.1.17.pdf
- Information Security/Password Mgt https://www.uams.edu/AdminGuide/PDFs/hipaa_7.3.08.pdf

Revocation of access: Violation of the Acceptable Use Guidelines or other UAMS policies may result in loss of your privileges to use the UAMS network and computing resources and/or disciplinary action by the academic department.

Internet access: Access to the Internet is provided through the UAMS network. Other than in particular cases, such as the public access PC's in the UAMS Library or guest access through the UAMS wireless network, you must log onto the UAMS network using your own UAMS network account in order to gain access to the Internet.

Email: All students receive UAMS email accounts. You will receive information about your email account during the registration or orientation process. Email services for UAMS students, faculty, and staff are provided through Microsoft Exchange and Outlook. You can access your email account via the web at https://webmail.uams.edu/ using an up-to-date Web browser. This requires that you have an active UAMS network logon id and password.

Technical Support: For resolution of issues related to your UAMS network or email accounts and computer security provisions contact the UAMS Technical Support Center at 686-8555 or helpdesk/techsupportcenter@uams.edu. Technical Support Center staff will answer your questions or direct your call or request to the appropriate support personnel.

Confidential Information: Confidential Information including ePHI must never be stored on personal devices or media (laptop, thumb drive, CD or DVD).

Recording Lectures: Lecture and lab presentations are the intellectual property of the faculty and faculty must give permission for their lecture, lab, or other presentations to be recorded. Some lectures/labs will not be recorded. Recorded lectures/labs may only be posted on websites or other locations approved by the academic department. Students are prohibited from providing or distributing these materials in any manner—print, electronic, or any other media—or links to these materials to anyone outside of their UAMS classes. Failure to abide by this policy may constitute a copyright infringement which may have legal consequences. Furthermore, failure to abide by this policy may result in disciplinary action, including dismissal.

Emergency Preparedness

This section is current as of the date of publication and is subject to change. Please refer to https://emermgt.uams.edu for updates and complete information regarding Emergency Preparedness at UAMS.

Security Alert 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 SECURITY ALERT 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) – Security Alert Active Shooter.

Implementation of SECURITY ALERT 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, Security Alert 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 and Marketing
4. Communications and 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 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 security alert 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 Executive Director of Emergency Management 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 an Active Shooter event 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 Medical Alert, Mass Casualty is called in response to the Active Shooter event and only as directed by their departmental plan or as requested by Mass Casualty 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 Executive Director of Emergency Management 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 an 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 AND 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 Active Shooter event operations all outside Law Enforcement officers must check in with the UAMSPD. Upon termination of Security Alert 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 and Campus Operations
Upon the activation of Security Alert 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 and 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 Security Alert 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 and 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 Executive Director of Emergency Management 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 Security Alert Active Shooter becomes a Medical Alert Mass Casualty 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 Mass Casualty Event
- Phone Calls should be limited to Official Use ONLY.

Metro Hospital and 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 Security Alert Active Shooter status, the Incident Commander will notify the Call Center to cancel Security Alert Active Shooter. The automated system will then announce overhead three (3) times:

"SECURITY ALERT ACTIVE SHOOTER ALL CLEAR, SECURITY ALERT 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: "Security Alert Active Shooter ALL CLEAR, Security Alert Active Shooter ALL CLEAR, please return to normal operations." will be sent to the same list as above. The Unified Command will direct Communications and 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 Security Alert 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 Security Alert Active Shooter is cleared, Communications and 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 and Marketing.

PART V: RESUMING NORMAL OPERATIONS:

Following the conclusion of any Security Alert 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 AND CROSS WALK:

Please see additional Policies and instruments that augment and support the Security Alert 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 implemented 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 (CO_2). 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 and II, BioVentures, COPH, 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 Alerts

There are several other Emergency Alerts 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 alerts 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 **Medical Alert, Mass Casualty**. If you hear the announcement for a Mass Casualty, 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 Mass Casualty, 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 **Medical Alert, Decontamination**. It will not be announced overhead. If you become aware of a Decontamination in progress, do not report to the Emergency Room. Those individuals with responsibility for Decontamination will be notified by the hospital operator.

- When victims are received who are contaminated with chemical or biological agents that require decontamination, a **Facility Alert, Decontamination Response Team** 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 **Weather Alert** 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 **Facility Alert Evacuation, (with location)**. 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 **Security Alert, Missing Child (with description)** Plan is activated. It will be announced overhead, and law enforcement will be notified. 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 Security Alert 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 **Security Alert Bomb Threat**. In most cases, Bomb Threats 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 Security Alert Bomb Threat 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, and utilize the checklist found in the Emergency Quick Reference Guide if possible.

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

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, which 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/interprofessional-education-curriculum-framework/college-program-ipe-timelines/

IPE Core Activities

Students should refer to their College/Program's IPE Timeline for further details regarding designated time/session/approved options to complete these requirements. College/Program timelines are posted on the IPE website here: https://ipe.uams.edu/interprofessional-education-curriculum-framework/college-program-ipe-timelines/. Session dates and further details for these activities are available on the Seven Core IPE Activities page of the IPE website here: https://ipe.uams.edu/student-curriculum/seven-core-activities/.

IPE experiences are enrolled similar to regular UAMS courses, and complete descriptions of each IPE course experience are included in the UAMS Course Listing Section at the end of the catalog under the course prefix "UNIV."

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, and the Workday Student Records and Admissions functional/technical team. The Office is located in CHP Building 2, Suite 100.

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

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.

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 https://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 Workday 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 Workday 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 https://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 Building 2, Suite 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 Workday 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 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 (available at https://registrar.uams.edu/veteran-services) 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:. UAMS is required to notify the Department of Veteran Affairs of any of the following 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."

UAMS will adopt the following additional provisions for any students using VA Military Educational Benefits in accordance with Title 38 US Code 3679(c), to include Post-9/11 (Ch. 33) or Veterans Readiness and 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 the following conditions in this section are met. If clarification or additional information is required 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 an institutionally 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 to 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 outlined in the UAMS Academic 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 https://adhe.edu/students-parents/transfer-info-for-students.

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. To request evaluation of transfer credit, the student must submit both the official transcript and the UAMS Transfer Credit Approval Form, available at https://registrar.uams.edu. 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 if 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 based on 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 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 their program of interest to determine the transferability of prerequisite and core curriculum courses prior to enrollment.

Graduation

Students must submit an Application for Program Completion and Graduation Questionnaire in Workday 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. The application is available in Workday under the Academics tab of the Student Self-Service area. Additional information is available at https://registrar.uams.edu/graduation. Students must have an active completion application to graduate. Failure to complete the application by the published deadline may result in a delay in the graduation processing, omission from commencement publications, and postponement of degree conferral to the next regular academic term.

Diplomas

Diplomas are available after degree conferral has been processed. A certified, electronic diploma copy may be retrieved through UAMS' diploma printing partner within 3-5 days of degree conferral. The official diploma is mailed to the student approximately 4-6 weeks following degree conferral. Visit https://registrar.uams.edu/graduation for additional information about diplomas and diploma distribution.

Graduation Fee

Upon submission of the Application for Program Completion in Workday, the graduation fee is charged to the student account and due immediately. The graduation fee is required regardless of whether or not a student plans to attend commencement or graduation events. Additional fees may be required depending on the degree or college. Information related to graduation fees can be found on the Student Financial Services Website: https://students.uams.edu/financial-services/.

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 and no missing grades exist
- Incomplete and In-Progress grades must be completed and replaced with final grades
- All program requirements are completed
- Interprofessional Education (IPE) requirements are met
- Required GPA is obtained
- Thesis or dissertation is submitted, approved and received in the library

All requirements in the Workday degree audit ("Academic Progress" tab) must be set to "satisfied" for a student to graduate. Course substitutions must be applied in Workday. Course substitution forms must be submitted to the Office of the University Registrar no later than two weeks before the graduation date.

If a degree audit is not available in Workday, 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 Workday. The degree will not be posted without notification from the library. See https://registrar.uams.edu/graduation for additional instructions related to doctoral dissertation submission.

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 the 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. Thesis submission is documented in the milestones area of Workday. The degree will not be posted without receipt of completion of the thesis. See https://registrar.uams.edu/graduation for additional instructions related to thesis submission.

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 to the Office of the 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 Commencement publications, and are not final until after degrees are conferred. The Office of the University Registrar will not confirm honors for until the graduation term is passed and the honor has been posted in Workday. 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
The official dates for degree conferral are published in UAMS Academic Calendar (https://registrar.uams.edu/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 or incomplete grades. All degree requirements must be recorded in Workday 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. In addition to the standard conferral dates, UAMS confers degrees for the Physician Assistant program and Primary Care Doctor of Medicine students at other established times. Off-Cycle degree conferral requests must be submitted to the Office of the University Registrar and require approval of the UAMS Chancellor and UAMS Provost.

Graduation Transcript Requests
Graduation transcripts may be requested no more than 30 days prior to the expected graduation date. Graduation transcript requests submitted more than 30 days prior to the expected graduation date may be canceled and the fee refunded. More information about transcripts can be found online at https://registrar.uams.edu/transcripts.

Campus Life and Student 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: https://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 https://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 on the Little Rock Campus. 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 https://studentlife.uams.edu/uams-student-center/.

At the Northwest campus, the offices that comprise Academic Affairs provide similar services and spaces. More information can be found on the Northwest Student Affairs webpage: https://nwa.uams.edu/colleges/student-services/.

Intramural Sports
The mission of the UAMS Intramural Sports program is to provide students with 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, pickleball, and other sports. Events, activities, and facilities are open to all students enrolled at UAMS. For more information about the UAMS Intramural Sports program, visit https://studentlife.uams.edu/student-life/intramural/.

The UAMS Northwest Campus does not offer intramural sports. However, students have the option to engage in community sports with their peers. For more information, contact the Director for Student Affairs.

Campus Life (Little Rock) and Office of Student Affairs (Northwest Campus)
Campus Life and Student Support Services is a department within the Academic Affairs division at the Little Rock Campus. 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 and Activities

For more information about Campus Life at the Little Rock campus, visit https://studentlife.uams.edu/. For more information about available services on the Northwest Campus, visit the Student Affairs office at https://nwa.uams.edu/colleges/student-services/.

Campus Housing
The UAMS residence hall on the Little Rock Campus 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 https://studentlife.uams.edu/housing, or call the UAMS Housing Office at 501-686-5850. Campus housing is not available at the Northwest Campus.

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 and seizure and full authority to enforce the laws of the State of Arkansas. Our Security Officers are certified through the International Association for Healthcare and Safety.

Library

The UAMS Library serves the faculty, staff, and students of all UAMS with collections and services 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 librarian participation on UAMS committees and research projects. The Library shares building space with other Academic Affairs service offices supporting student learning and success. Located on the Library's 3rd floor, the Educational and Student Success Center (ESSC) provides services to assist faculty and students of all the colleges in achieving their instructional and academic goals. The Title IX/ADA Office is located on the Library's 2nd floor and is the central point of contact for services and resources for students with disabilities and temporary medical conditions.

Personnel

The UAMS Library is staffed by 8 faculty-ranked librarians and 1 faculty-ranked informationist. There are 7 FTE paraprofessionals and technical staff. The Northwest Regional Campus has 1 faculty-ranked librarian. In addition, the Historical Research Center and Resource Management Department contains 1 faculty-ranked librarian.

The Library Facility

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

- 50 computers available for 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
- Testing Center with testing rooms and carrels
- Educational and Student Success Center (ESSC) with Learning Specialists, a student technology support technician and the Writing Center
- Group rooms with whiteboards and large monitors for group work
- Silent study space
- Food and drinks are allowed throughout the Library, and vending machines are located in a small lounge located on the 1st level.

Library Hours

The Library is open Monday through Friday and hours during holidays and breaks are posted in advance in the Library and on the Library's website.

Regular library hours are:

Monday through Friday	7:30 a.m. to 6:00 p.m.

After-Hours Study Access to the Library

Students and residents may access the library 24/7 via UAMS ID badge swipe after regular Library business hours and when the Library service desk is closed or on holidays. The facility is equipped with UAMS Police video surveillance and panic buttons for safety.

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 library via badge swipe at the north entrance of the Ed II Building.

Library Website and Resources

The UAMS Library website serves as the gateway linking users to the library's online resources such as bibliographic databases, evidence-based medicine and clinical summary tools, electronic journals, electronic books (including a variety of medical specialty textbooks), and various electronic reference and research materials. UAMS students access the library's licensed electronic resources and collections on-campus and off-campus by using their UAMS domain account and password. Many materials are also openly available through the website and do not require campus domain access for off-campus users.

The Library Online Catalog includes records for books, journals, computer-based instruction programs as well as records for materials in Arkansas Children's Hospital Library, and the Regional Center Libraries. While most resources are accessible electronically, the Library still maintains a print collection of approximately 46,000 books and monographs. The catalog also contains the records for the Historical Research Center archives. The Center's digital collection of photographs, documents, and other materials is also linked from the website.

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 for students, 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 and 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.

Materials Checkout and Inter-Library Loans
Faculty, students, and staff must present an active UAMS student or employee badge to register before checking out books. Use of printed reference materials is restricted to the Library. The Library does not charge overdue fines for late materials. Students must return all Library materials or settle 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 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 are available in the library. 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.

Northwest Campus Library Resources
The information resources and services of the UAMS Northwest Campus Library are designed to meet the education, research, patient care, and service missions of UAMS.

The UAMS Library website (https://library.uams.edu) serves as the gateway to all of the Library's resources, including databases, journals, ebooks, and catalog services and information. To access electronic resources, use the following:

- Computers in the UAMS Northwest Campus Library
- Networked computers and Wi-Fi access at all UAMS campuses
- Remote access from off-campus to Library website with some resources restricted to UAMS network account and password

Students are invited to take advantage of library computers, comfortable seating, and quiet spaces located around the Library. For Library information specific to the Northwest Campus, please visit the Northwest Campus Library homepage: https://libguides.uams.edu/NWCLibrary.

The Library is located at the Academic Entrance to campus directly off of North Street. The Library is comprised of two main areas: the circulation area and the study area. The circulation area is not regularly staffed. The study areas (double doors on left immediately after building entry) are available 24/7 with the student UAMS ID badge. Resources accessible 24/7 include study space, computer use, printing, and Wi-Fi.

Regular Northwest Campus Library Hours: Monday-Friday: 8am-4pm

Inclement Weather and Holidays:
When "Inclement Weather" is declared at UAMS, the Northwest Campus Library will be closed and will not be staffed. The Library will also be closed on all official University holidays. However, access to online resources will continue through Library website and the 24/7 access area will be available for students and residents.

Research and Clinical Search Services: 479-521-7615
The Library's Research and Clinical Search Services (RCSS) unit offers individual and informal small group instruction in the use of bibliographic databases (e.g., PubMed) and the RefWorks citation management software. RCSS expert searchers also offer consultations to students around issues such as selecting databases for specific search topics, building search strategies, and setting up auto-alerts/current awareness searches on topics of continuing interest.

The librarian is available to assist students with their education and research needs, including but not limited to:

- Effectively searching in Library databases
- Assistance with Copyright Questions
- RefWorks citation management software
- Understanding and Avoiding Plagiarism
- Help and Guides page

Educational and Student Success Center

https://students.uams.edu/success/

Co-located on the Library's 3rd level at the Little Rock Campus, the Educational and Student Success Center provides services to faculty and students of all the colleges. 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.

Testing Center

Co-located on the Library's 3rd level at the Little Rock Campus, the Testing Center Services include testing in a secure environment for students that require accommodations such as extended time, distraction-reduced testing and window-of-opportunity testing. Refer to the Testing Center website at https://oas.uams.edu/testing-center/ for more details regarding hours of availability and use policies.

Northwest Campus Student Success Center

The Northwest Campus Student Success Center is located in C114 on the 1st/academic floor. The Northwest Student Success Center provides the same services as the Little Rock campus. Testing operations are managed by Northwest Campus academic operations. The Testing Center is located in J14 of the Northwest Campus Library.

UAMS Bookstore

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

Student Financial Services

UAMS Student Financial Services
4301 W. Markham, Slot 758 (Bursar) or Slot 864 (Financial Aid)
CHP Building 6A
Little Rock, AR 72205
studentfinancialservices@uams.edu

Financial Aid

(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 https://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 https://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 (SFS) 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 https://studentfinancialservices.uams.edu/awards-division/private-loan-options/

Debt Management

(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 https://students.uams.edu/financial-services/debt-management/.

Bursar / Tuition and Fees

(501-686-6128)
The SFS 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 SFS 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 SFS Bursar's Office at (501) 686-6128. Tuition and fees rates and college-specific information are online at https://studentfinancialservices.uams.edu/tuition-and-fees/.

Tuition and fees are due and payable by the first day of class of each semester. UAMS partners with Illumia (formally Transact) to provide secure online payment options and installment plans. Students may pay tuition using a debit or credit card, e-check (ACH), or international payment. To make a payment or enroll in a plan, log into Workday, navigate to the "Financial Hub," and select "Make a Payment" to access the Illumia (Transact) portal. 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. For more information, visit the Student Financial Services Bursar's Office website or contact studentfinancialservices@uams.edu or 501-686-6128: https://students.uams.edu/financial-services/tuition-and-fees/payment-options/

Installment 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 $200-$25,000 may be eligible to pay tuition, fees, bookstore charges, residence hall 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. Illumia (Transact)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.

Deferment of your tuition and fees may be authorized under specific circumstances as outlined on the SFS Bursar's Office website: https://students.uams.edu/financial-services/tuition-and-fees/deferments-and-refunds/. Refunds are available on a calendar-based schedule. Complete refund policy information is available at https://studentfinancialservices.uams.edu/tuition-and-fees/refund-policy/ or by visiting https://academicaffairs.uams.edu/policy-search/, clicking the "Academic Affairs Policies" link (within the UAMS Network only) and searching for "refunds." Additional policy information is found in the "UAMS Academic and Institutional Policy" section of this catalog.

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://sams.adhe.edu/Scholarship. Students may apply online at https://sams.adhe.edu/. The SFS Financial Aid Office applies the awarded scholarships to the student's account in Workday, 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 online through the Academic Affairs Policy page, the Student Financial Services website, and the Office of the University Registrar 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
- 3.5.1 Association of Two-Year Colleges Scholarship Program
- 3.5.2 License Plate Scholarship
- 3.5.3 Southwestern Energy Scholarship for Interprofessional Education
- 3.3.11 Tuition and Fees for Nontraditional Documented Immigrants

Consumer Information

Pursuant to federal regulations in the Higher Education Act of 1965, as amended, colleges and universities are required to disclose information about the institution and various programs and policies to prospective and enrolled students. Links to the required consumer information are provided online at https://studentfinancialservices.uams.edu/awards-division/consumer-information/. Printed copies of these materials may be obtained from a Financial Aid Counselor in the Office of Financial Aid.

Student Health and Wellness

Student and Employee Health Services

Student and Employee Health Clinic administers and monitors compliance of required immunizations, TB screenings, and occupational medical screenings required by UAMS policy for students at all UAMS campuses. Please see the Student Health Screening policy 1.4.2 for more details. Students are required* to upload documentation to your MyChart account no later than 30 days prior to your first day of class the following items prior to enrollment:

- **2 Measles, 2 Mumps, and 1 Rubella or 2 MMR (measles, mumps or rubella) or lab documented immunity****
- **2 Varicella or lab documented immunity****
- **Hepatitis B 3-shot series or 2-shot series (Heplisav), or positive titer for Hepatitis-B Surface Antibody Titer**
- **Hepatitis B – Positive (Reactive) Surface Antibody Titer***** – Strongly recommended for those with exposure to blood and body fluids. Some programs may require proof of immunity for clinical placements. If non-reactive titer, please see policy 1.4.2 for vaccination specifics.

  Programs with exposure to blood and body fluids:

  College of Medicine
  College of Pharmacy
  College of Nursing
  College of Health Professions – the following programs only:

  Audiology and Speech Pathology
  Cytotechnology
  Dental Hygiene
  Diagnostic Medical Sonography
  Dietetic Internship
  Genetic Counseling
  Medical Laboratory Sciences – on campus program only
  Nuclear Medicine Imaging Sciences
  Occupational Therapy
  Physical Therapy
  Physician Assistant
  Radiologic Imaging
  Respiratory Care – on campus program only
  Speech-Language Pathology

- **1 Tdap within 10 years of start date.**
- **Flu immunization during flu season (Required annually and provided at no cost to student)**
- **Two negative TB skin tests or a blood test (QuantiFERON) are required.** Either must be within twelve months of start date; annual TB education and medical screenings are required thereafter. Students who have had a Positive TB test result: Please contact Student Employee Health at (501) 686-6565 and ask to speak to one of the Nurses regarding this issue.

**Students enrolled in online only programs are exempt from UAMS immunization and TB requirements.*

Please review *Steps to Upload Documents into MyChart* for information on how to upload required Student Pre-Enrollment Form, Immunizations, Titers, TB Screenings, Exemption Letters from your Physician, or Physician Letters. Information and instructions regarding SEHS services for students at all UAMS campuses are available at https://uamshealth.com/university-healthcare/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
- Off-campus rotation physicals.

Visit the SEHS website for additional information including appointment, location, cost and contact information:
https://uamshealth.com/medicalservices/centerforprimarycare/university-healthcare-services/student-health-clinic/

Northwest Campus

The UAMS Northwest Student and Employee Health Clinic is located within the Family Medicine Clinic on the Northwest Campus. Students can see a provider in-person on Monday, Tuesday, and Thursday from 8 a.m. to noon, and on Wednesday and Friday from 1 p.m. to 4:20 p.m. Visits are walk-in or by appointment. For care outside of the clinic hours, UAMS Northwest Students can contact Little Rock Student and Employee Health Services, https://uamshealth.com/university-healthcare/student-and-employee-health/.

For more information regarding services provided on the Northwest Campus, visit https://nwa.uams.edu/colleges/student-services/.

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 confidential assistance to actively enrolled UAMS students and their spouses who are experiencing emotional, psychological, and psychiatric problems in a timely manner. There is no financial cost to students seeking care, except for the cost of prescription medications. The SWP is staffed by one full-time and one part-time board-certified psychiatrist and three clinical social workers. Students must be physically located in the state of Arkansas when receiving counseling and psychiatric services through the SWP; thus, students training in another state are responsible for the cost and arrangements of mental health services when outside of Arkansas.

Little Rock Campus

The Student Wellness Program in Little Rock is located at 201 Jack Stephens Drive. Office hours are Monday through Friday, 8:00am to 4:30pm. Telephone: (501) 686-8408; Fax: (501) 296-1427. For after hour emergencies: Call 911 or (501) 686-8000 or 1-800-273-8255 (TALK) 24 hours a day, seven days a week or go to the nearest Emergency Department.

Northwest Campus

The UAMS Northwest Wellness Program for UAMS students and their partners in the Northwest Region is located on the UAMS Northwest Campus, Annex Building. (479) 713-8313; NWWellnessProgram@uams.edu. Office hours are Monday through Friday, 8:00am to 4:30pm. In the event of a crisis, students are encouraged to contact the Arkansas Crisis Stabilization Unit. https://uamshealth.com/location/nwa-crisis-stabilization-unit/.

Additional information for students at all UAMS campuses is available online at https://studentwellness.uams.edu/.

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.

Contact Information:
UAMS Graduate School Office
4301 West Markham, #601
Little Rock, AR 72205
Phone: 501-686-5454
Fax: 501-686-5661
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 Bioinformatics, Biomedical Informatics, Clinical and Translational Sciences, and Interdisciplinary Biomedical Sciences (Biochemistry and Molecular Biology; Cancer Biology; Cell Biology and Physiology; Microbiology and Immunology; Neuroscience; Pathobiology; and Pharmacology, Toxicology and Experimental Therapeutics). 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 and Pharmaceutical Evaluation and Policy. 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. Faculty of the College of Public Health offer programs leading to doctoral degrees with majors in Environmental Health Sciences, Health Systems and Services Research, Health Promotion and Prevention Research, and Epidemiology, and certificates in Health Sciences Innovation and Entrepreneurship, Implementation Science and Regulatory Sciences.

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 Higher Learning Commission; 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 (CEPH). 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. Latrina Prince, Associate Dean for Academic Affairs, 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 be 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.

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 https://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;
- Develop new knowledge and techniques fundamental to advances in health services, biomedical technology, and understanding of people in the context of health and illness;
- Provide initial and continuing educational opportunities for health science faculties at all institutions in the state;
- 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 (2026-2027)

Angela Odle, Ph.D., Assistant Professor, Neuroscience
Martha Rojo, Ph.D., Associate Professor, Nursing Science
Patricia Wight, Ph.D., Assistant Professor, Physiology and Cell Biology
Lin-Xi Li, Ph.D., Assistant Professor, Microbiology and Immunology
Horacio Gomez-Acevedo, Ph.D., Associate Professor, Biomedical Informatics
Lisa Jansen, Ph.D., Assistant Professor, Clinical Nutrition
Sayem Miah, Ph.D., Assistant Professor, Biochemistry and Molecular Biology
Brooke Montgomery, Ph.D., Associate Professor, Health Promotion and Prevention Research
Brian Fairman, Ph.D., Assistant Professor, Epidemiology
Abdelrahman Fouda, Ph.D., Associate Professor, Pharmacology and Toxicology
Samuel Atcherson, Ph.D., Associate Professor, Communication Sciences and Disorders
Mathias Brochhausen, Ph.D., Professor, Clinical and Translational Sciences
Lu Dai, Ph.D., Assistant Professor, Pathobiology
Ann Chou, Ph.D., Professor, Health Systems and Services Research
Jacob T. Painter, Ph.D., Professor, Pharmaceutical Evaluation and Policy
Jure Baloh, Ph.D., Associate Professor, Implementation Science

Non-Voting Members
Sean Taverna, Ph.D., Dean of the Graduate School
Latrina Prince, Ed.D., Associate Dean for Academic Affairs
Nadine Ledet, M.A., Director of Admissions
Jose Ochoa, Graduate Student Representative

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Suen, James Y., M.D. (University of Texas), Professor
Swindle, Taren, Ph.D. (University of Memphis), Assistant Professor
Syed, Mohsin, Ph.D. (Nagoya University), Associate Professor
Tackett, Alan, Ph.D. (University of Arkansas for Medical Sciences), Professor
Tarbox, Lawrence, Ph.D. (University of Utah), Assistant Professor
Tesfay, Mulu, Ph.D., Assistant Professor
Taverna, Sean, Ph.D. (University of Virginia), Professor and Dean of Graduate School
Teeter, Benjamin, Ph.D., (Auburn University), Associate Professor
Thomas, Billy, M.D. (University of Arkansas for Medical Sciences), Professor
Thomsen, Michael, Ph.D. (University of Minnesota), Professor
Tilford, John M., Ph.D. (Wayne State University), Professor
Tiwari, Amit, Ph.D., (St. John's University), Professor
van der Plas, Ellen, Ph.D., (University of Iowa), Associate Professor
Varisco, Brian, Ph.D. (Mercer University), Professor
Varughese, Kottayil I., Ph.D. (University of Madras), Professor
Virmani, Tuhin, M.D., Ph.D., (University of Texas Southwestern Medical School), Associate Professor
Voth, Daniel E., Ph.D. (University of Oklahoma), Professor
Wahls, Wayne, Ph.D. (University of Illinois, Chicago), Professor
Wallace, Miranda, Ph.D., Assistant Professor
Ward, Sherry Nicole, Ph.D. (University of Arkansas for Medical Sciences), Assistant Professor
Ware, Jerry, Ph.D. (University of Arkansas for Medical Sciences), Professor
Weber, Kari, Ph.D. (John Hopkins University), Assistant Professor
Wei, Jeanne, M.D., Ph.D. (University of Illinois), Professor
Weinkopff, Tiffany, Ph.D. (University of Georgia), Assistant Professor
West, Kirk, Ph.D. (University of Arkansas for Medical Sciences), Assistant Professor
Wight, Patricia, Ph.D. (University of California), Professor
Williams, David Keith, Ph.D. (University of Oklahoma Health Sciences Center), Professor
Williams, Mark L., Ph.D. (University of Iowa), Professor
Williams, Pamela, Ph.D. (University of Washington) Associate Professor
Williams, Charlotte L., DrPH, MPH (University of Arkansas for Medical Sciences), Distinguished Professor
Williams, Tremaine, Ed.D. (University of Arkansas at Fayetteville), Assistant Professor
Willis, Corey, Ph.D., (University of Connecticut), Assistant Professor
Wolfe, Jonathan J., Ph.D. (University of Virginia), Professor
Xia, Fen, M.D., Ph.D. (Suzhou Medical College/Harvard School of Public Health), Professor
Xu, Ren, Ph.D., Professor
Yaccoby, Shmuel, Ph.D. (The Hebrew University of Jerusalem), Professor
Yeruva, Venkat Laxmi, Ph.D. (University of Nevada), Assistant Professor
Yoon, Donghoon, M.D. Ph.D. (University of Texas), Assistant 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
Zheng, Fang, Ph.D. (University of Texas Medical Branch), Associate Professor

Graduate School 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 an institutionally 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 https://gradschool.uams.edu/

UNIVERSITY OF ARKANSAS FOR MEDICAL SCIENCES
GRADUATE SCHOOL OFFICE
4301 West Markham, Slot 601
Little Rock, AR 72205

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 an institutionally 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 an institutionally 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.

Dental Hygiene Services

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 at 5800 West 10th Street, Suite 510, Little Rock, AR 72204. For appointments, call 501-686-5733.

Pharmacy

Students receive discounts on prescriptions filled at the Ambulatory Care Center Pharmacy. Call 501-686-5530.

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 501-686-5900.

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 501-569-3155.

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 501-682-3656.Call Rape Crisis at 501-663-3334 or Family Service Agency Sexual Assault Center at 501-801-2700 for crisis services or for information on rape prevention and services available to rape victims

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 website of the Office of the University Registrar at https://registrar.uams.edu. 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, they 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. The 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 credit hour is equivalent to a 50-minute contact session) usually, two or three credit 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 "IP" may be used 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.

- A mark of IP may be assigned only in a course officially designated for such a mark.
- A mark of IP may persist on a student's transcript for no more than three consecutive semesters in a given course, including summer session.

A mark of IP 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 assistant dean].

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 nine credit 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 or a higher GPA requirement.**

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 Workday. 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 must make 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.

Leave of Absence
The Graduate School adheres to the UAMS formal Leave of Absence Policy (See Academic Policy section of this catalog). 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. An Official leave of absence (OLOA) is a temporary interruption in a student’s program of study. An OLOA cannot exceed 180 days in any 12-month period and may have a serious impact on a student’s financial aid. Any student considering requesting an OLOA that received financial aid, should consult with the Financial Aid Office to determine how their financial aid will be affected.

According to federal regulations, 34 CFR 668.22 (d), the following criteria outline the requirements to process an approved OLOA:

- The student must request the leave of absence in writing to their Dean for approval. The letter should state the reason(s) for the request.
- An OLOA cannot be granted for academic reasons (i.e., to keep a student from failing).
- There must be reasonable expectation that the student will return from OLOA.
- A student returning from an OLOA must resume training at the same point in the academic program that he or she began the OLOA.
- Upon return from OLOA, the institution may not assess the student any additional institutional charges. Therefore, the student is not eligible for any additional federal student aid (Title IV funds).
- If a student is a Title IV recipient, the institution must explain the requirements and regulations of their financial aid status (grace period, repayment, etc.) prior to granting the OLOA. The information that will be provided will include the financial consequences if the student fails to return from OLOA.

If a student does not meet the OLOA criteria, the student is considered to have ceased attendance from the institution and a Title IV return of funds calculation is required if the student received federal aid. 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. A leave of absence does not negate 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.

Programs of Study

DEGREES OFFERED
The UAMS Graduate School 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, they 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. A candidacy exam may be substituted with written permission from the Dean. 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. An electronic copy of the thesis must be submitted to the library for approval no less than ten class days before the degree is conferred. The official thesis submission policy can be found in the registrar's section of the academic catalog, and on the Graduate School and Office of the University Registrar's website.

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 electronically submitted to the library and the Graduate School Office prior to the conferring of the degree. The UAMS Library must notify the Graduate School that the thesis has been reviewed and accepted. The Graduate School will then notify the Office of the University Registrar that the dissertation is approved.

Interprofessional Education (IPE): All Doctor of Philosophy students are required to complete a minimum of four IPE requirements: the IPE Exposure Workshop, IPE Bridge Activity, IPE Immersion Quadruple Aim Workshop, and the IPE Competence Practice Activity. All IPE activities must be completed to fulfill the degree requirements. Individual program timelines can be found on the IPE website here: https://ipe.uams.edu/graduate-school-timelines/

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 Workday 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 Bioinformatics, Biomedical Informatics, Communication Sciences and Disorders, Clinical and Translational Sciences, Nursing Science, Pharmaceutical Sciences (Pharmaceutical Evaluation and Policy Track), the Graduate Program in Interdisciplinary Biomedical Sciences (Tracks: Biochemistry and Molecular Biology; Cancer Biology; Cell Biology and Physiology; Microbiology and Immunology; Neuroscience; Pathobiology; and Pharmacology, Toxicology and Experimental Therapeutics), Health Systems and Services Research, Health Promotion and Prevention Research, Epidemiology, and Environmental Health Sciences.

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 30-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.

Interprofessional Education (IPE). All Doctor of Philosophy students are required to complete a minimum of four IPE requirements: the IPE Exposure Workshop, IPE Bridge Activity, IPE Immersion Quadruple Aim Workshop, and the IPE Competence Practice Activity. All IPE activities must be completed to fulfill the degree requirements. Individual program timelines can be found on the IPE website here: https://ipe.uams.edu/graduate-school-timelines/

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 Workday 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

BIOINFORMATICS (BINF)

Mary Yang, Ph.D., BINF Graduate Program Director
UALR, EIT 303, 2801 South University Avenue, Little Rock, AR 72204; 501-916-5243

Cesar Compadre, Ph.D., BINF Graduate Program Liaison
UAMS, 4301 West Markham, Slot 644, Little Rock, AR 72205; 501-993-4972

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. The program is focused in preparing students to take on research in one of five areas: drug design, integrated bioinformatics and genomics, computational biology, biomedical informatics and drug safety. For more information, visit the bioinformatics graduate program's website at https://ualr.edu/bioinformatics/faculty/.

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

PROFESSORS

Antino Allen, Ph.D.
Steven Barger, Ph.D.
Marjan Boerma, Ph.D.
Mathias Brochhausen, Ph.D.
Joshua Epstein, Ph.D.
John Imig, Ph.D.
Thomas Kieber-Emmons, Ph.D.

Curtis L. Lowery, M.D.
Robert E. McGehee, Jr., Ph.D.
Intawat Nookaew, Ph.D.
Jacob T. Painter, Ph.D.
Fred Prior, Ph.D.
Kevin D. Raney, Ph.D.
Robert J. S. Reis, Ph.D.
Paula K. Roberson, Ph.D.
Alan Tackett, Ph.D.
Amit Tiwari, Ph.D.

ASSOCIATE PROFESSORS

Nukhet Aykin-Burns, Ph.D.
Marjan Boerma, Ph.D.
Joseph Chacko, M.D.
Richard Edmondson, Ph.D.
Galina Glazko, Ph.D.
Horacio Gomez-Acevedo, Ph.D.
Ping-Ching Hsu, Ph.D.
Donald Johann, M.D.
Darin Jones, Ph.D.
Se-Ran Jun, Ph.D.
David Nelsen, M.D.
Yasir Rahmatallah, Ph.D.
Shradda Thakar, Ph.D.

ASSISTANT PROFESSORS

Michael Bauer, Ph.D.
Meenakshisundaram Balasubramaniam, Ph.D.
Brendan A. Frett, Ph.D.
Tamer Kaoud, Ph.D.
Sanja Novak, Ph.D.
Rupack Pathak, Ph.D.
Amanda Stolarz, Ph.D.

NON-UAMS GRADUATE FACULTY

Richard Beger, Ph.D., NCTR
John Bowyer, Ph.D., NCTR
Barbara Clancy, Ph.D., UCA
Hong Fang, Ph.D., NCTR
Huixia Hong, Ph.D., NCTR
Zhichao Liu, Ph.D., NCTR
Tucker Patterson, Ph.D., NCTR
William Slikker, Ph.D., NCTR
Weida Tong, Ph.D., NCTR
Joshua Xu, 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 https://ualr.edu/gradschool/ or by calling 501-916-3206. 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:

Biology/Chemistry/Genetics

A junior-level, life science course equivalent to UALR's BIOL 30883 Genetics.

Statistics
A junior-level, calculus-based course equivalent to UALR's STAT 3552 Applied Statistics I.

Programming
Some programming experience: a sophomore-level introduction to Java programming equivalent to UALR's IFSC 20003 Object-Oriented Technology course is preferred.

Databases
A junior-level course equivalent to UALR's IFSC 32003 Database Concepts is recommended.

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, 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 54504 Bioinformatics Theory and Applications.
BIOL 54584 Biometry or BIOS 50133 Biostatistics
BIOL 51784 Molecular Biology
CPSI 77303 Artificial Intelligence or CPSI 77503 Machine Learning or CPSI 78503 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 79301 Biosciences and Bioinformatics Seminar (for two semesters)
BINF 74501 Lab Rotation (for two semesters)
BINF 75654 Master's Capstone Project or BINF 75554 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 a closely related field. After these requirements have been completed, the student may then apply for admission into the Ph.D. Program. The completion of the Ph.D. program requires a minimum of two credit hours of the BINF 79301 Bioinformatics Seminar, a minimum of 32 credit hours of research, and the successful defense of the student's dissertation research. Students completing the M.S. degree in bioinformatics or its equivalent at another institution may be admitted directly into the Ph.D. program but may need to complete additional course work to cover all four cores of the UALR/UAMS M.S. degree program.

Within the first six months of entering the Ph.D. Program, students must have approved Advisory Committees and defend their dissertation proposals. The dissertation proposal should be written according to standard grant format as would be used for submitting proposal to NIH or NSF. The approved Advisory Committee must consist of a minimum of four participating UALR/UAMS faculty members, plus one external advisor.

UAMS Courses Applicable to the Joint UALR/UAMS Bioinformatics Program

BIOC 51033	**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 50133	**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 52103	**Biostatistics II**: 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.
BINF 61033	**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 61043	**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 62233	**Biostatistics III**: 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.
NBDS 51033	**Cell Biology**: The structure and function of cells and cellular organelles with particular attention to how these interact in larger units of organization.
PHYO 51093	**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 6120V	**Special Topics in Biochemistry**: Genetics of Human Diseases
BIOC 6120V	**Special Topics in Biochemistry:** Proteomics
PATH 61103	**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
Mathias Brochhausen, Ph.D., Vice Chair for Academic Programs and Faculty Development
Horacio Gomez-Acevedo, Ph.D., Academic Program Director
Crystin Mullins, M.S., Education Program Manager
UAMS, 4301 West Markham, Slot 782, Little Rock, AR 72205; 501-603-1766

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

PROFESSORS
Fred Prior, Ph.D.
Feliciano Pele Yu, M.D., MS
Linda Larson-Prior, Ph.D.
Mathias Brochhausen, Ph.D.
Donald Johann, Jr., M.D., M.S.
Intawat Nookaew, Ph.D.

ASSOCIATE PROFESSORS
Cody Ashby, Ph.D.
Michael Bauer, Ph.D.,
Jonathan Bona, Ph.D.
Galina Glazko, Ph.D.
Horacio Gomez-Acevedo, Ph.D.
Melody Greer, Ph.D.
Se-Ran Jun, Ph.D.
Michael Robeson, Ph.D.
Yasir Rahmatallah, Ph.D.
Joseph Sandford, M.D.
Lawrence Tarbox, Ph.D.

Christopher Wardell, Ph.D.

ASSISTANT PROFESSORS

Ahmad Baghal, M.D., M.S.
Cari A. Bogulski, Ph.D.

Degrees Conferred:

Graduate Certificate, 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 https://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 Doctor of Philosophy. This application is not required for UAMS Biomedical Informatics Master of Science students who are entering the UAMS Biomedical Informatics Doctor of Philosophy program.

Requirements for the Graduate Certificate, Master of Science, and Doctor of Philosophy:

1. Current CV/Resume.
2. 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 an institutionally 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. Letters of recommendation: Certificate applicants are required to submit one letter of recommendation, while M.S. and Ph.D. applicants are required to submit three letters. Letters should be from individuals who can speak to the applicant's academic experience, research potential, aptitude for advanced computational coursework, and ability to think abstractly about 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.

Additional Requirements for Admission of International Students:

1. TOEFL or IELTS scores: 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 an institutionally 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. Affidavit of Support: 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.

UAMS Biomedical Informatics Graduate Programs

The minimum requirements for each of the programs offered by DBMI are:

Graduate Certificate (CERT) ≥ 15 hours
Master's Degree (MS) ≥ 36 hours
Doctoral Degree (PhD) ≥ 55 hours

NOTE: *The doctoral degree is awarded to students who complete a minimum of 72 graduate semester credit hours beyond the bachelor's degree as required by the Arkansas Department of Higher Education (ADHE). Students with no previous graduate credit will be required to complete additional hours beyond the 55-credit hour minimum that are required for the degree to fulfill the ADHE requirement.*

Biomedical Informatics Graduate Certificate Coursework

- **Introduction Courses (Background and Core Courses):** 3-13 hours
- **Practicum Project:** 2 hours
- **Electives:** 0-10 hours

Certificate coursework consists of a combination of introductory and elective courses selected by the student and the student's advisor to meet the educational goals. The practicum project gives the opportunity to apply the acquired knowledge into a guided short-term research or application project in Biomedical Informatics.

Certificate Curriculum

Introduction Courses: ..... (3-13 hours)

These courses are intended to provide the appropriate terminology and knowledge background within the three fundamental skillsets of Biomedical Informatics: Medical/Biologic Science, Data/Logic Science, and Computational Science.

BMIG 50103 Information Modelling – From Data to Knowledge .....(3 hrs)
BMIG 50203 Introduction to Biomedical Informatics.....(3 hrs)
BMIG 50303 Computational Methods for Informaticists .....(3 hrs)
BMIG 51002 Foundations of Biomedical Informatics: Translational Bioinformatics.....(2 hrs)
BMIG 51102 Foundations of Biomedical Informatics: Clinical Information .....(2 hrs)
BMIG 51202 Foundations of Biomedical Informatics: Population Health Information.....(2 hrs)

Project Rotation:..... (2 hours)

This course aims to provide hands-on experience in either research or practice of Biomedical Informatics.

BMIG 50402 Project Rotation in Biomedical Informatics .....(2 hrs)

Electives: ..... (0-10 hours)

BMIG 50603 Anatomy for Imaging.....(3 hrs)
BMIG 50801 Clinical Data Standards .....(1 hr)
BMIG 51303 Clinical Imaging Informatics .....(3 hrs)
BMIG 51403 Bioconductor for Genomic Scale Data.....(3 hrs)
BMIG 51801 Biomedical Informatics R & A Seminar .....(1 hr)
BMIG 52003 Genomics and Metagenomics .....(3 hrs)
BMIG 52103 User Interface Design and Data Visualization.....(3 hrs)
BMIG 52203 Introduction to Bioinformatics for Cancer Genomics.....(3 hrs)
BMIG 52303 Biomedical Ontologies..... (3 hrs)
BMIG 60104 Clinical Trial Data Management.....(4 hrs)
BMIG 60103 Database Systems and Data Warehousing.....(3 hrs)
BMIG 60201 Healthcare Informatics of Quality and Pt. Safety .....(1 hr)
BMIG 60303 Natural Language Processing in Biomedical Informatics.....(3 hrs)
BMIG 60603 Research Design .....(3 hrs)
BMIG 61002 Clinical Decision Support .....(2 hrs)
BMIG 61003 Comparative Microbial Genomics .....(3 hrs)
BMIG 62003 Machine Learning for Biomedical Informatics.....(3 hrs)
BMIG 62033 Fundamentals of the Human Microbiome .....(3 hrs)
BMIG 62042 Genomic Surveillance of Antimicrobial Resistance.....(1 hr)
BMIG 62063 Research Imaging Informatics .....(3 hrs)
BMIG 62083 Neuroimaging Informatics and Connectomics .....(3 hrs)
BMIG 62092 Teaching, Learning, and Instructional Practice.....(2 hrs)
BMIG 5170V Special Topics .....(variable hrs)

UAMS Electives:

BIOS 50133 Biostatistics I .....(3 hrs)
BIOS 51131 Computing with R I (R1) Lab for Biostatistics I .....(1 hr)
BIOS 52103 Biostatistics II: Advanced Linear Models (B2) .....(3 hrs)
BIOS 52001 Biostatistics Computing with R II (R2) .....(1 hr)
BIOS 52233 Biostatistics III: Multivariate Analysis & Linear Models (B3).....(3 hrs)

PHAR 51171 Scientific Communication and Ethics I.....(1 hr)
PHAR 51191 Scientific Communication and Ethics II.....(1 hr)
PHAR 51201 Scientific Communication and Ethics III.....(1 hr)
PHAR 51231 Scientific Communication and Ethics IV.....(1 hr)
EPID 51103 Epidemiology.....(3 hrs)
REGS 51073 Design and Management of Clinical Trials .....(3 hrs)

Biomedical Informatics Master's Coursework

- **Biomedical Informatics Background Courses**: 0-9 hours
- **Biomedical Informatics Core Courses:** 6 hours
- **Biomedical Informatics Project Rotations:** 4 hours
- **Seminar:** 1 hour
- **Directed Research:** ≥6 hours for thesis; 3 hours for capstone (Professional MS only)
- **Research Methods and Conduct:** 3-4 hours
- **Electives:** 6-16 hours

Master's coursework consists of a combination of Background and Core Courses in Biomedical Informatics selected by the student and the student's advisor to meet the educational goals. Project Rotations aim to expose the student to practices and research in different areas of Biomedical Informatics. Students must complete courses that expose them to research, scientific communication, and ethics.

Master's Curriculum

Background Courses: .....(0-9 hours)

These courses are intended to provide the appropriate terminology and knowledge background within the three fundamental skillsets of Biomedical Informatics. Medical/Biologic Science, Data/Logic Science, and Computational Science. Upon admission, students with strong background in these areas are allowed an opportunity to test out of any of these three classes.

BMIG 50103 Information Modelling – From Data to Knowledge.....(3 hrs)
BMIG 50203 Introduction to Biomedical Informatics.....(3 hrs)
BMIG 50303 Computational Methods for Informaticists.....(3 hrs)

Core Courses:.....(6 hours)

BMIG 51002 Foundations of Biomedical Informatics: Translational Bioinformatics.....(2 hrs)
BMIG 51102 Foundations of Biomedical Informatics: Clinical Information .....(2 hrs)
BMIG 51202 Foundations of Biomedical Informatics: Population Health Information.....(2 hrs)

Project Rotations: .....(4 hours)

This course aims to provide hands-on experience in either research or practice in a specific area of Biomedical Informatics.

BMIG 50402 Project Rotation in Biomedical Informatics.....(2 hrs)

DBMI Seminar:.....(1 hour)

This seminar provides exposure to current research and application in Biomedical Informatics and the faculty, trainees, and other experts conducting it.

BMIG 51801 Research and Application Seminar (1 hour required) .....(1 hr)

Directed Research:.....(3-6 hours)

Master's students have the option to pursue either a Thesis-based Master's degree (6 credit of Thesis hours required) or a Professional Master's degree (Capstone Project 3 credit hours).

BMIG 5800V Thesis Research (MS Thesis option 6 hrs required).....(variable hrs)
BMIG 58103 Capstone Course (Professional Master's required).....(3 hrs)

Research Methods and Conduct:.....(3-4 hours)

Courses aim to provide necessary background to conduct scientific research.

BIOS 50133 Biostatistics I (B1).....(3 hrs)
BIOS 51131 Computing with R I (R1) Lab for Biostatistics I .....(1 hr)
BIOS 52103 Biostatistics II: Advanced Linear Models (B2) .....(3 hrs)
BIOS 52001 Biostatistics Computing with R II (R2) .....(1 hr)
BIOS 52233 Biostatistics III: Multivariate Analysis & Linear Models (B3) .....(3 hrs)
PHAR 51171 Scientific Communication and Ethics I .....(1 hr)
PHAR 51191 Scientific Communication and Ethics II .....(1 hr)
PHAR 51201 Scientific Communication and Ethics III .....(1 hr)

PHAR 51231 Scientific Communication and Ethics IV .....(1 hr)

Electives: .....(6-16 hours)

BMIG 50603 Anatomy for Imaging.....(3 hrs)
BMIG 50701 Introduction to Biological Network Analysis .....(1 hr)
BMIG 50801 Clinical Data Standards .....(1 hr)
BMIG 51303 Clinical Imaging Informatics .....(3 hrs)
BMIG 51403 Bioconductor for Genomic Scale Data.....(3 hrs)
BMIG 51801 Biomedical Informatics R & A Seminar .....(1 hr)
BMIG 52003 Genomics and Metagenomics .....(3 hrs)
BMIG 52103 User Interface Design and Data Visualization.....(3 hrs)
BMIG 52203 Introduction to Bioinformatics for Cancer Genomics.....(3 hrs)
BMIG 52303 Biomedical Ontologies..... (3 hrs)
BMIG 60104 Clinical Trial Data Management.....(4 hrs)
BMIG 60103 Database Systems and Data Warehousing.....(3 hrs)
BMIG 60201 Healthcare Informatics of Quality and Pt. Safety .....(1 hr)
BMIG 60303 Natural Language Processing in Biomedical Informatics.....(3 hrs)
BMIG 60603 Research Design .....(3 hrs)
BMIG 61002 Clinical Decision Support .....(2 hrs)
BMIG 61003 Comparative Microbial Genomics .....(3 hrs)
BMIG 62003 Machine Learning for Biomedical Informatics.....(3 hrs)
BMIG 62033 Fundamentals of the Human Microbiome .....(3 hrs)
BMIG 62042 Genomic Surveillance of Antimicrobial Resistance.....(1 hr)
BMIG 62063 Research Imaging Informatics .....(3 hrs)
BMIG 62083 Neuroimaging Informatics and Connectomics .....(3 hrs)
BMIG 62092 Teaching, Learning, and Instructional Practice.....(2 hrs)
BMIG 5170V Special Topics .....(variable hrs)
BMIG 6207V Research.....(variable hrs)

UAMS Electives:

PHAR 51171 Scientific Communication and Ethics I.....(1 hr)
PHAR 51191 Scientific Communication and Ethics II.....(1 hr)
PHAR 51201 Scientific Communication and Ethics III.....(1 hr)
PHAR 51231 Scientific Communication and Ethics IV.....(1 hr)

Biomedical Informatics Doctoral Coursework

- **Biomedical Informatics Background Courses:** 0-9 hours
- **Biomedical Informatics Core Courses:** 6 hours
- **Biomedical Informatics Project Rotations:** 4 hours
- **DBMI Seminar:** 3 hours
- **Directed Research:** ≥18 hours
- **Research Methods and Conduct**: 0-7 hours
- **Electives:** 8-17 hours

Doctoral coursework consists of a combination of Background and Core Courses in Biomedical Informatics selected by the student and the student's advisor to meet the educational goals. Project Rotations aim to expose the student to practices and research in different areas of Biomedical Informatics. Students must complete courses that expose them to research, scientific communication and ethics. Dissertation hours are allocated to support student's research and are taken after the student successfully completed the candidacy examination.
NOTE: *The doctoral degree is awarded to students who complete a minimum of 72 graduate semester credit hours beyond the bachelor's degree as required by the Arkansas Department of Higher Education (ADHE). Students with no previous graduate credit will be required to complete additional hours beyond the 55-credit hour minimum that are required for the degree to fulfill the ADHE requirement.* ***The Department of Biomedical Informatics allows each student and their advisor to choose courses from any section below to satisfy the additional 17 credit hour requirement.***

Background Courses: .....(0-9 hours)

These courses are intended to provide the appropriate terminology and knowledge background within the three fundamental skillsets of Biomedical Informatics. Medical/Biologic Science, Data/Logic Science, and Computational Science. Upon admission, students with strong background in these areas are allowed an opportunity to test out of any of these three classes.

BMIG 50103 Information Modelling – From Data to Knowledge.....(3 hrs)
BMIG 50203 Introduction to Biomedical Informatics.....(3 hrs)
BMIG 50303 Computational Methods for Informaticists.....(3 hrs)

Core Courses:.....(6 hours)

BMIG 51002 Foundations of Biomedical Informatics: Translational Bioinformatics.....(2 hrs)

BMIG 51102 Foundations of Biomedical Informatics: Clinical Information .....(2 hrs)
BMIG 51202 Foundations of Biomedical Informatics: Population Health Information.....(2 hrs)

Project Rotations: .....(4 hours)

This course aims to provide hands-on experience in either research or practice in a specific area of Biomedical Informatics.

BMIG 50402 Project Rotation in Biomedical Informatics.....(2 hrs)

DBMI Seminar:.....(3 hours)

This seminar provides exposure to current research and application in Biomedical Informatics and the faculty, trainees, and other experts conducting it.

BMIG 51801 Research and Application Seminar (3 hours required).....(1 hr)

Directed Research: ..... (≥18 hours)

Doctoral students must complete at least 18 credit hours of Dissertation Research.

BMIG 6810V Dissertation Research.....(variable hrs)

Research Methods and Conduct:.....(0-7 hours)

Courses aim to provide necessary background to conduct scientific research.

BMIG 60603 Research Design .....(3 hrs)
BMIG 6207V Research.....(variable hrs)
BIOS 50133 Biostatistics I (B1).....(3 hrs)
BIOS 51131 Computing with R I (R1) Lab for Biostatistics I .....(1 hr)
BIOS 52103 Biostatistics II: Advanced Linear Models (B2) .....(3 hrs)
BIOS 52001 Biostatistics Computing with R II (R2) .....(1 hr)
BIOS 52233 Biostatistics III: Multivariate Analysis & Linear Models (B3) .....(3 hrs)
PHAR 51171 Scientific Communication and Ethics I .....(1 hr)
PHAR 51191 Scientific Communication and Ethics II .....(1 hr)
PHAR 51201 Scientific Communication and Ethics III .....(1 hr)
PHAR 51231 Scientific Communication and Ethics IV .....(1 hr)

Electives: .....(8-17 hours)

BMIG 50603 Anatomy for Imaging.....(3 hrs)
BMIG 50701 Introduction to Biological Network Analysis .....(1 hr)
BMIG 50801 Clinical Data Standards .....(1 hr)
BMIG 51303 Clinical Imaging Informatics .....(3 hrs)
BMIG 51403 Bioconductor for Genomic Scale Data.....(3 hrs)
BMIG 51801 Biomedical Informatics R & A Seminar.....(1 hr)
BMIG 52003 Genomics and Metagenomics .....(3 hrs)
BMIG 52103 User Interface Design and Data Visualization.....(3 hrs)
BMIG 52203 Cancer Genomics.....(3 hrs)
BMIG 52303 Introduction to Bioinformatics for Biomedical Ontologies.....(3 hrs)
BMIG 60104 Clinical Trial Data Management.....(4 hrs)
BMIG 60103 Database Systems and Data Warehousing.....(3 hrs)
BMIG 60201 Healthcare Informatics of Quality and Pt. Safety .....(1 hr)
BMIG 60303 Natural Language Processing in Biomedical Informatics.....(3 hrs)
BMIG 60602 Biomedical Informatics Candidacy Exam Preparation .....(2 hrs)
BMIG 60603 Research Design .....(3 hrs)
BMIG 61002 Clinical Decision Support .....(2 hrs)
BMIG 61003 Comparative Microbial Genomics .....(3 hrs)
BMIG 62003 Machine Learning for Biomedical Informatics.....(3 hrs)
BMIG 62033 Fundamentals of the Human Microbiome .....(3 hrs)
BMIG 62042 Genomic Surveillance of Antimicrobial Resistance.....(1 hr)
BMIG 62063 Research Imaging Informatics .....(3 hrs)
BMIG 62083 Neuroimaging Informatics and Connectomics .....(3 hrs)
BMIG 62092 Teaching, Learning, and Instructional Practice.....(2 hrs)
BMIG 5170V Special Topics ..... (variable hrs)
BMIG 6207V Research ..... (variable hrs)

UAMS Electives:

PHAR 51171 Scientific Communication and Ethics I.....(1 hr)
PHAR 51191 Scientific Communication and Ethics II.....(1 hr)
PHAR 51201 Scientific Communication and Ethics III.....(1 hr)

PHAR 51231 Scientific Communication and Ethics IV.....(1 hr)

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 doctoral programs in Biostatistics; however, there is a Master of Public Health with concentration in Biostatistics, and faculty in the Department of Biostatistics are active participants in a number of graduate student thesis/dissertation committees.

PROFESSOR

Amanda L. Golbeck, Ph.D., MA, MA
Deukwoo Kwon, Ph.D.
Reid Landes, Ph.D.
Songthip Ounpraseth, Ph.D.
Paula K. Roberson, Ph.D.
James P. Selig, Ph.D.
D. Keith Williams, Ph.D.

ASSOCIATE PROFESSOR

Milan Bimali, Ph.D.
Andrew Brown, Ph.D.
Ruofei Du, Ph.D.

ASSISTANT PROFESSOR

Aaron Caldwell, Ph.D.
Jing Jin, Ph.D.
Yutian Thompson, Ph.D.
Yumo Xue, 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 PROFESSORS

Tina Maddox, Ph.D., RD, LD
Behjatolah Karbassi, Ph.D.

ASSISTANT PROFESSORS

Lisa Jansen, Ph.D.
Wei Li, Ph.D.
Courtney Fose, M.S., RD, CNSC, FAND
Lesley Jones, MS, RD

NON-UAMS FACULTY

Stephany Parker, Ph.D. (Adjunct Associate Professor)
Josh Phelps, 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 study leading to a Master of Science degree in Clinical Nutrition (MSCN) through the UAMS Graduate School. Two tracks are available: 1) Traditional Track and, 2) Fast Track for Registered Dietitians. The fast track is only available for registered dietitians or students currently

enrolled in a non-degree granting DI program. The traditional track is available for registered dietitians/registered dietitian nutritionists, other health professionals, and graduates of science programs. Completion of the M.S. program will allow dietitians/nutritionists to practice as advanced level practitioners. Other health professionals will gain nutrition knowledge and skills that may be applied within their professional arenas. Graduates of science programs may also use the program to develop research skills in nutrition. Both tracks are offered **100% online.**

Requirements for the Master of Science Degree – Traditional Track

Degree requirements include 18 credit hours of core courses, 12 (thesis option) or 15 (non-thesis option) credit hours of elective courses, and either 6 credit hours of thesis credit or 3 credit hours of research credit (for non-thesis option), for a total of 36 credit hours. A specific plan to fulfill the degree requirements will be prepared for each student in discourse with the assigned departmental program advisor. A written comprehensive examination and an oral defense of thesis (thesis option) or research (non-thesis option) are required in accordance with UAMS Graduate School policy.

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

- 6 credit hours of master's thesis (NUTR 5123V)
- 18 credit hours of core courses
- 12 credit hours of elective courses

Thesis credit hours (NUTR 5123V) are taken over two or more semesters to complete the requirements for a thesis research project. A thesis grade will not be submitted until after the thesis defense has been successfully completed.

The **non-thesis option** consists of 33 credit hours of coursework and 3 credit 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:

- 3 credit hours of research (NUTR 5100V)
- 18 credit hours of core courses
- 15 credit hours of elective courses

Research in Nutrition credit hours (NUTR 5100V) are taken over two or more semesters to complete requirements for a research project. A grade in NUTR 5100V Research in Nutrition will not be submitted until after the project defense has been successfully completed.

Take all 18 credit hours of the following required core courses:

NUTR 51033 Assessment of Nutritional Status (3 credit hours)
NUTR 51043 Nutrition Research and Statistical Methods (3 credit hours)
NUTR 51063 Nutrition and Metabolism: Micronutrients (3 credit hours)
NUTR 51073 Advanced Clinical Nutrition (3 credit hours)
NUTR 51103 Nutrition and Metabolism: Macronutrients (3 credit hours)
NUTR 51133 Nutrition Counseling (3 credit hours)

Choose 12 (thesis option) or 15 (non-thesis option) credit hours from the following elective courses:

NUTR 51053 Principle of Advanced Nutrition Support (3 credit hours)
NUTR 51083 Diet and Cancer Prevention/Promotion (3 credit hours)
NUTR 51143 Geriatric Nutrition (3 credit hours)
NUTR 51153 Pediatric Nutrition (3 credit hours)
NUTR 51163 Nutrition in Health, Wellness and Sports (3 credit hours)
NUTR 51173 Community Nutrition (3 credit hours)
NUTR 5120V Special Topics in Clinical Nutrition (1-3 credit hours)

Requirements for the Master of Science Degree – Fast Track

The fast track is only available for registered dietitians or students currently enrolled in a non-degree granting DI program. Degree requirements include 12 credit hours of core courses, 15 credit hours of elective courses, and 3 hours of research credit (non-thesis) for a total of 30 credit hours. A specific plan to fulfill the degree requirements will be prepared for each student in discourse with the assigned departmental program advisor. A written comprehensive examination and an oral defense of a capstone project are required in accordance with UAMS Graduate School policy.

Research in Nutrition credit hours (NUTR 5100V) are taken over two semesters to complete the requirements for a nutrition capstone project. A grade in NUTR 5100V Research in Nutrition will not be submitted until after the project defense has been successfully completed.

Take all 12 credit hours of the following required core courses:

NUTR 51033 Assessment of Nutritional Status (3 credit hours)
NUTR 51043 Nutrition Research and Statistical Methods (3 credit hours)
NUTR 51063 Nutrition and Metabolism: Micronutrients (3 credit hours)
NUTR 51103 Nutrition and Metabolism: Macronutrients (3 credit hours)

Chose 15 credit hours from the following elective courses:

NUTR 51053 Principle of Advanced Nutrition Support (3 credit hours)
NUTR 51083 Diet and Cancer Prevention/Promotion (3 credit hours)
NUTR 51143 Geriatric Nutrition (3 credit hours)
NUTR 51153 Pediatric Nutrition (3 credit hours)
NUTR 51163 Nutrition in Health, Wellness and Sports (3 credit hours)
NUTR 51173 Community Nutrition (3 credit hours)

Program Admission Requirements

Admission to the MSCN degree program includes the completion of a baccalaureate degree and other requirements of the UAMS Graduate School. Applicants must apply for admission through the UAMS Graduate School.
MSCN program requirements include:

- Dietetic Internship Verification statement or, if student is currently enrolled in a non-degree granting DI program, a letter from the DI program director stating that the student is currently enrolled
- Official transcripts from every college or university attended
- Cumulative grade point average (GPA) of at least 2.85 on a 4.0 scale
- 3 reference letters (preferably, 2 from an undergraduate or post-baccalaureate professor, and 1 from an employer)
- Curriculum Vitae (CV) or Resume
- A Statement of Purpose, limited to 1,000 words, addressing:
    - Reason for interest in the program
    - Experiences preparatory and relevant to success in this program
    - Short-term professional goals
    - Long-term professional goals

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 in the traditional track. Three basic prerequisite courses or their equivalent are required for admission including:

- Basic human nutrition
- Biochemistry in nutrition science or physiological chemistry
- Medical nutrition therapy* (or diet in disease).

*For deficient students, this course is offered online through the Department of Dietetics and Nutrition.

CLINICAL AND TRANSLATIONAL SCIENCES (CTS)

Mathias Brochhausen, Ph.D., Program Director
Crystin Mullins, M.S., Education Program Manager
4301 West Markham Street, #782, Little Rock, AR 72205, 501-603-1765

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

PROFESSORS

Aline Andres, Ph.D.
Mathias Brochhausen, Ph.D.
Shelley E. Crary, M.D.
Edgar Garcia-Rill, Ph.D.
Terry Harville, M.D., Ph.D.
Laura James, M.D.
Bradley C. Martin, Pharm.D., Ph.D.
Robert E. McGehee, Jr., Ph.D.
Donald W. Mock, M.D., Ph.D.
Mayumi Nakagawa, M.D., Ph.D.
Alison Oliveto, Ph.D.
C. Matthew Quick, M.D.
Mario Schootman, Ph.D.
Maria Schuller Almeida, Ph.D.
Sara Shalin, M.D., Ph.D.

Anna J. Radominska-Pandya, Ph.D.
Billy Thomas, M.D., M.P.H.

Associate Professors
Corey Hayes, Ph.D.
Corey Nagel, Ph.D., MPH, RN

ASSISTANT PROFESSORS
Jonathan Bona, Ph.D.
Stewart MacLeod, Ph.D.
Jeffery Moran, Ph.D.

Clinical and Translational Sciences Program Requirements
The M.S. program is open to individuals who hold a bachelor's degree, master's degree, or advanced biomedical degree, such as an M.D., D.O., R.N., Pharm.D., MPH, DPH, or Ph.D.

The Ph.D. program is open to individuals who hold a master's degree or an advanced biomedical degree, such as an M.D., D.O., R.N., Pharm.D., MPH, DPH, or Ph.D.

The Clinical and Translational Sciences Program Overview
This program 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. The program offers master's (both thesis and non-thesis options) and Ph.D. programs.

The Clinical and Translational Sciences 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 from several different colleges at UAMS, 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: BMIG, see Biomedical Informatics; BIOS, see Biostatistics; HBHE, see Health Systems Research; NURS, see Nursing Science; HPMT, see Public Health; PHAR, see Pharmacology; PSCI, see Pharmaceutical Sciences.

Course numbers and descriptions for the CTS graduate program can be found at the end of this catalog section.

CTS Curriculum Overview:
Curriculum for M.S. and Ph.D. students

Course Category	Credits	
	M.S.	**Ph.D.**
Core	14	14
Seminar	1	≥4 (max 10)
Research	6	12-18
Group A	≥3	≥3
Group B	≥3	≥3
Group C	≥1	≥1
Research Area* Elective	0	≥9
Thesis/Dissertation	6	18
Total	**36**	**72**
*: A research area can be from either one of the groups of A, B, and C, or an area under approval.		

Requirements for the CTS Master of Science Degree

CTS Core Courses (14 credits):

- BIOS 50133 Biostatistics I, 3 credits
- EPID 51103 Epidemiology I, 3 credits
- BMIG 50103 Information Modelling – From Data to Knowledge, 3 credits
- PHAR 51201 Sci. Comm Ethics III, 1 credit
- PHAR 51231 Sci. Comm Ethics IV, 1 credit
- REGS 51073 Design & Management of Clinical Trials, 3 credits

CTS Seminar (1 credit):

- IBSD 5110V Seminar, 1 credit

CTS Research (6 credits):

- IBSD 58102-001, MS-CTS Mentored Research, 2 credits
- IBSD 58102-002, MS-CTS Mentored Research, 2 credits
- IBSD 58102-003, MS-CTS Mentored Research, 2 credits

CTS Thesis OR Non-Thesis (6 credits):

- M.S. – Non-Thesis Option: IBSD 5830V, MS-CTS Capstone, 6 credits
  - Students must pass a comprehensive examination after the completion of course work. A candidacy exam may be substituted with written permission from the Dean.
- M.S. – Thesis Option: IBSD 5150V Thesis, 6 credits
  - Students 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.

CTS Electives (≥7 credits):

Group A – Clinical Study, Practice, Management and Regulation Courses (≥ 3 credits)

- PSCI 51243 US Healthcare System (3 Credits)
- REGS 61003 Good Regulatory Practices (3 Credits)
- REGS 60133 FDA Regulations (3 Credits)

Group B – Study Design and Research Method Courses (≥ 3 credits)

- EPID 53203 Epidemiology II (3 Credits)
- EPID 52243 Clinical Trials (3 Credits)
- HBHE 51053 Introduction to Research Methods in Public Health (3 Credits)
- NURS 51003 Research Methodology (3 Credits)
- PSCI 51193 Applied Research Methods Using Retrospective Data Resources (3 Credits)
- HPMT 63133 Advanced Methods in Health Services Research (3 Credits)

Group C – Required Computation Courses (≥ 1 credit)

- BIOS 51131 Biostatistics Computing with R 1 (1 Credit)
- BIOS 52133 Biostatistics Computing with SAS I (3 Credits)
- BMIG 50303 Computational Methods in Biomedical Informatics (3 Credits)
- BMIG 52103 User Interface Design and Data Visualization (3 Credits)
- HPMT 53353 Data Visualization for Healthcare Analytics (3 Credits)
- HPMT 53363 Data Mining in Healthcare (3 Credits)

Requirements for the CTS Doctor of Philosophy Degree

CTS Core Courses (14 credits):

- BIOS 50133 Biostatistics I, 3 credits
- EPID 51103 Epidemiology I, 3 credits
- BMIG 50103 Information Modelling – From Data to Knowledge, 3 credits
- PHAR 51201 Sci. Comm Ethics III, 1 credit
- PHAR 51231 Sci. Comm Ethics IV, 1 credit
- REGS 51073 Design & Management of Clinical Trials, 3 credits

CTS Seminar (≥4 credits; maximum 10 credits):

- IBSD 5110V Seminar, 1 credit

CTS Research (12-18 credits):

- IBSD 58102-001, MS-CTS Mentored Research, 2 credits
- IBSD 58102-002, MS-CTS Mentored Research, 2 credits
- IBSD 58102-003, MS-CTS Mentored Research, 2 credits

CTS Dissertation (≥18 credits):

- Students must pass the candidacy exam
- **Enroll in IBSD 6200V, Dissertation Research, Variable credits**
  - Ph.D. students must enroll in a minimum of 1 credit hour of dissertation per semester until graduation as outlined in the UAMS Academic Catalog.

CTS Electives (≥16 credits):

Group A – Clinical Study, Practice, Management and Regulation Courses (≥3 credits)

- PSCI 51243 US Healthcare System (3 Credits)
- REGS 61003 Good Regulatory Practices (3 Credits)
- REGS 60133 FDA Regulations (3 Credits)

Group B – Study Design and Research Method Courses (≥3 credits)

- EPID 53203 Epidemiology II (3 Credits)
- EPID 52243 Clinical Trials (3 Credits)
- HBHE 51053 Introduction to Research Methods in Public Health (3 Credits)
- NURS 51003 Research Methodology (3 Credits)
- PSCI 51193 Applied Research Methods Using Retrospective Data Resources (3 Credits)
- HPMT 63133 Advanced Methods in Health Services Research (3 Credits)

Group C – Required Computation Courses (≥1 Credit)

- BIOS 51131 Biostatistics Computing with R 1 (1 Credit)
- BIOS 52133 Biostatistics Computing with SAS I (3 Credits)
- BMIG 50303 Computational Methods in Biomedical Informatics (3 Credits)
- BMIG 52103 User Interface Design and Data Visualization (3 Credits)
- HPMT 53353 Data Visualization for Healthcare Analytics (3 Credits)
- HPMT 53363 Data Mining in Healthcare (3 Credits)

Research Area Electives (≥9 Credit)

- PSCI 51243 US Healthcare System (3 Credits)
- REGS 61003 Good Regulatory Practices (3 Credits)
- REGS 60133 FDA Regulations (3 Credits)
- EPID 53203 Epidemiology II (3 Credits)
- EPID 52243 Clinical Trials (3 Credits)
- HBHE 51053 Introduction to Research Methods in Public Health (3 Credits)
- NURS 51003 Research Methodology (3 Credits)
- PSCI 51193 Applied Research Methods Using Retrospective Data Resources (3 Credits)
- HPMT 63133 Advanced Methods in Health Services Research (3 Credits)
- BIOS 51131 Biostatistics Computing with R 1 (1 Credit)
- BIOS 52133 Biostatistics Computing with SAS I (3 Credits)
- BMIG 50303 Computational Methods in Biomedical Informatics (3 Credits)
- BMIG 52103 User Interface Design and Data Visualization (3 Credits)
- HPMT 53353 Data Visualization for Healthcare Analytics (3 Credits)
- HPMT 53363 Data Mining in Healthcare (3 Credits)

Major Doctoral Advisor and Advisory Committee Selection:
By the beginning of the second year, Ph.D. students in the CTS program select a mentor/major doctoral advisor. Any faculty member of the UAMS Graduate Faculty is eligible to serve as an advisor as long as the faculty member is a member of the CTS program or is eligible to be added as faculty of the CTS program and has an active, funded research program in clinical and translational sciences, subject to approval by the CTS Program 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 advisor), at least 3 of which must be members of the CTS program. 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.

Dissertation Guidelines:
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 doctoral advisor. Related material presented in the students' coursework may be included in the oral portion of the examination.

After attaining candidacy, Ph.D. students 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 IBSD 6200V Dissertation Research and complete a doctoral dissertation based on original laboratory research 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.

CTS Degree Requirements:
Other graduate-level courses may be substituted with prior approval of the Program Director.

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

Students are responsible for meeting the requirements of the CTS graduate program and all other University requirements and deadlines for the M.S. and Ph.D. degree program.

PH.D. IN COMMUNICATION SCIENCES AND DISORDERS - CSDPHD

Note: This program is currently not accepting students.

Samuel Atcherson, Ph.D., Graduate Program Director
UAMS, 4301 W. Markham Street, Little Rock, Arkansas, 72204, 501-526-4487

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

PROFESSORS
Samuel Atcherson, Ph.D., UAMS

ASSOCIATE PROFESSORS
Greg Robinson, Ph.D., UAMS
Dana Moser, Ph.D.
Natalie Benafield, Au.D.

ASSISTANT PROFESSORS
Andrea Toliver-Smith, Ph.D.
Caitlin Price, Ph.D.

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 their 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 their cumulative grade point average to the minimum of 3.00, they 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.

Environmental Health Sciences (Ph.D.)

Gunnar Boysen, Ph.D., Program Director
4301 West Markham Street, #820, Little Rock, AR 72205, 501-526-6614

The Faculty
Research interests of the faculty may be viewed through the program link at the Graduate School website.

PROFESSORS
Igor Koturbash, MD, Ph.D.
Gunnar Boysen, Ph.D.

ASSOCIATE PROFESSORS
Ping-Ching Hsu, Ph.D.
Mitchell McGill, Ph.D.

ASSISTANT PROFESSORS
Rachel Hale, Ph.D., MS
Shelbie Stahr, PhD

INSTRUCTORS
Scott Alsbrook, MS
Christopher Fettes, MA
Eryn Matich, Ph.D.

The Ph.D. in Environmental Health Sciences is for applicants interested in conducting advanced research in environmental health sciences or teaching environmental health sciences 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 54 semester credit hours and practice in research, on campus. An additional 1-3 years is usually expected for completing the dissertation research. Research interests of the faculty may be viewed through the program link at the Graduate School website.

Admission:
See the Fay W. Boozman College of Public Health website under Future Students > How to Apply.

Required Courses:
Academic Integrity Training Requirement: All students in the COPH must adhere to the highest standards of professional and ethical conduct. Among these standards is the recognition that student written work must be original and appropriately cited. In order to facilitate understanding of this standard, all COPH students must complete the online course "**How to Recognize Plagiarism: Tutorials**." The hyperlinks to this tutorial and certification exam were provided to you in your acceptance packet. You may also contact the COPH Office of Student Affairs or your designated faculty advisor for more information. Upon completion of the certification test, please email the certificate to your designated faculty advisor and the COPH Office of Student Affairs at COPHOffice@uams.edu. Requirement approval date: 09.02.2020.

Writing Milestone Requirement: All degree-seeking 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 PBHL 50000 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.

IPE Curriculum Requirement: All COPH degree-seeking students are required to complete the UAMS Quadruple 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 Student Affairs or visit the UAMS IPE website. Requirement approval date: 2015.

ENVIRONMENTAL HEALTH SCIENCES (REQUIRED) – 14 Credit Hours		**Credits**	**Grade**	**Year**	**Semester**
PBHL 50033	Introduction to Public Health	3			
ENVH 51003	Environmental Health Sciences	3			
ENVH 62103	Applied Knowledge in Environmental Health	3			
ENVH 63003	Principles of Toxicology for Public Health	3			
ENVH 63001[a]	Environmental Health Science Seminar	1			
ENVH 63001[a]	Environmental Health Science Seminar	1			
FUNDAMENTAL BIOLOGICAL SCIENCES (REQUIRED) – 7 Credit Hours		**Credits**	**Grade**	**Year**	**Semester**
IBSD 61037	Foundations in Biomedical Sciences	7			

SCIENTIFIC COMMUNICATION (REQUIRED) – 9 Credit Hours		Credits	Grade	Year	Semester
PHAR 51171	Scientific Communication and Ethics I	1			
PHAR 51191	Scientific Communication and Ethics II	1			
HBHE 64363	Communication for Public Health Leaders	3			
PBHL 64373	Grantsmanship and the Peer Review Process	3			
IBSD 5110V	Seminar	1			
RESEARCH METHODOLOGY (REQUIRED) – 10 Credit Hours		**Credits**	**Grade**	**Year**	**Semester**
PBHL 64381	Fundamentals of Research	1			
BIOS 50133	Biostatistics I	3			
BIOS 62133	Biostatistics II	3			
ENVH 64103	Geographic Information Systems in Public Health	3			
ELECTIVES/SELECTIVES – 6 Credit Hours		**Credits**	**Grade**	**Year**	**Semester**
EPID 51103	Epidemiology I	3			
EPID 63243	Genomic/Genetic Epidemiology	3			
EPID 63353	Molecular Epidemiology	3			
ENVH 53103	Climate Change and Public Health	3			
ENVH 54003	Public Health Microbiology	3			
ENVH 6601V	Environmental Health Science Research	3			
PRE-CANDIDACY RESEARCH (REQUIRED) – 11 Credit Hours		**Credits**	**Grade**	**Year**	**Semester**
ENVH 6601V	Environmental Health Science Research	11			
COMPREHENSIVE/QUALIFYING EXAMS – MILESTONE		**P/F**	**Grade**	**Year**	**Semester**
	Candidacy Exam				
DISSERTATION (REQUIRED) – 18 Credit Hours		**Credits**	**Grade**	**Year**	**Semester**
PBHL 6999V	Dissertation Research	18			

MILESTONE	Date
Comprehensive/qualifying exam passed	
Oral defense of dissertation proposal passed	
Oral defense of dissertation passed	

SUBSTITUTIONS (Attached approval paperwork		Credits	Grade	Year	Semester

[a]*The content of this course varies by semester.*

MINIMUM TOTAL HOURS = 75

Epidemiology (PhD)

Mohammed Orloff, Ph.D., M.S., Program Director
4301 West Markham Street, #820, Little Rock, AR 72205, 501-526-6614

The Faculty

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

PROFESSORS

Wendy Nembhard, Ph.D., MPH, FACE
Benjamin C. Amick III, Ph.D.
Mario Schootman, Ph.D.
Aaron Wendelboe, Ph.D.
Yong Zhu, Ph.D.

ASSOCIATE PROFESSORS

Susan Emmett, M.D.
Dirk Haselow, M.D., Ph.D.
Nithya Neelakantan, Ph.D.
Mohammed S. Orloff, Ph.D., M.S.

Yong-Moon ("Mark") Park, M.D., MS, Ph.D.
Bala Simon, M.D., MPH, Dr.PH.

ASSISTANT PROFESSORS

Jaimi Allen, Ph.D.
Brian J. Fairman, Ph.D.
Katelyn Hall, Ph.D.
Austin Porter, Dr.PH.
Shams Rahman, Ph.D.
Aniruddha B. Rathod, PhD, MPH, MBBS
Rutu A. Rathod, PhD, MPH, MBBS
Yasser M. Sanad, DVM, MVSc, Ph.D.
Kari Weber, Ph.D.

Instructors

Suman Maity, Ph.D.

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 54 semester credit hours and practice in research, on campus. An additional 1-3 years is usually expected for completing the dissertation research.

Admission:
See the Fay W. Boozman College of Public Health website under Future Students > How to Apply.

Required Courses:
Academic Integrity Training Requirement: All students in the COPH must adhere to the highest standards of professional and ethical conduct. Among these standards is the recognition that student-written work must be original and appropriately cited. In order to facilitate understanding of this standard, all students must complete the online course "How to Recognize Plagiarism: Tutorials" at https://plagiarism.iu.edu/tutorials/ and complete the Certification Test at https://plagiarism.iu.edu/certificationTests/index.html. Upon successful completion of the test, students must provide a copy of the Validation Certificate to the COPH Office of Student Affairs at cophoffice@uams.edu. This requirement must be completed by the first day of classes. Requirement approval date: 09.02.2020.

Writing Milestone Requirement: All degree-seeking 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 PBHL 50000 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. This is a non-credit curriculum requirement. Requirement approval date: 09.02.2020.

IPE Curriculum Requirement: All UAMS degree-seeking students are required to complete the UAMS Quadruple 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 Interprofessional Education or visit our website: https://ipe.uams.edu/. Requirement approval date: 2015.

REQUIRED – 22 Credit Hours		**Credit Hours**	**Grade**	**Year**	**Semester**
EPID 64243	Advanced Epidemiology Methods	4			
EPID 63363	Observational Study Designs	3			
EPID 62243	Clinical Trials	3			
BMIG 51202	Foundations of BMI: Population Health Information	2			
PBHL 64373	Grant Writing	3			
BIOS 52143	Categorical Data Analysis	3			
BIOS 62233	Biostatistics III: Multivariate Analysis & Linear Models	3			
PBHL 64381	Fundamentals of Research	1			
SELECTIVE 1*† – 3 Credit Hours		**Credit Hours**	**Grade**	**Year**	**Semester**
EPID 53253	Epidemiology of Chronic Diseases	3			
EPID 53263	Epidemiology of Infectious Diseases	3			
EPID 61202	Principles and Practice of Public Health Surveillance	3			
SELECTIVE 2*† – 3 Credit Hours		**Credit Hours**	**Grade**	**Year**	**Semester**
EPID 63243	Genomics/Genetic Epidemiology	3			
EPID 63353	Molecular Epidemiology	3			
SELECTIVE 3*† – 3 Credit Hours		**Credit Hours**	**Grade**	**Year**	**Semester**
COPH 63463	Social Determinants of Health	3			

EPID 60001	Instructional Methods and Teaching Practicum	2			
COPH 63033	Community-Based Program Design	3			
PROJECTS AND SEMINARS – 23 Credit Hours		**Credit Hours**	**Grade**	**Year**	**Semester**
COPH 6100V	Directed Study	3			
EPID 5000V	Special Topics in Epidemiology	2			
PBHL 6999V	Dissertation Research (minimum)	18			

MINIMUM TOTAL HOURS = 54

Additional coursework may be taken as needed (not included in the 54-credit minimum)

**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.*

PhD in Epidemiology		
Competency	Course	Assessment
1. Critically appraise the scientific epidemiologic literature.	EPID 6424 3 Advanced Epidemiologic Methods Doctoral Qualifying Examination	Final project: Students submit a publishable Letter to Editor that analyzes and evaluates a recently published article using a rubric (see syllabus). Qualifying Examination: Students are required to appraise selected published epidemiologic studies using a rubric adopted by the faculty prior to the exam.
2. Create a grant proposal for an epidemiologic study with the appropriate study design and methods.	COPH 64373 Grantsmanship and the Peer Review Process Doctoral Qualifying Examination	Final Project: Students formulate a research question and write a complete grant proposal in the NIH F31 pre-doctoral fellowship format that could be submitted for funding consideration. The project is evaluated using NIH scoring. Qualifying Examination: Student are required to select from a list of topics and write a grant proposal for an epidemiologic study. The proposal is evaluated using NIH scoring. Student cannot pass the qualifying examination without passing this take-home portion.
3. Design and deliver a class session in a course in epidemiology while demonstrating proficiency in critical pedagogical concepts.	EPID 60001 Instructional Methods and Teaching Practicum	Lectures: students are required to deliver 3 proficient lectures in methods courses in Epidemiology. These lectures are evaluated by the instructor for EPID 60001 and the instructors of the courses in which they guest lecture using a rubric available on the syllabus.
4. Assess complex epidemiologic information in oral and written form.	EPID 63363 Observational Study Designs	Oral presentations and written documents: Students are required to give oral presentations and prepare written documents that present assessments of epidemiologic studies using a rubric given to the students.
5. Solve epidemiologic or public health problems using advanced epidemiologic theory and methods.	EPID 64243 Advanced Epidemiologic Methods	Midterm and Final Examinations: These examinations test the ability of the student to apply advanced epidemiologic theory and methods to epidemiologic studies. Specifically, students are given scenarios of epidemiologic studies and asked to apply advanced methods regarding the design, analyses, and implementation of the study, while being aware of the strengths and limitations of the methods used. A rubric is used to grade the exams and is given to the students with the examination.

GRADUATE PROGRAM IN INTERDISCIPLINARY BIOMEDICAL SCIENCES (GPIBS)

Karl Boehme, Ph.D., GPIBS Program Director
4301 West Markham Street, #511, Little Rock, AR 72205, 501-686-5189

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 was a reorganization of department-based basic science Ph.D. 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 Ph.D. program complete a core curriculum in the first semester and are encouraged to select a Track before the second semester. Each track has additional course requirements (click on the Track name for more information). Students also participate in three research rotations during the first semester to identify a research mentor. If students do not find a mentor by the end of the semester, they may continue rotating in the second semester. Most of the didactic coursework can be completed in the initial two years of study. At the end of the second year, students take a candidacy exam that includes written and oral components. Successful completion of both components is necessary to officially become a candidate for the doctoral degree. Students will continue to work with their research mentor, and their research project must be defended in written and oral formats before the doctoral degree is awarded. GPIBS Ph.D. students receive support from a stipend provided by the Graduate School during the first two years, after which stipends are shifted to research projects or other sources. The GPIBS tracks and links to the track faculty are listed below.

M.S. students can choose between the thesis and non-thesis options. Those opting for the thesis option must complete and defend a research-based thesis. Students selecting the non-thesis option must pass a written comprehensive examination. A candidacy exam may be substituted with written permission from the Dean of the Graduate School. Stipends are not available to M.S. students. International applicants for this degree are required to provide an Affidavit of Support to be considered.

The following Ph.D. Interdisciplinary Tracks are offered:

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

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

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

1. Application to the 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. The 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. Letters describing the applicant's academic or research qualifications are recommended.
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

The course requirements can be found in the appropriate GPIBS Tracks sections of the catalog according to the course number prefix: BIOC, see Biochemistry and Molecular Biology; BIOS, see Biostatistics; MBIM, see Microbiology and Immunology; NBDS, see Neuroscience; PHAR, see Pharmacology; PHYO, see Cell Biology and Physiology; PATH, see Pathology. 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 Ph.D. Core Curriculum: All Ph.D. GPIBS students Year 1 Fall Semester (10 credit hours):

Year 1—Fall Semester

Course Name	Credits
• Foundations in Biomedical Sciences (IBSD 61037)	7*
• Scientific Communication & Ethics I (PHAR 51171)	1
• GPIBS Seminar (IBSD 5110V Section 2)	1
• GPIBS Research (IBSD 5100V)	1#

All students are encouraged to join a Track before the start of the Spring semester.

GPIBS MS Core Curriculum

The GPIBS MS degree offers a non-thesis option (36 hours of coursework and comprehensive exam) or a thesis option (30 credit hours of coursework plus 6 credit hours of IBSD 5150V Master's Thesis).

M.S.—Non-Thesis Option

1. Students must complete a minimum of 36 semester credit hours made up of the following:
   - 7 credit hours Foundations in Biomedical Sciences (IBSD 61037)
   - 1 credit hour Scientific Communication and Ethics I (PHAR 51171)

- 1 credit hour Scientific Communication and Ethics II (PHAR 51191)
- 3 credit hours Biostatistics I (BIOS 50133)
- GPIBS Seminar (up to 4 credit hours) (IBSD 5110V Section 2)
- Electives (22 credit hours)

2. Students must pass a comprehensive examination after the completion of coursework. A candidacy exam may be substituted with written permission from the Dean of the Graduate School. 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:
   - 7 credit hours Foundations in Biomedical Sciences (IBSD 61037)
   - 1 credit hour Scientific Communication and Ethics I (PHAR 51171)
   - 1 credit hour Scientific Communication and Ethics II (PHAR 51191)
   - 3 credit hours Biostatistics I (BIOS 50133)
   - GPIBS Seminar (up to 4 credit hours) (IBSD 5110V Section 2)
   - 6 credit hours of Master's Thesis Research (IBSD 5150V)
   - Electives (16 credit hours)
2. The student will conduct laboratory research under the direction of a thesis advisor and a 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 coursework (designated with * in the curriculum listing above). These 24 hours do not include research and seminar credits. A minimum of 72 semester credit hours is required for program completion. The GPIBS Interdisciplinary Tracks and/or 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 coursework may be included in the oral portion of the examination. Students are expected to pass the candidacy exam before 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 choose a mentor-advisor and opt to undertake specialized training in a GPIBS Interdisciplinary Track, preferably after semester one. Any faculty member of the UAMS Graduate Faculty is eligible to serve as a major advisor, provided the faculty member belongs to a GPIBS Interdisciplinary Track and has an active, funded research program, subject to approval by the Dean of the Graduate School. After selecting a major advisor, the student and advisor together select a research advisory committee comprising at least five members (including the major advisor). At least three committee members must be from the same Interdisciplinary Track selected by the student. Committee membership must include individuals holding primary appointments in at least two departments at UAMS. The advisory committee will be established and meet before the start of Scientific Communication Ethics III (PHAR 51201) in mid-September.

To ensure flexible interdisciplinary training at UAMS, new GPIBS Interdisciplinary Tracks may be introduced into the GPIBS Graduate Program as dictated by the needs and interests of faculty and students. Please visit the GPIBS website (https://gradschool.uams.edu/prospective-students/programs/graduate-program-in-interdisciplinary-biomedical-sciences) for the most current listing of GPIBS Interdisciplinary Tracks and associated UAMS Graduate Faculty.

Biochemistry and Molecular Biology Track

Track Leader: Dr. Mari Davidson (davidsonmarik@uams.edu)
4301 West Markham Street, #516, Little Rock, AR 72205, 501-686-5196

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

Giulia Baldini, Biochemistry and Molecular Biology
Steven Barger, Geriatrics

Alexei Basnakian, Pharmacology and Toxicology
Michael Birrer, Biochemistry and Molecular Biology
Elisabet Børsheim, Pediatrics and Geriatrics
Gunnar Boysen, Environmental Health Sciences
Marie Burdine, Department of Surgery
Alicia Byrd, Biochemistry and Molecular Biology
Samrat Roy Choudhury, Pediatrics
Mari Davidson, Biochemistry and Molecular Biology
Alan Diekman, Biochemistry and Molecular Biology
Dan Dixon, Biochemistry and Molecular Biology
Eric Enemark, Biochemistry and Molecular Biology
Robert Eoff, Biochemistry and Molecular Biology
Abdelrahman Fouda, Pharmacology and Toxicology
Robert Griffin, Radiation Oncology
Joonas Jamsen, Biochemistry and Molecular Biology
Samantha Kendrick, Biochemistry and Molecular Biology
Brian Koss, Biochemistry and Molecular Biology
Vladimir Lupashin, Physiology and Cell Biology
Angus MacNicol, Neuroscience
Mark Manzano, Microbiology and Immunology
Sayem Miah, Biochemistry and Molecular Biology
Grover Miller, Biochemistry and Molecular Biology
Isabelle Racine Miousse, Biochemistry and Molecular Biology
Tudor Moldoveanu, Biochemistry and Molecular Biology
Roy Morello, Physiology and Cell Biology
Intawat Nookaew, Biomedical Informatics
Melda Onal, Physiology and Biophysics
Craig Porter, Pediatrics
Mohammad Rahman, Biochemistry and Molecular Biology
Kevin Raney, Biochemistry and Molecular Biology
Robert Reis, Geriatrics
Analiz Rodriquez, Neurosurgery
Katie Ryan, Biochemistry and Molecular Biology
Kimberly Stephens, Neuroscience
Alan Tackett, Biochemistry and Molecular Biology
Sean Taverna, Biochemistry and Molecular Biology
Wayne Wahls, Biochemistry and Molecular Biology
Jerry Ware, Physiology and Cell Biology
Patricia Wight, Physiology and Cell Biology
V. Laxmi Yeruva, Pediatrics
Donghoon Yoon, Internal Medicine
Fenghuang (Frank) Zhan, Internal Medicine

Track-Specific Course Requirements:

Year 1 Fall (10 credit hours)
GPIBS Core Curriculum

Year 1 Spring (10 credit hours)
1 credit hour Biochemistry Seminar (BIOC 5105V)
1 credit hour Scientific Communication and Ethics II (PHAR 51191)
3 credit hours Methods in Biomedical and Translational Sciences (BIOC 61093)
3 credit hours Current Trends in Biomedical Sciences (BIOC 51063)
1 credit hour Research in Biochemistry (BIOC 5104V)

Year 1 summer (1 credit hour)
1 credit hour Research in Biochemistry (BIOC 5104V)

Year 2 Fall (9 credit hours)
2 credit hours Biochemistry Seminar (BIOC 5105V)
1 credit hour Scientific Communication and Ethics III (PHAR 51201)
3 credit hours Experimental Design & Quantitative Analysis (PHAR 51433)
3 credit hours Elective and/or Research in Biochemistry (BIOC 5104V), bringing the total to 9 credit hours for the semester
**May take Elective or Research and take Special Topics in Year 2 Spring

Year 2 Spring (9 credit hours)
2 credit hours Biochemistry Seminar (BIOC 5105V)
1 credit hour Scientific Communication and Ethics IV (PCOL 51231)
6 hours elective and/or Research in Biochemistry (BIOC 5104V), bringing the total to 9 credit hours for the semester

Year 2 Summer (1 credit hour)
1 credit hour Research in Biochemistry (BIOC 5104V)
Candidacy Exam (research proposal submitted to committee followed by oral defense)

Year 3 Until Degree Completion
For each remaining Fall and Spring semester (9 credit hours):
2 credit hours of Biochemistry Seminar (BIOC 5105V) excluding summer and the semester in which the student plans to defend.
7 credit hours of Doctoral Dissertation (BIOC 6140V) and/or Research in Biochemistry (BIOC 5104V).

Students must successfully defend their research projects in written and oral format prior to completion of the degree.
A minimum of 72 semester credit hours is required for the GPIBS Ph.D. program completion.

Students must take a total of 4 credit hours of Special Topics in Biochemistry or Electives from outside of 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 – Applied Systems Biology (BIOC 6120V*, 1 credit hour)
Special Topics in Biochemistry – Biology of Cancer (BIOC 61302, 2 credit hours)
Special Topics in Biochemistry – Genome Dynamics (BIOC 6120V, 1 credit hour)
Special Topics in Biochemistry – Proteins and Enzymes (BIOC 6120V, 2 credit hours)
Special Topics in Biochemistry – Proteomics (BIOC 6120V, 2 credit hours)
Special Topics in Biochemistry – Manuscript Preparation (BIOC 6120V, 1 credit hour)
**BIOC 6120V courses offered in the same semester are designated as sections 1, 2, 3, etc.*

For each remaining Summer semester (1 credit hour):
1 credit hour Doctoral Dissertation (BIOC 6140V)

Students must successfully defend their research projects in written and oral format prior to completion of the degree. A minimum of 72 semester credit hours, including 18 credit hours of Doctoral Dissertation (BIOC 6140V), are required for GPIBS Ph.D. program completion.

Cancer Biology Track

Track Leader: Dr. Samantha Kendrick (skendrick@uams.edu)
4301 West Markham Street, Little Rock, AR 72205, (501) 526-5823

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

Michael Bauer, Biomedical Informatics
Marjan Boerma, Pharmaceutical Sciences
Gunnar Boysen, Environmental Health Sciences
Marie Burdine, Surgery
Alicia Byrd, Biochemistry and Molecular Biology
Samrat Roy Choudhury, Pediatrics
Jesus Delgado-Calle, Physiology and Cell Biology
Ruud Dings, Radiation Oncology
Robert Eoff, Biochemistry and Molecular Biology
Craig Forrest, Microbiology and Immunology
Robert Griffin, Radiation Oncology
Ping-Ching Hsu, Environmental Health Sciences
Samantha Kendrick, Biochemistry and Molecular Biology
Brian Koss, Biochemistry and Molecular Biology
Ricky (Yuet-Kin) Leung, Pharmacology and Toxicology
Jia Liu, Microbiology and Immunology
Yong-Chen "William" Lu, Pathology
Angus MacNicol, Neuroscience
Mark Manzano, Microbiology and Immunology
Zhiqiang Qin, Pathology
Mohammad Rahman, Biochemistry and Molecular Biology
Kevin Raney, Biochemistry and Molecular Biology
Katie Ryan, Biochemistry and Molecular Biology

Alan Tackett, Biochemistry and Molecular Biology
Sean Taverna, Biochemistry and Molecular Biology
Donghoon Yoon, Internal Medicine
Yong Zhu, Epidemiology

Track-Specific Course Requirements:

Year 1 Fall **(10 credit hours)**
GPIBS Core Curriculum

Year 1 Spring (9 credit hours)
1 credit hour IBS Seminar (IBSD 5110V)
1 credit hour Scientific Communication and Ethics II (PHAR 51191)
2 credit hours Biology of Cancer (BIOC 61302)
4 credit hours Electives and/or IBS Research (IBSD 5100V)
1 credit hour Special Topics in IBS (IBSD 6100V)

Year 1 Summer (1 credit hour)
1 credit hour IBS Research (IBSD 5100V)

Year 2 Fall (10 credit hours)
2 credit hours IBS Seminar (IBSD 5110V)
1 credit hour Scientific Communication and Ethics III (PHAR 51201)
3 credit hours Experimental Design & Quantitative Analysis (PCOL 51433)
4 credit hours Electives and/or IBS Research (IBSD 5100V)

Year 2 Spring (9 credit hours)
1 credit hour IBS Seminar (IBSD 5110V)
1 credit hour Scientific Communications and Ethics IV (PHAR 51201)
3 credit hours Introduction to Bioinformatics for Cancer Genomics (BMIG 52203)
4 credit hours Electives and/or IBS Research (IBSD 5100V)

*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 61302), Immunology (MBIM 51033), Molecular Epidemiology (EPID 53353), Cellular Endocrinology (PHYO 5104V), Human Development (NBDS 51093), Molecular Cell Biology (PHYO 61044), Systems Therapeutics (PHAR 61003), Cancer Epidemiology (EPID 53333), Epidemiology of Chronic Diseases (EPID 53263), and Basic Neuroscience (NBDS 51003)

Year 2 Summer (1 credit hour)
1 credit hour IBS Research (IBSD 5100V)
Candidacy Exam (research proposal submitted to committee followed by oral defense)

Year 3 Until Degree Completion
For each remaining Fall and Spring semester (10 credit hours):
1-2 credit hours Seminar (IBSD 5110V Section 1)
1 credit hour Special Topics in IBS (IBSD 6100V)
6-7 credit hours Doctoral Dissertation (IBSD 6200V)

For each remaining Summer semester (1 credit hour):
1 credit hour Doctoral Dissertation (IBSD 6200V)

Students must successfully defend their research projects in written and oral format prior to completion of the degree. A minimum of 72 semester credit hours, including 18 credit hours of Doctoral Dissertation (IBSD 6200V), are required for GPIBS Ph.D. program completion.

Cell Biology and Physiology Track

Track Leader: Dr. Melda Onal (monal@uams.edu)
4301 West Markham Street, #750, Little Rock, AR 72205, 501-526-7575

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

Antino Allen, Pharmaceutical Sciences
Ryan Allen, Physiology and Cell Biology
Aline Andres, Pediatrics
John Arthur, Internal Medicine
Rushita Bagchi, Physiology and Cell Biology

Giulia Baldini, Biochemistry and Molecular Biology
Steven Barger, Geriatrics
Alexei Basnakian, Pharmacology and Toxicology
Teresita Bellido, Physiology and Cell Biology
Karl Boehme, Microbiology and Immunology
Marjan Boerma, Pharmaceutical Sciences
Elisabet Borsheim, Pediatrics
John L. Carroll, Pediatrics
Gwen Childs, Neuroscience
Samrat Roy Choudhury, Pediatrics, Hematology/Oncology
Lawrence Cornett, Physiology and Cell Biology
Jesus Delgado-Calle, Physiology and Cell Biology
Alan Diekman, Biochemistry and Molecular Biology
Dan Dixon, Biochemistry and Molecular Biology
Neha Dole, Physiology and Cell Biology
Paul Drew, Neuroscience
Craig Forrest, Microbiology and Immunology
Robert Griffin, Radiation Oncology
Abdallah Hayar, Neuroscience
Shuk-Mei Ho, Pharmacology and Toxicology
Tara Johnson, Pediatrics
Staci M. Jones, Pediatric Allergist/Immunologist
Behjatolah Karbassi, Pathology
Samantha Kendrick, Biochemistry and Molecular Biology
Ha-Neui Kim, Endocrinology
Jia Liu, Microbiology and Immunology
Yuet-Kin "Ricky" Leung, Pharmacology and Toxicology
Vladimir Lupashin, Physiology and Cell Biology
Melanie MacNicol, Neuroscience
Angus MacNicol, Neuroscience
Mark Manzano, Microbiology and Immunology
Mitchell McGill, Environmental Health Sciences
Jawahar L. Mehta, Cardiology
Roy Morello, Physiology and Cell Biology
Shengyu Mu, Pharmacology and Toxicology
Intawat Nookaew, Biomedical Informatics
Sanja Novak, Physiology and Cell Biology
Charles O'Brien, Internal Medicine
Melda Onal, Physiology and Cell Biology
Xiawei Ou, Pediatrics
Rupak Pathak, Pharmaceutical Sciences
Brian Piccolo, Pediatrics
Ryan Porter, Internal Medicine
Shannon Rose, Pediatrics
Anna Radominska-Pandya, Biochemistry and Molecular Biology
Amy Sato, Physiology and Cell Biology
Maria Schuller Almeida, Internal Medicine
Kimberly Elizabeth Stephens, Neurobiology & Developmental Science
Graham Strub, Otolaryngology-Head and Neck Surgery
Daniel Voth, Microbiology and Immunology
Wayne Wahls, Biochemistry and Molecular Biology
Jerry Ware, Physiology and Cell Biology
Tiffany Weinkopff, Microbiology and Immunology
Patricia Wight, Physiology and Cell Biology
Ren Xu, Radiation Oncology
Shumel Yaccoby, Internal Medicine
V. Laxmi Yeruva, Pediatrics
Donghoon Yoon, Internal Medicine
Fang Zheng, Internal Medicine

Track-Specific Course Requirements:

Year 1 Fall (10 credit hours)
GPIBS Core Curriculum

Year 1 Spring (9 credit hours)

1 credit hour Departmental Seminar (PHYO 51051)
1 credit hour Scientific Communication and Ethics II (PHAR 51191)
3 credit hours General Physiology (PHYO 51003)
4 credit hours Electives and/or Research in Physiology (PHYO 5104V)

Year 1 summer (1 credit hour)
1 credit hour Research in Physiology (PHYO 5104V)

Year 2 Fall (10 credit hours)
1 credit hour Departmental Seminar (PHYO 51051)
1 credit hour Scientific Communication and Ethics III (PHAR 51201)
3 credit hours Biostatistics I (BIOS 50133) or Experimental Design & Quantitative Analysis (PCOL 51433)
4 credit hours Molecular Cell Biology (PHYO 61044)
1 credit hour Research in Physiology (PHYO 5104V)

Year 2 Spring (9 credit hours)
1 credit hour Departmental Seminar (PHYO 51051)
1 credit hour Scientific Communications and Ethics IV (PHAR 51231)
7 credit hours Elective and/or Research in Physiology (PHYO 5104V)

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 (1 credit hour)
1 credit hour Research in Physiology (PHYO 5104V)
Candidacy Exam (research proposal submitted to committee followed by oral defense)

Year 3 Until Degree Completion
For each remaining Fall and Spring semester (10 credit hours):

1 credit hour Departmental Seminar (PHYO 51051)
9 credit hours Doctoral Dissertation (PHYO 6200V) and/or Research in Physiology (PHYO 5104V)

For each remaining Summer semester (1 credit hour):
1 credit hour Doctoral Dissertation (PHYO 6200V)

Students must successfully defend their research projects in written and oral format prior to completion of the degree. A minimum of 72 semester credit hours, including 18 credit hours of Doctoral Dissertation (PHYO 6200V), are required for GPIBS Ph.D. program completion.

Microbiology and Immunology Track

Track Leader: Mark Manzano (MManzano@uams.edu)
4301 West Markham Street, #511, Little Rock, AR 72205, 501-214-2074

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

Youssef Aachoui, Microbiology and Immunology
Ryan Allen, Physiology and Biophysics
Jon Blevins, Microbiology and Immunology
Karl Boehme, Microbiology and Immunology
Nalini Bora, Ophthalmology
Marie Burdine, Biochemistry and Molecular Biology
Martin Cannon, Microbiology and Immunology
Paul Drew, Neuroscience
Mohamed Elasri, Microbiology and Immunology
Craig Forrest, Microbiology and Immunology
Mokarram Hossain, Pharmaceutical Sciences
Clay Jackson-Litteken, Microbiology and Immunology
Matthew Jorgenson, Microbiology and Immunology
Praveen Juvvadi, Pediatrics
Chia Lee, Microbiology and Immunology
Lin-Xi Li, Microbiology and Immunology
Jia Liu, Microbiology and Immunology
Vladimir Lupashin, Physiology and Biophysics
Mark Manzano, Microbiology and Immunology

Mayumi Nakagawa, Pathology
Brian Piccolo, Pediatrics
Zhiqiang Qin, Pathology
Mark Smeltzer, Microbiology and Immunology
Jason Stumhofer, Microbiology and Immunology
Daniel Voth, Microbiology and Immunology
Tiffany Weinkopff, Microbiology and Immunology
V. Laxmi Yeurva, Pediatrics
Xuming Zhang, Microbiology and Immunology
Boris Zybalov, Biochemistry and Molecular Biology

Track-Specific Course Requirements:

Year 1 Fall (10 credit hours)
GPIBS Core Curriculum

Year 1 Spring (10 credit hours)
1 credit hour Microbiology and Immunology Seminar (MBIM 51061)
1 credit hour Scientific Communication and Ethics II (PHAR 51191)
3 credit hours Immunology (MBIM 51033)
3 credit hours Basic Principles of Microbiology (MBIM 51043)
1 credit hour Current Topics in Microbiology (MBIM 51091) or Current Topics in Immunology (MBIM 51101)
1 credit hour Research in Microbiology and Immunology (MBIM 5107V)

Year 1 Summer (1 credit hour)
1 credit hour Research in Microbiology and Immunology (MBIM 5107V)

Year 2 Fall (11 credit hours)
1 credit hour Microbiology and Immunology Seminar (MBIM 51061)
1 credit hour Scientific Communication and Ethics III (PHAR 51201)
1 credit hour Current Topics in Microbiology (MBIM 51091) or Current Topics in Immunology (MBIM 51101)
4 credit hours Advances in Microbiology and Immunology Mechanisms I (MBIM 62044)
3 credit hours Biostatistics I (BIOS 50133) or Experimental Design & Quantitative Analysis (PCOL 51433)
1 credit hour Research in Microbiology and Immunology (MBIM 5107V)

Year 2 Spring (10 credit hours)
1 credit hour Microbiology and Immunology Seminar (MBIM 51061)
1 credit hour Scientific Communications and Ethics IV (PHAR 51231)
1 credit hour Current Topics in Microbiology (MBIM 51091) or Immunology (MBIM 51101)
4 credit hours Advances in Microbiology and Immunology Mechanisms II (MBIM 62054)
3 credit hours Research in Microbiology and Immunology (MBIM 5107V)

Year 2 Summer (1 credit hour)
1 credit hour Research in Microbiology and Immunology (MBIM 5107V)
Candidacy Exam (research proposal submitted to committee followed by oral defense)

Years 3 - Until Degree Completion (9 credit hours Fall/Spring and 1 credit hour Summer)
For each remaining Fall and Spring semester (9 credit hours):
1 credit hour Microbiology and Immunology Seminar (MBIM 51061)
1 credit hour Current Topics in Microbiology (MBIM 51091) or Current Topics in Immunology (MBIM 51101)
2 credit hours Research in Microbiology and Immunology (MBIM 5107V)
5 credit hours Doctoral Dissertation (MBIM 6203V)

For each remaining Summer semester (1 credit hour):
1 credit hour Doctoral Dissertation (MBIM 6203V)

Students must successfully defend their research projects in written and oral format prior to completion of the degree. A minimum of 72 semester credit hours, including 18 credit hours of Doctoral Dissertation (MBIM 6203V), are required for GPIBS Ph.D. program completion.

Neuroscience Track

Track Leader: Dr. Angela Odle (AKOdle@uams.edu)
4301 West Markham Street, #846, Little Rock, AR 72205, 501-296-1367

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

Antino Allen, Pharmaceutical Sciences
Srinivas Ayyadevara, Geriatrics
Giulia Baldini, Biochemistry and Molecular Biology
Steven Barger, Geriatrics
Keith Bush, Psychiatry
John Chelonis, Pediatrics
Gwen Childs, Neuroscience
David Church, Geriatrics
David Davies, Neuroscience
Paul Drew, Neuroscience
William Fantegrossi, Pharmacology and Toxicology
Abdelrahman Fouda, Pharmacology and Toxicology
Adballah Hayar, Neuroscience
Andrew James, Psychiatry
Timothy Koscik, Neuroscience
Linda Larson-Prior, Psychiatry
Angus MacNicol, Neuroscience
Melanie MacNicol, Neuroscience
Tiffany Miles, Neuroscience
Alexandra Nicaise, Neuroscience
Angela Odle, Neuroscience
Xiawei Ou, Pediatrics
Eric Peterson, Pharmacology and Toxicology
Craig Porter, Pediatrics
Robert Reis, Geriatrics
Analiz Rodriguez, Neurosurgery
Sumit Sarkar, National Center for Toxicological Research
Kimberly Stephens, Neuroscience
Sean Taverna, Biochemistry
Ellen van der Plas, Pediatrics
Tuhin Virmani, Neurology
Patricia Wight, Physiology and Biophysics
Cory Willis, Neuroscience
Fang Zheng, Pharmacology and Toxicology

Track-Specific Course Requirements:

Year 1 Fall (10 credit hours)
GPIBS Core Curriculum

Year 1 Spring (12 credit hours)
1 credit hour Seminar (NBDS 51051)
1 credit hour Scientific Communication and Ethics II (PHAR 51191)
3 credit hours Biostatistics I (BIOS 50133) or Experimental Design & Quantitative Analysis (PCOL 51433)
1 credit hour Research (NBDS 5107V)
3 credit hours Basic Neuroscience (NBDS 51003)
3 credit hours Cellular and Developmental Neuroscience (NBDS 51043)

The fall and spring semesters include 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.

Year 1 Summer (1 credit hour)
1 credit hour Research (NBDS 5107V)

Year 2 Fall (10 credit hours)
1 credit hour Seminar (NBDS 51051)
1 credit hour Scientific Communication and Ethics III (PHAR 51201)
8 credit hours Electives and/or Research (NBSD 5107V)

Year 2 Spring (10 credit hours)
1 credit hour Seminar (NBDS 51051)
1 credit hour Scientific Communications and Ethics IV (PHAR 51231)
8 credit hours Electives and/or Research (NBSD 5107V)

Year 2 Summer (1 credit hour)

1 credit hour Research (NBDS 5107V)
Candidacy Exam (research proposal submitted to committee followed by oral defense)

Year 3 Until Degree Completion
For each remaining Fall and Spring semester (10 credit hours):
1 credit hour Seminar (NBDS 51051)
9 credit hours of Doctoral Dissertation (NBDS 6200V) and/or Research (NBDS 5107V)

For each remaining Summer semester (1 credit hour):
1 credit hour of Doctoral Dissertation (NBDS 6200V) or Research (NBDS 5107V)

Students must successfully defend their research projects in written and oral format prior to completion of the degree. A minimum of 72 semester credit hours, including 18 credit hours of Doctoral Dissertation (NBDS 5107V), are required for GPIBS Ph.D. program completion.

*Students may either take BIOS 50133 (Year 1 Spring) or PCOL51433 (Year 2 Fall) to fulfill the NEURO track statistics course requirement. If PCOL51433 is taken, then students may choose to instead register for an elective or adjust the number of research hours for Year 1 Spring.

Pathobiology Track

Track Leader: Dr. Zhiqiang Qin (zqin@uams.edu)
4301 West Markham Street, Little Rock, AR 72205, (501) 526-8619

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

John Arthur, Internal Medicine
Steven Barger, Geriatrics
Jon Blevins, Microbiology and Immunology
Marjan Boerma, Pharmaceutical Sciences
Elisabet Borsheim, Pediatrics
Gunnar Boysen, Environmental Health Sciences
Lu Dai, Pathology
Alan Diekman, Biochemistry and Molecular Biology
Craig Forrest, Microbiology and Immunology
Behjatolah Karbassi, Pathology
Samantha Kendrick, Biochemistry and Molecular Biology
Soheila Korourian, Pathology
Yong-Chen "William" Lu, Pathology
Melanie MacNicol, Neuroscience
Mark Manzano, Microbiology and Immunology
Roy Morello, Physiology and Cell Biology
Mayumi Nakagawa, Pathology
Ganesh Narayanasamy, Radiation Oncology
Intawat Nookaew, Biomedical Informatics
Charles O'Brien, Internal Medicine
Melda Onal, Physiology and Cell Biology
Craig Porter, Pediatrics
Zhiqiang Qin, Pathology
Charles Quick, Pathology
Robert Reis, Geriatrics
Maria Schuller Almeida, Internal Medicine
Sara Shalin, Pathology
Alan Tackett, Biochemistry and Molecular Biology
Jerry Ware, Physiology and Cell Biology
Tiffany Weinkopff, Microbiology and Immunology
Donghoon Yoon, Internal Medicine
Fenghuang "Frank" Zhan, Internal Medicine

Track-Specific Course Requirements:

***Year 1 Fall* (10 credit hours)**
GPIBS Core Curriculum

Year 1 Spring (12 credit hours)
1 credit hour GPIBS Seminar (IBSD 5110V)
1 credit hour Scientific Communication and Ethics II (PHAR 51191)
3 credit hours General Physiology (PHYO 51003)
3 credit hours Histology and Laboratory Screening (PATH 61303)
3 credit hours Biostatistics (BIOS 50133) or Experimental Design & Quantitative Analysis (PCOL 51433)
1 credit hour Research in Pathology (PATH 6800V)

Year 1 Summer (1 credit hour)
1 credit hour Research in Pathology (PATH 6800V)

Year 2 Fall (10 -12 credit hours)
1 credit hour GPIBS Seminar (IBSD 5110V)
1 credit hour Scientific Communication and Ethics III (PHAR 51201)
3 credit hours Pathologic Basis of Disease (PATH 61103)
3-6 credit hours Electives*
2-4 credit hours Research in Pathology (PATH 6800V)

Year 2 Spring (10-11 credit hours)
1 credit hour GPIBS Seminar (IBSD 5110V)
1 credit hour Scientific Communications and Ethics IV (PHAR 51201)
3-6 credit hours Electives*
5-6 credit hours Research in Pathology (PATH 6800V)
*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 61302), Immunology (MBIM 51033), Molecular Epidemiology (EPID 53353), Cellular Endocrinology (PHYO 5104V), Human Development (NBDS 51093), Molecular Cell Biology (PHYO 61044), Systems Therapeutics (PHAR 61003), Cancer Epidemiology (EPID 53333), Epidemiology of Chronic Diseases (EPID 53263), and Basic Neuroscience (NBDS 51003)

Year 2 Summer (1 credit hour)
1 credit hour Research (PATH 6800V)
Candidacy Exam (research proposal submitted to committee followed by oral defense)

Year 3 Until Degree Completion
For each remaining Fall and Spring semester (10 credit hours):
1 credit hour Seminar (IBSD 5110V Section 1)
9 credit hours Doctoral Dissertation (IBSD 6200V) and/or Research in Pathology (PATH 6800V)

For each remaining Summer semester (1 credit hour):
1 credit hour Doctoral Dissertation (IBSD 6200V)

Students must successfully defend their research projects in written and oral format prior to completion of the degree. A minimum of 72 semester credit hours, including 18 credit hours of Doctoral Dissertation (IBSD 6200V), are required for GPIBS Ph.D. program completion.

Pharmacology, Toxicology and Experimental Therapeutics Track

Track Leader: Dr. Abdel Fouda (AFouda@uams.edu)
4301 West Markham Street, #611, Little Rock, AR 72205, 501-686-5512

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

Antino Allen, Pharmaceutical Sciences
John Arthur, Internal Medicine
Nukhet Aykin-Burns, Pharmaceutical Sciences
Alexei Basnakian, Pharmacology and Toxicology
Marjan Boerma, Pharmaceutical Sciences
Gunnar Boysen, Environmental Health Sciences
William (Bill) Fantegrossi, Pharmacology and Toxicology
Abdelrahman Fouda, Pharmacology and Toxicology
Brendan Frett, Pharmaceutical Sciences
Brenda Gannon, Pharmacology and Toxicology
Robert Griffin, Radiation Oncology
Shuk-Mei Ho, Pharmacology and Toxicology
Mokarram Hossain, Pharmaceutical Sciences
KyoungHyun Kim, Pharmacology and Toxicology
Ricky (Yuet-Kin) Leung, Pharmacology and Toxicology

Jia Liu, Microbiology and Immunology
Yunmeng Liu, Pharmacology and Toxicology
Mark Manzano, Microbiology and Immunology
Mitchell McGill, Environmental Health Sciences
Grover Miller, Biochemistry and Molecular Biology
Jeffery (Jeff) Moran, Pharmacology and Toxicology
Shengyu Mu, Pharmacology and Toxicology
Eric Peterson, Pharmacology and Toxicology
Craig Porter, Pediatrics
Paul Prather, Pharmacology and Toxicology
Zhiqiang Qin, Pathology
Robert Reis, Geriatrics
Nancy Rusch, Pharmacology and Toxicology
Kimberly Stephens, Neuroscience
Amanda Stolarz, Pharmaceutical Sciences
Ngai Chung Neville Tam, Pharmacology and Toxicology
Amit Tiwari, Pharmaceutical Sciences
Fang Zheng, Neuroscience

Year 1 Fall **(10 credit hours)**
GPIBS Core Curriculum

Track-Specific Course Requirements:

Year 1 Spring (10 credit hours)
1 credit hour Seminar (PHAR 51091)
1 credit hour Scientific Communication and Ethics II (PHAR 51191)
3 credit hours Principles and Methods of Pharmacology and Toxicology (PHAR 51053)
3 credit hours General Physiology (PHYO 51003)
1 credit hour Recent Advances in Pharmacology and Toxicology (PHAR 51151)
1 credit hour Research in Pharmacology & Toxicology (PHAR 51031)

Year 1 summer (1 credit hour)
1 credit hour Research in Pharmacology & Toxicology (PHAR 51031)

Year 2 Fall (10 credit hours)
1 credit hour Seminar (PHAR 51091)
3 credit hours Graduate Pharmacology and Therapeutics (PHAR 51073)
1 credit hour Scientific Communication and Ethics III (PHAR 51201)
3 credit hours Experimental Design & Quantitative Analysis (PHAR 51433)
1 credit hour Recent Advances in Pharmacology and Toxicology (PHAR 51151)
1 credit hour Research in Pharmacology & Toxicology (PHAR 51031)

Year 2 Spring (10 credit hours)
1 credit hour Seminar (PHAR 51091)
1 credit hour Scientific Communications and Ethics IV (PHAR 51231)
3 credit hours Elective (choose to take in Fall or Spring of 2nd year)*
3 credit hours Elective (choose to take in Fall or Spring of 2nd year)*
1 credit hour Recent Advances in Pharmacology and Toxicology (PHAR 51151)
1 or 4 credit hours Research in Pharmacology & Toxicology (based on taking elective or not) (PHAR 51031)
*The elective must include 3 additional course credit hours based on advice from the student's mentor and/or advisory committee. Clinical Toxicology (PHAR 61033), Neuropharmacology (PHAR 51133), or Systems Therapeutics (PHAR 61003) are highly encouraged.

Year 2 summer (1 credit hour)
1 credit hour Research in Pharmacology & Toxicology (PHAR 51031)
Candidacy Exam (research proposal submitted to committee followed by oral defense)

Year 3 Fall (9 credit hours)
1 credit hour Seminar (PHAR 51091)
1 credit hour Recent Advances in Pharmacology and Toxicology (PHAR 51151)
7 credit hours Doctoral Dissertation (PHAR 51241)

Year 3 Spring (9 credit hours)
1 credit hour Seminar (PHAR 51091)
1 credit hour Recent Advances in Pharmacology and Toxicology (PHAR 51151)
7 credit hours Doctoral Dissertation (PHAR 51241)

Year 3 summer (1 credit hour)
1 credit hour Doctoral Dissertation (PHAR 51241)

Year 4 Fall (9 credit hours)
1 credit hour Seminar (PHAR 51091)
1 credit hour Recent Advances in Pharmacology and Toxicology (PHAR 51151)
7 credit hours Doctoral Dissertation (PHAR 51241)

Year 4 Spring Until Degree Completion
For each remaining Spring and Fall semester (9 credit hours):
1 credit hour Seminar (PHAR 51091)
8 credit hours Doctoral Dissertation (PHAR 51241) and/or Research in Pharmacology & Toxicology (PHAR 51031)

For each remaining Summer semester (1 credit hour):
1 credit hour Doctoral Dissertation (PHAR 51241)

Credit Hour Summary:	**PTET Totals**
Credit hours of didactic coursework (minimum of 24):	43
Credit hours of research prior to passing the qualifying exam (no minimum):	6
Credit hours of dissertation research (minimum of 18):	31
Total number of credit hours (minimum 72):	80

Note: This credit hour summary assumes that students, on average, take 4 years to complete their degree. It is certainly possible students could take more than 4 years, and thus the number of seminar and dissertation hours would increase relative to that presented.

Students must successfully defend their research projects in written and oral format prior to completion of the degree. A minimum of 72 semester credit hours, including 18 credit hours of Doctoral Dissertation (PHAR 51241), are required for GPIBS Ph.D. program completion.

Interprofessional Education (IPE) Curriculum Requirement: All GPIBS students are required to complete components of the UAMS Quadruple Aim Interprofessional Education (IPE) Program prior to graduation. The IPE Program is non-credit 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. All GPIBS students must complete four IPE Milestones:

1. Exposure Workshop (UNIV 11000)
2. Exposure Bridge Transition (UNIV 12000)
3. Immersion Quadruple Aim Project (UNIV 13000)
4. Competence Practice Activity (UNIV 16000)

For more information on IPE, please consult the Office of Student Affairs, the Associate Dean for Student Affairs, or visit the IPE website: https://ipe.uams.edu/.

MD/PhD Track

Track Leader: Dr. Sara Shalin (SCShalin@uams.edu)
4301 West Markham Street #517, Little Rock, AR 72205, 501-686-8007

The College of Medicine and the Graduate School offer a dual degree pathway that allows the completion of the Doctor of Medicine (MD) degree and the completion of a PhD degree in the MD/PhD Track of the Graduate Program in Interdisciplinary Biomedical Sciences (GPIBS). MD/PhD students must have a baccalaureate degree prior to enrolling in the Graduate School.

The MD/PhD Track requires successful completion of the first two years of the curriculum of medical school in the COM and passing Step 1 of the United States Medical Licensing Examination (USMLE).

The GPIBS PhD program requires a minimum of 24 Credit Hours of didactic coursework, a candidacy exam, plus 18 Credit Hours of Dissertation (post-candidacy exam) credit, and a defense of the written dissertation. Seventy-two graduate semester credit hours beyond the bachelor's degree or 42 graduate-only semester hours beyond the master's degree are required for completion of the PhD. GPIBS Core Courses leading to the Ph.D. degree include:

- Foundations in Biomedical Sciences (IBSD 61037) – 7 credit hours
- Scientific Communication and Ethics I, 1 Credits (PHAR 51171)
- Scientific Communication and Ethics II, 1 Credits (PHAR 51191)
- Biostatistics, 3 Credits (BIOS 50133)
- Electives, at least 10 Credits

Upon completion of the first two years of medical school in the COM and passing USMLE Step 1, students will transfer to the Graduate School to complete requirements for the PhD degree. Upon transition to the Graduate School, the student will be credited a total of 38 Credit Hours of core/elective coursework as detailed below:

- COM MODU 8103 Human Structure (6 CrHr) and COM MODU 8104 Molecules to Cells (7 CrHr) to replace: Foundations in Biomedical Sciences (IBSD 61037) – 7 credit hours. [13 COM Credits replaces 7 GS Credits].
- COM MODU 8105 Practice of Medicine I (6 CrHr) to replace: PHAR 51171 (1 Credit) Scientific Communication and Ethics I; and PHAR 51191 (1 Cr) Scientific Communication and Ethics II. [6 COM Credits replaces 2 GS Credits].
- COM MODU 8106 Hematology (3 CrHr) and COM MODU 8102 Disease and Defense (3 CrHr) to replace as electives: MBIM 51043 (3 CrHr) Basic Principle of Microbiology; and MBIM 51033 (3 CrHr) Immunology. [6 COM CrHr replaces 6 GS CrHr].
- COM MODU 8101 Brain and Behavior (8 CrHr) to replace as electives: NBDS 51003 (3 CrHr) Basic Neuroscience; and NBDS 51043 (3 CrHr) Cellular and Developmental Neuroscience. [8 COM CrHr replaces 6 GS CrHr].
- COM MODU 8208 Cardiovascular (4 CrHr); COM MODU 8201 Musculoskeletal/Skin (3 CrHr); COM MODU GI/Nutrition (4 CrHr); MODU 8202 Pulmonary (3 CrHr); and COM MODU 8210 Renal (2 CrHr) to replace as electives: PHYO 51003 (3 CrHr) General Physiology; PHYO 51033 (3 CrHr) Cellular Endocrinology; PATH 61303 (3 CrHr) Histology and Investigative Pathology; PATH 61033 (3 CrHr) Pathologic Basis of Disease; and PCOL 5107 (3 CrHr) Pharmacology and Therapeutics . [16 COM CrHr replaces 15 GS CrHr].

MD/PhD Students will be required to take the following courses while in the Graduate School:

- 3 credit hours Biostatistics I (BIOS 50133) or Experimental Design & Quantitative Analysis (PCOL 51433)
- 1 credit hour Scientific Communication and Ethics III (PHAR 51201)
- 1 credit hour Scientific Communication and Ethics IV (PHAR 51231)
- 1-2 credit hours Seminar each semester while enrolled in the Graduate School. Can be a combination of any of the following: IBS Seminar (IBSD 5110V), Biochemistry Seminar (BIOC 5105V), Microbiology & Immunology Seminar (MBIM 51061), Pharmacology and Toxicology Seminar (PHAR 51091), Physiology Seminar (PHYO 51051), Neuroscience Seminar (NBDS 51051). Each Seminar course is 1 credit hour, except for Biochemistry Seminar (BIOC 5105V), which is 2 credit hours.
- 1 credit hour MD/PhD Clinical Transitions Course (IBSD 61101) while enrolled in Graduate School
- 4 credit hours of research or electives
- 18 credit hours Doctoral Dissertation

Additional courses may be directed by the student's PhD Advisory committee as needed.

MD/PhD student research rotation experiences can begin the summer before M1 matriculation and will continue the summer after the M1 year. During the first year of Graduate School, MD/PhD students will take the Biostatistics and Scientific Communications and Ethics courses and select a Major Advisor and Doctoral Advisory Committee. At the end of the first year of graduate school, the student will take the PhD Qualifying Exam as outlined in the GPIBS Academic Requirements. Once this exam is passed, the student will engage in dissertation research under the guidance of the Major Advisor and Committee. During this time, students will enroll in a seminar course each semester and complete at least 18 hours of Dissertation credit. When the Major Advisor and Advisory Committee are satisfied that the dissertation project and composition are completed, the student will schedule the Dissertation defense, which is the final exam for the PhD degree. Pending Committee approval and the submission of the final Dissertation copies to the library, the student will graduate with the PhD degree. Three to four years is the expected time needed to complete the PhD degree before returning to the COM to complete the final two years of medical school.

Health Promotion and Prevention Research (Ph.D.)

George Pro, Ph.D., MPH, Program Director
4301 West Markham Street, #820, Little Rock, AR 72205, 501-526-6623

The Faculty

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

PROFESSOR

Mark Williams, Ph.D.
Carol Cornell, Ph.D.
Keneshia Bryant-Moore, Ph.D., RN, FNP-BC
Pebbles Fagan, Ph.D., MPH

ASSOCIATE PROFESSOR

Jennifer Callaghan-Koru, Ph.D.
Ruby Charak, Ph.D.
Ashley Clawson, Ph.D.
Page Dobbs, Ph.D.
Tiffany Haynes, Ph.D.
S. Alexandra Marshall, Ph.D., MPH, CPH, CHES
Brooke E.E. Montgomery, Ph.D., MPH
George Pro, Ph.D., MPH

ASSISTANT PROFESSOR

Margaret Gorvine, Ph.D.

Nakita Lovelady, Ph.D., MPH

INSTRUCTOR

Ashley McNatt, DrPH, MA

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.*

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 PhD 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:
See the Fay W. Boozman College of Public Health website under Future Students > How to Apply.

Required Courses:
Academic Integrity Training Requirement: All students in the COPH must adhere to the highest standards of professional and ethical conduct. Among these standards is the recognition that student written work must be original and appropriately cited. In order to facilitate understanding of this standard, all COPH students must complete the online course "**How to Recognize Plagiarism: Tutorials**." The hyperlinks to this tutorial and certification exam were provided to you in your acceptance packet. You may also contact the COPH Office of Student Affairs or your designated faculty advisor for more information. Upon completion of the certification test, please email the certificate to your designated faculty advisor and the COPH Office of Student Affairs at COPHOffice@uams.edu. Requirement approval date: 09.02.2020.

Writing Milestone Requirement: 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 PBHL 50000 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. This is a non-credit curriculum requirement. Requirement approval date: 09.02.2020.

IPE Curriculum Requirement: All UAMS degree-seeking students are required to complete the UAMS Quadruple 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 Interprofessional Education s or visit our website: https://ipe.uams.edu/. Requirement approval date: 2015.

BEHAVIORAL SCIENCE CORE –6 Credit Hours		**Credit Hours**	**Grade**	**Year**	**Semester**
HBHE 60233	Advanced Health Behavioral Theory	3			
HBHE 62133	Applied Behavioral Research Methods	3			
BEHAVIOR SCIENCE ELECTIVES (Choose 6 Credit Hours)		**Credit Hours**	**Grade**	**Year**	**Semester**
HBHE 63203	Drugs and Society	3			
HBHE 52143	Advanced Concepts of Human Sexuality	3			
HBHE 67333	Stress and Health	3			
HBHE 52203	Introduction to Maternal and Child Health	3			
HBHE 52233	Special Populations in Maternal and Child Health	3			
HBHE 52403	Tobacco Prevention and Control	3			
COMMUNITY AND PUBLIC HEALTH SCIENCE CORE – 6 Credit Hours		**Credit Hours**	**Grade**	**Year**	**Semester**
PBHL 63033	Community-Based Program Design	3			
PBHL 64033	Public Health Program Evaluation	3			
HBHE 64263	Disparities in Health Care Access	3			
COMMUNITY AND PUBLIC HEALTH SCIENCE ELECTIVES (Choose 6 Credit Hours)		**Credit Hours**	**Grade**	**Year**	**Semester**
HBHE 64363	Communications for Public Health Leaders	3			
HBHE 52433	Community Organizing for Health	3			
ENVH 53103	Climate Change and Public Health	3			
HPMT 63193	Implementation Research in Clinical Practice	3			
HPMT 63303	Advanced Topics in Implementation Science	3			

DATA ANALYSIS METHODS CORE – 9 Credit Hours		Credit Hours	Grade	Year	Semester
BIOS 52103	Biostatistics II: Advanced Linear Models	3			
HBHE 61203	Mixed Methods Research Design	3			
NPHD 61033	Qualitative Methodology in Nursing Research	3			
DATA ANALYSIS METHODS ELECTIVES (Choose 3 Credit Hours)		**Credit Hours**	**Grade**	**Year**	**Semester**
BIOS 62233	Biostatistics III	3			
NPHD 61083	Qualitative Data Analysis, Theory and Practicum	3			
BIOS 53243	Analyzing Health Surveys	3			
BIOS 52143	Categorical Data Analysis	3			
APPLIED METHODS CORE – 30 Credit Hours		**Credit Hours**	**Grade**	**Year**	**Semester**
PBHL 64381	Fundamentals of Research	1			
PBHL 64373	Grant Writing	3			
PBHL 6600V	Mentored Research	8			
PBHL 6999V	Dissertation Research	18			

MINIMUM TOTAL HOURS = 66

HEALTH SCIENCES INNOVATION AND ENTREPRENEURSHIP (HSIE) GRADUATE CERTIFICATE

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

Jeffrey Moran, Ph.D., HSIE Graduate Program Co-Director
UAMS, 4301 W. Markham, Little Rock, Arkansas 72205, 501

Hailey Rogers, MHA., HSIE Graduate Program Manager
UAMS, 4301 W. Markham, Little Rock, Arkansas 72205, 501-526-0363

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

PROFESSOR
Jon Imig, Ph.D. (UAMS)

ASSISTANT PROFESSOR
Jeffrey Moran, Ph.D. (UAMS)

COURSE DIRECTOR
Phil Shellhammer (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 6-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.

A minimum of three 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	61004	Snapshot Sessions (4 credit hours), UAMS
HSIE	62001	"Health Science Entrepreneurs: Innovators of Health Care" Seminar Series (2 credits), UAMS
SEVI	52103	Foundations of Business for Entrepreneurs (3 credits), UAF
SEVI	53203	New Venture Development (3 credits), UAF
SEVI	5410V	New Venture Development II (3 credits), UAF

Recommended Sequence of Courses

Year 1/Semester 1 - 5 credits
HSIE 61004 (Snapshot Sessions – 4 credits)*
HSIE 62001 (Seminar Series – 1 credit)

Year 1/ Semester 2 – 3 credits
SEVI 52103 (Foundations of Business for Entrepreneurs – 3 credits)
HSIE 62001 (Seminar Series – 1 credit) – available if needed
HSIE 61004 (Snapshot Sessions – 4 credits) – available if needed

Year 2/ Semester 1 – 4 credits
SEVI 53203 (New Venture Development – 3 credits)
HSIE 62001 (Seminar Series – 1 credit)

Year 2/ Semester 2 – 3 credits
SEVI 5410V (New Venture Development II – 3 credits)
HSIE 62001 (Seminar Series – 1 credit) - available if needed

Health Systems and Services Research (Ph.D.)

Jure Baloh, Ph.D., Program Director
4301 West Markham Street, #820, Little Rock, AR 72205, 501-526-6604

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

PROFESSOR
Stephen M. Bowman, Ph.D., MHA
Ann F. Chou, Ph.D., MPH, MA
William Golden, M.D.
Teresa Hudson, Pharm.D., Ph.D.
Güneş Koru, Ph.D.
Bradley C. Martin, Pharm.D., Ph.D.
Pearl McElfish, Ph.D., MPH
M. Kathryn (Kate) Stewart, M.D., MPH (Emerita)
Billy R. Thomas, M.D., MPH
Joseph W. Thompson, M.D., MPH
Michael R. Thomsen, Ph.D.
John Mick Tilford, Ph.D.

ASSOCIATE PROFESSOR
Jure Baloh, Ph.D., MHA
Clare Brown, Ph.D., MPH
Moiz Bhai, Ph.D.
Geoffrey A. Curran, Ph.D.
Austin Porter, Dr.PH., MPH

T. Elaine Prewitt, Dr.PH.
Mandana Rezaeiahari, Ph.D., MSc
Kevin Ryan, JD, MA

ASSISTANT PROFESSOR

Laura Chaves Cerdas, Ph.D., MPP
Emma McCord, Ph.D., MPA
Adrienne Nevola, Ph.D.,
Kelsey Owsley, Ph.D., MPH
Eli Raver, Ph.D., PharmD
Craig Wilson, J.D., MPA

NOTE: *The Ph.D. program in Health Systems and Services Research reaffiliated with the UAMS Graduate School in 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.*

The Health Systems and Services Research (HSSR) 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, delivery, and improvement of health services, including issues of quality, accessibility, and efficiency within systems of care. Students will develop scholarly expertise in these areas of study, advanced skills in quantitative research methods, and a high standard of scientific integrity and professionalism. Job opportunities for individuals with this degree exist in university-based and independent health services research centers, health policy institutes, government agencies, foundations and philanthropic organizations, consulting firms, healthcare industry, and professional and advocacy associations working at state and national levels.

Admission:
See the Fay W. Boozman College of Public Health website under Future Students > How to Apply.

Required Courses:
Academic Integrity Training Requirement: All students in the COPH must adhere to the highest standards of professional and ethical conduct. Among these standards is the recognition that student written work must be original and appropriately cited. In order to facilitate understanding of this standard, all COPH students must complete the online course "**How to Recognize Plagiarism: Tutorials**." The hyperlinks to this tutorial and certification exam were provided to you in your acceptance packet. You may also contact the COPH Office of Student Affairs or your designated faculty advisor for more information. Upon completion of the certification test, please email the certificate to your designated faculty advisor and the COPH Office of Student Affairs at COPHOffice@uams.edu. Requirement approval date: 09.02.2020.

Writing Milestone Requirement: All degree-seeking 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 PBHL 50000 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. This is a non-credit curriculum requirement. Requirement approval date: 09.02.2020.

IPE Curriculum Requirement: All UAMS degree-seeking students are required to complete the UAMS Quadruple 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 Interprofessional Education or visit the UAMS IPE website. Requirement approval date: 2015.

HSR THEORY AND APPLICATIONS (REQUIRED) – 21 Credit Hours		Credit Hours	Grade	Year	Semester
PBHL 50033	Introduction to Public Health[1]	3			
PBHL 64381	Fundamentals of Research	1			
HPMT 61033	Health Systems Theory and Research	2			
HPMT 51053	Introduction to Health Economics	3			
HPMT 62133	Variation in Health System Performance	3			
HPMT 63153	Advanced Methods for Quality & Health Outcomes	3			
HPMT 61143	Advanced Health Policy & Management	3			
HPMT 63193	Implementation Research in Clinical Practice	3			

[1] See Knowledge Credit for Public Health policy in the COPH Student Handbook.

RESEARCH METHODOLOGY – 9 Credit Hours		Credit Hours	Grade	Year	Semester
HPMT 63133	Advanced Methods in Health Services Research	3			
HPMT 53363	Data Mining in Healthcare	3			
HPMT 63243	Advanced Econometric Methods and Special Topics	3			

SELECTIVES – 18 Credit Hours		Credit Hours	Grade	Year	Semester
HPMT 53353	Data Visualization for Healthcare Analytics	3			
HPMT 53373	Data Quality Management	3			
HPMT 54483	Social Network Analysis	3			
HPMT 53383	Introduction to Natural Language Processing	3			
HPMT 63173	Performance Measurement, Reporting & Incentives	3			
HPMT 63203	Advanced Health Economics	3			
HPMT 63303	Advanced Topics in Implementation Science	3			
HPMT 63293	Health Care & Organizational Theory	3			
BIOS 53243	Analyzing Health Surveys	3			
BIOS 62133	Biostatistics II	3			
BIOS 62233	Biostatistics III	3			
BIOS 62153	Categorical Data Analysis	3			
BMIG 50103	Information Modelling—From Data to Knowledge	3			
BMIG 50303	Computational Methods in Biomedical Informatics	3			
BMIG 60103	Database Systems and Data Warehousing	3			
ENVH 64103	Geographic Information Systems in Public Health	3			
EPID 62243	Clinical Trials	3			
EPID 55733	Data Management and Programming for Epidemiologists	3			
EPID 61202	Principles & Practice of Public Health Surveillance	3			
HBHE 61203	Introduction to Mixed Methods Research	3			
HBHE 64263	Disparities in Healthcare Access [2]	3			
NURS 61033	Qualitative Research Methodology	3			
NURS 61083	Qualitative Data Analysis, Theory & Practicum	3			
PBHL 63033	Community-Based Program Design	3			
PBHL 63463	Social Determinants of Health [2]	3			
PSCI 51193	Applied Research Methods Using Retrospective Data Sources	3			
PSCI 51203	Pharmacoeconomics & Health Technology Assessment	3			
PSCI 51263	Patient-Reported Outcomes Measurement	3			
PSCI 51233	Pharmaceutical Economics and Policy Evaluation	3			
OTHER SELECTIVE (Approved by HSSR Program Director) [3]		**Credit Hours**	**Grade**	**Year**	**Semester**
		3			

[2] Student can take either Disparities in Healthcare Access or Social Determinants of Health (but not both).

[3] Other selectives are included in the 18 Credit Total required for the Selectives section.

SCHOLARSHIP SKILLS – 6 Credit Hours		Credit Hours	Grade	Year	Semester
PBHL64373	Grant Writing	3			
PBHL 6100V	Directed Study (Doctoral)				

DISSERTATION – 18 Credit Hours		Credit Hours	Grade	Year	Semester
PBHL 6999V	Dissertation Research				

MINIMUM TOTAL HOURS: 72

IMPLEMENTATION SCIENCE CERTIFICATE

Geoff Curran, Ph.D., Program Director
UAMS, 4301 W. Markham, Little Rock, Arkansas 72205, 501-686-7610

The goal of this certificate is to train learners from various academic backgrounds and focus areas (Community-Based Participatory Research, Healthcare Administration, Informatics, Pharmaceutical Evaluation and Policy, and Research Methods) in implementation science methods and approaches to assist them in implementing evidence-based practices (EBP) in various topic areas and to study how best to support the implementation of EBP.

Requirements for the Implementation Science Certificate Program:

- Application (Deadline May 15th)
- Current CV/Resume

- Post-doctoral certificate offered as a standalone certificate for individuals with clinical or professional degrees (e.g., MD, DNP, MSN, PharmD, JD, PhD, SciD, DrPH, etc.). Also offered to students, including international students, completing PhDs from the COPH, COP, CON, the UAMS Graduate School, and clinical/professional degrees noted above
- Candidate's written statement of application that describes how they believe the certificate will enhance their education and/or career
- One letter of recommendation from an individual who can speak to the applicant's academic experience
- Official transcripts from qualifying degree program

Implementation Science Certificate Coursework

Students take two required Implementation Science Core courses (6 hours) and six hours of optional courses chosen from one of five topic areas (detailed below). A total of 12 credit hours is required to complete the certificate.

REQUIRED COURSES

HPMT 63193 - Implementation Research in Clinical Practice (3 credit hours)
HPMT 63303 – Advanced Topics in Implementation Science (3 credit hours)

OPTIONAL COURSES

Select six credits from the following tracks: Community-Based Participatory Research, Healthcare Administration, Informatics, Pharmaceutical Evaluation and Policy, and Research Methods. All six credits must come from one track. All courses listed below are three credit hours, unless otherwise specified. Prerequisites are not listed, but might apply (please check with relevant program director).

COMMUNITY-BASED PARTICIPATORY RESEARCH

HBHE 60233 - Advanced Health Behavior Theory (3 credit hours)
PBHL 63033 - Community Based Program Design (3 credit hours)
PBHL 64033 – Community Based Program Evaluation (3 credit hours)
HBHE 54263 & 64263 – Disparities in Health Care Access(3 credit hours)

RESEARCH METHODS

BIOS 52333 Statistical Methods for Clinical Trials (3 credit hours)
HPMT 53443 - Quality Management and Performance Improvement (3 credit hours)
HBHE 61203 - Introduction to Mixed Methods Research Design (3 credit hours)
HPMT 63153 - Advanced Methods for Quality and Health Outcomes Research (3 credit hours)
NURS 61033 - Qualitative Research Methodology (3 credit hours)
NURS 61043 - Quantitative Methodology in Nursing Research (3 credit hours)
NURS 61083 - Qualitative Data Analysis, Theory and Practicum (3 credit hours)
ENVH 54102 & 64103 GIS in Public Health (3 credit hours)

INFORMATICS

BMIG 50103 - Data Information and Knowledge Representation (3 credit hours)
BMIG 50203 - Biomedicine for Informaticists (3 credit hours)
BMIG 50303 - Computational Methods in Biomedical Informatics (3 credit hours)
BMIG 51202 - Foundations of Biomedical Informatics: Population Health Information (2 credit hours)
BMIG 60104 - Clinical Trial Data Management (4 credit hours)

HEALTHCARE ADMINISTRATION

HPMT 51143 - Management of Healthcare Organizations (3 credit hours)
HPMT 52173 - Decision Analytics in Healthcare (3 credit hours)
HPMT 53443 – Quality Management and Performance Improvement (3 credit hours)
HPMT 62133 - Variation in Health System Performance (3 credit hours)
HPMT 63153 - Advanced Methods for Quality & Health (3 credit hours)
HPMT 63173 - Performance Measurement, Reporting & Incentives (3 credit hours)

PHARMACEUTICAL EVALUATION AND POLICY

PSCI 51173 - Foundations of Pharm Eval and Policy Res Methods (3 credit hours)
PSCI 51193 - Applied Research Methods Using Retrospective Data (3 credit hours)
PSCI 51203 - Pharmacoeconomics and Health Technology Assessment (3 credit hours)
PSCI 61153 – Pharmacoepidemiology (3 credit hours)
PSCI 51263 - Patient-Reported Outcomes Measures (3 credit hours)

Ideal Plan of Study

FALL

- HPMT 63193 - Implementation Research in Clinical Practice (3 hours)
- Selective (3 hours) from topic area: Community-Based Participatory Research, Research Methods, Informatics, Healthcare Administration, Pharmaceutical Evaluation and Policy

SPRING

- HPMT 63303 - Advanced Topics in Implementation Science (3 hours)
- Selective (3 hours) from topic area: Community-Based Participatory Research, Research Methods, Informatics, Healthcare Administration, Pharmaceutical Evaluation and Policy

DOCTOR OF PHILOSOPHY IN NURSING (NPHD)

Martha Rojo, Ph.D., Program Director
UAMS, 4301 West Markham #529, Little Rock, Arkansas 72205, 501-296-1893

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

Professors Emeriti

Cornelia Beck, Ph.D., Professor
Claudia Beverly, Ph.D., Professor
Ann Coleman, Ph.D., Professor
Patricia A. Cowan, Ph.D., Dean and Professor
Melodee Harris, Ph.D., Associate Professor
Linda C. Hodges, Ed.D., Dean and Professor
Jean McSweeney, Ph.D., Professor
Cheryl Schmidt, Ph.D., Associate Professor
Elaine Souder, Ph.D., Professor
Jean McSweeney, Ph.D., Professor
Patricia J. Thompson, Ed.D., Associate Professor
Judith Weber, Ph.D., Professor
Patricia Wright, Ph.D., Associate Professor

PROFESSORS

Claudia Barone, Ed.D, DNP
Laura Hays, Ph.D.
Nicholas Zaller, Ph.D.

ASSOCIATE PROFESSORS

Jocelyn Anderson, Ph.D.
Corey Nagel, Ph.D.
Martha Rojo, Ph.D.

ASSISTANT PROFESSORS

Britni Ayers, Ph.D.
Brittany Beasley, Ph.D.
Natalie Capps, Ph.D.
Laura Hays, Ph.D.
Corey Nagel, Ph.D.
Pearman Parker, Ph.D.
S. Nicole Ward, Ph.D.

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 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 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.

Admission Requirements

Applications are accepted by the UAMS Graduate School through the Gateway for UAMS Students (Workday). The link to Workday 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. The application deadline for fall admission for domestic applicants is January 15 for priority consideration, and May 30 for regular applicants. Students requiring an F-1 VISA should apply by March 1. Receipt of the completed applications and all documents must be received by the application deadline. *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 to the Ph.D. in Nursing program must meet the following requirements:

1. Official transcripts from all colleges and universities attended must be sent directly to the Graduate School. The address is provided on the website.
2. Provide evidence of current unencumbered licensure as a registered nurse.
3. Hold either a BSN or master's degree in nursing from an ACEN or CCNE accredited program and show documentation of a minimum GPA of

3.65 in all coursework for the last degree (BSN or master's in nursing) completed.
4. Applicants not born in the U.S. or in a country where English is the official language, an official TOEFL iBT score of at least 79 or above on the computer-based exam or a minimum score of 20 in each section of the TOEFL iBT is required. Alternatively, official scores above 6.5 on the International English Langue Testing System (IELTS) may be submitted. The test must have been taken within the last two (2) calendar years of admission. Official TOEFL exam score or official IELTS scores must be received no later than one (1) month past the application deadline date. Only TOEFL test scores received directly from the Educational Testing Services or IELTS scores received directly from IELTS will be accepted as valid. Testing information is available at https://www.ets.org and https://www.ielts.org
5. Provide proof of two MMR vaccines or titer levels, Hepatitis B series (three vaccines) or evidence of hepatitis B surface antibodies, and two doses of varicella vaccine or evidence of titer levels.
6. Negative IGRA (T-spot or QuantiFERON-Gold) or a negative two-step TB skin tests within (12) months prior to enrollment.
7. COVID vaccination or approved medical or religious exemption.
8. Submit example of scholarly written work (see guidelines in application form).
9. 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.
10. The application packet requires written essay responses to questions regarding professional goals, research interests, and personal growth.
11. After all the above materials are reviewed, the applicant will interview with graduate faculty members. At the time of interview, the applicant will be asked to write a brief essay on a selected topic. Thereafter, the graduate faculty will determine whether an offer of admission is made.

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.

Characteristics of the Ph.D. Graduate

1. Engage in and conduct theory-guided research to test, generate, and extend knowledge that informs health care systems, health policy, and the evidence base for practice.
2. Exhibit proficiency in the critical analysis of scientific research.
3. Follow professional and ethical principles of the discipline in the responsible conduct of research.
4. Contribute to the formal and informal education of current and future nurses through discovery, application, integration, and communication of knowledge.

Student Learning Outcomes

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

1. Apply multiple methods of inquiry in research effort through:
    a. making valid scientific observations and using these to test, generate, and expand knowledge through appropriate experimental, experiential, qualitative, or theoretical avenues.
    b. understanding and performing applicable data analysis techniques.
2. Critically analyze scientific literature and write scientific documents such as primary research articles, review articles, book chapters, and grants.
3. Demonstrate an understanding of the professional and ethical responsibilities of a PhD-prepared scholar through professional leadership, mentorship, and service.
4. Communicate and apply findings with background via oral and written communication in the discipline to peers and to students, stakeholders, and public entities.

Curriculum Overview: Ph.D. in Nursing

The curriculum leading to the Doctor of Philosophy with a major in Nursing 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 nine (9) semester credits for the fall and spring semesters. Part-time study requires a minimum of six (6) semester credits for the fall and spring semesters. The program consists of a minimum of sixty (60) semester credits of coursework beyond the master's in nursing degree, including eighteen (18) semester credits of doctoral dissertation registration. Students entering post-masters or post-DNP complete the 60 credit hours of coursework listed below. Individuals with DNP degrees may transfer in up to 12-credits based on course equivalency.

1. Scientific Perspective (8 semester credits)

NURS 61052: Issues Influencing Research
NURS 61183: A Culture of Health Approach to Research
NURS 61193: Philosophies and Theories in Science and Research

2. Research Tools (14 semester credits)

NURS 61033: Qualitative Methodology in Nursing Research
NURS 61043: Quantitative Methodology in Nursing Research
BIOS 50133: Biostatistics I or approved course (replaced Data Management & Analysis I)
BIOS 52103: Biostatistics II Advanced Linear Models or approved course (replaced Data Management & Analysis II)
SPSS or STADA, R or SAS labs for 2 credit hours

3. Research Experience (25 semester credits)

NURS 61143: Synthesizing the Literature
NURS 62153: Grant Writing and Development
NURS 62171: Research Practicum
NURS 6200V: 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.
NURS 6203V: Doctoral Dissertation **(16 credits)**

4. Support Courses (10 semester credits)

NURS. 62103: Leadership in Health Care Systems (or approved course substitute)
NURS. 61161: Leadership in Health Care Systems Field Experience

Electives: minimum of six (6) credits may include courses listed below or approved courses that develop the student in content knowledge, methodologies, or other areas:

a. HPMT 51053: Introduction to Health Economics
b. NURS 52063: Quantitative Epidemiology I (if not taken with master's courses)
c. NURS 61083: Qualitative Data Analysis, Theory and Practicum.

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 those entering the BSN to Ph.D. program will include a minimum of eighty-one (81) credit hours. Students with a BSN and non-nursing master's degree follow the same program of study. The program of study will include all the core courses for the Ph.D. program, six (6) additional credit hours of electives, and eighteen (18) hours of dissertation study. Nursing education courses may be added. 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.

DOCTOR OF PHILOSOPHY IN NURSING (MNSc to Ph.D.)

The MNSc 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 MNSc to Ph.D. program earn a Ph.D. in Nursing Science degree.

Admission: The applicant with a master's degree will need to meet all the admission requirements for the Ph.D. program.

Program of Study: The program of study for those entering the MNSc to Ph.D. program will include a minimum of sixty (60) credit hours. The program of study will include all the core courses for the Ph.D. program, six (6) additional credit hours of electives, and eighteen (18) hours of dissertation study. Nursing education courses may be added. Taking the MNSc entry pathway into the Ph.D. program will shorten the student's program of study for the Ph.D. degree.

PHARMACEUTICAL SCIENCES GRADUATE PROGRAM (PSGP)

Amit K. Tiwari, Ph.D., PSGP Program Director
UAMS, 4301 W. Markham, Little Rock, Arkansas 72205, 501- 526-7388

The Pharmaceutical Sciences Graduate Program comprises two distinct tracks: Pharmaceutical Evaluation and Policy (PEP) and Pharmaceutical Sciences (PS).

PSGP Tracks:

Pharmaceutical Evaluation and Policy (PEP) Track
Laura Gressler, Ph.D., PEP Track Director
UAMS, 4301 W. Markham, Little Rock, Arkansas 72205, 501-526-5583

Pharmaceutical Sciences (PS) Track
Nukhet Aykin-Burns, Ph.D., PS Track Director
UAMS, 4301 W. Markham, Little Rock, Arkansas 72205, 501-603-1375

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

PROFESSORS
Antiño R. Allen, Ph.D.
Marjan Boerma, Ph.D.
Cesar M. Compadre, Ph.D.
Geoffrey M. Curran, Ph.D.
John D. Imig, Ph.D.
Bradley C. Martin, Pharm.D, Ph.D.
Jacob T. Painter, Pharm.D, Ph.D.
Amit K. Tiwari, Ph.D.

ASSOCIATE PROFESSORS
Chenghui Li, Ph.D.
Nukhet Aykin-Burns, Ph.D.
Darin Jones, Ph.D.
Corey Hayes, Pharm.D, Ph.D.
Rupak Pathak, Ph.D.
Benjamin Teeter, Ph.D.

ASSISTANT PROFESSORS
Timothy N. Atkinson, Ed.D.
Laura Gressler, Ph.D.
Brenden Frett, Ph.D.
Amanda Stolarz, Ph.D.
Cheng Peng, Ph.D.
Mokarram Hossain, Ph.D.
Tamer Kaoud, Ph.D.

Education Coordinators:
Tracy Holleman (PEP Track)
John Greenway (PS Track)

Degrees Conferred: M.S., Ph.D.
The PSGP comprises two distinct tracks: PEP and PS, each offering M.S. and Ph.D., involving a specific curriculum of core and elective courses that allow the student to refine and focus their development in specific areas of specialization.

PEP Track:

Admission to the PEP-Track
The Pharmaceutical Evaluation and Policy (PEP) Track is a research-intensive graduate training pathway housed within the Division of Pharmaceutical Evaluation and Implementation (PEI) and offered through the Pharmaceutical Sciences M.S. and Ph.D. programs. The PEP Track prepares students to conduct research in areas including real-world evidence, pharmacoepidemiology, health economics, health technology assessment, health policy, econometrics, comparative effectiveness and outcomes research, and the analysis of large health care databases.

Applicants from a wide range of academic and professional backgrounds are encouraged to apply, including those with training in health sciences, data analytics, statistics, economics, business, computer science, public health, psychology, policy, and related fields. Competitive applicants generally have an undergraduate or graduate GPA of 3.0 or higher. GRE scores are strongly encouraged but may be waived upon request.

Course Requirements for the Ph.D. Degree – PEP Track
The PEP Track Ph.D. requires 72 credit hours of graduate study. Required coursework includes 30 credit hours of core didactic courses, 6 semesters of the PEP seminar (1 credit hour each semester), at least 6 credit hours of elective courses in an area of concentration, and 18 credit hours of dissertation research. The remaining credit hours may be completed through additional elective coursework, research credits, or other approved graduate coursework aligned with the student's research interests and training needs.

Students without a thesis-based master's degree must complete a research practicum during the first two years of study. Successful completion of the research practicum requires at least one manuscript approved by the student's advisor and submitted by the student as lead author to a peer-reviewed journal.

Course Requirements for the M.S. Degree – PEP Track
The PEP Track M.S. requires 30 credit hours of graduate study. Required coursework includes 13 hours of PEP core didactic courses, 3 semesters of the PEP seminar (1 credit hour each semester), 6 credit hours of additional PEP coursework, and 6 credit hours of thesis research. The remaining credit hours may be completed through additional elective coursework, research credits, or other approved graduate coursework aligned with the student's interests and training needs.

PS Track:

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 72 credit hours is required for Pharmaceutical Sciences 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 bold.

Year 1 Fall Semester:		
PSCI 51003	**Medicinal Chemistry**	3 hrs.
BIOS 50133	**Biostatistics I**	3 hrs.
PHAR 51171	**Scientific Communication and Ethics I**	1 hrs.
PSCI 5114V section 002	Research	3 hrs.
	TOTAL	**10 hrs.**
Year 1 Spring Semester:		
PSCI 51033	**Pharmaceutics for Graduate Students**	3 hrs.
PHAR 51191	**Scientific Communication and Ethics II**	1 hrs.
	Elective	3 hrs.
PSCI 5114V section 002	Research	3 hrs.
	TOTAL	**10 hrs.**
Summer 1:		
PSCI 5114V	**Research**	1 hrs.
Year 2 Fall Semester:		
PHAR 51073	**Pharmacology & Therapeutics**	3 hrs.
PHAR 51201	**Scientific Communication and Ethics III**	1 hrs.
	Elective (as needed)	3 hrs.
PSCI 5114V section 002	Research	3 hrs.
	TOTAL	**10 hrs.**
Year 2 Spring Semester:		
PHAR 51231	**Scientific Communication and Ethics IV**	1 hrs.
	Elective (as needed)	3 hrs.
PSCI 5114V section 002	Research	6 hrs.
	TOTAL	**10 hrs.**
Summer 2:		
PSCI 5114V section 002	Research	1 hrs.
	CANDIDACY EXAM (research proposal submitted to committee followed by oral defense)	
Year 3 Fall and Spring Semesters		
PSCI 6200V section 002	**Doctoral Dissertation**	**10 hrs./sem.**

Summer 3

PSCI 6200V section 002	**Doctoral Dissertation**	**1 hrs./sem.**

Year 4 Fall and Spring Semesters

PSCI 6200V section 002	**Doctoral Dissertation**	**10 hrs./sem.**

Summer 4

PSGP 6201 sect 002/PSCI 5114V	**Doctoral Dissertation**	**1 hrs./sem.**

Curriculum for Ph.D. – PEP Track

Core Didactic Courses

BIOS 50133 - Biostatistics I	3 hrs.
BIOS 52103 - Biostatistics II	3 hrs.
EPID 51103 - Epidemiology I	3 hrs.
PHAR 51171 - Scientific Communication and Ethics I	1 hr.
PSCI 5116V - Mentored Research Experience	1 hr.
PSCI 51173 - Foundations of Pharmaceutical Evaluation and Policy Research Methods	3 hrs.
PSCI 51193 - Applied Research Methods Using Retrospective Data	3 hrs.
PSCI 51203 - Pharmacoeconomics and Health Technology Assessment	3 hrs.
PSCI 51233 - Pharmaceutical Economics and Policy Evaluation	3 hrs.
PSCI 51253 - Applied Health Econometrics	3 hrs.
PSCI 61153 - Pharmacoepidemiology	3hrs.
PHAS 53033 - Clinical Pharmacology *Note: this course will be waived for students with a degree in a healthcare field (pharmacy, medicine, nursing, etc.)	audit
PSCI 51243 - US Healthcare System *Note: this course will be waived for students with a U.S.-based healthcare degree	1 hr.

Seminar

PSCI 51081 – Pharmaceutical Evaluation and Policy Seminar (1 credit hour each semester)	6 hrs.

Elective Courses

Complete 6 credit hours from PSCI, BMIG, HPMT, BIOS, REGS, or EPID Courses	6 hrs.

Dissertation

PSCI 6200V - Dissertation	18 hrs.

Curriculum for MS – PEP Track

Core Didactic Courses

BIOS 50133 - Biostatistics I	3 hrs.
BIOS 52103 - Biostatistics II	3 hrs.
EPID 51103 - Epidemiology I	3 hrs.
PHAR 51171 - Scientific Communication and Ethics I	1 hr.
PSCI 51173 - Foundations of Pharmaceutical Evaluation and Policy Research Methods	3 hrs.

Seminar

PSCI 51081 – Pharmaceutical Evaluation and Policy Seminar (1 credit hour each semester)	3 hrs.

PEP MS Elective Courses 6 hrs.

PSCI 51193 - Applied Research Methods Using Retrospective Data (3 hrs.)
PSCI 51203 - Pharmacoeconomics and Health Technology Assessment (3 hrs.)
PSCI 51233 - Pharmaceutical Economics and Policy Evaluation (3 hrs.)
PSCI 51253 - Applied Health Econometrics (3 hrs.)
PSCI 61153 - Pharmacoepidemiology (3 hrs.)

Master's Thesis

PSCI 5200V - Master's Thesis	6 hrs.

Regulatory Sciences

Mitch McGill, Ph.D., Program Director
UAMS, 4301 W. Markham, Little Rock, Arkansas 72205, 501-526-6619

Christopher Fettes, M.A., Departmental Program Director

UAMS, 4301 W. Markham, Little Rock, Arkansas 72205, 501-526-4260

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

PROFESSOR
Igor Koturbash, M.D., Ph.D.

ASSOCIATE PROFESSORS
Mitchell McGill, Ph.D.

ASSISTANT PROFESSORS
Jing Jin, Ph.D.

INSTRUCTORS
Narsimha Reddy Penthala, Ph.D.
Stefanie Kennon-McGill, Ph.D.

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 Ph.D. 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 Graduate 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 Graduate Certificate in Regulatory Science.

Academic Integrity Training Requirement: All students in the COPH must adhere to the highest standards of professional and ethical conduct. Among these standards is the recognition that student written work must be original and appropriately cited. In order to facilitate understanding of this standard, all COPH students must complete the online course "**How to Recognize Plagiarism: Tutorials**." The hyperlinks to this tutorial and certification exam were provided to you in your acceptance packet. You may also contact the COPH Office of Student Affairs or your designated faculty advisor for more information. Upon completion of the certification test, please email the certificate to your designated faculty advisor and the COPH Office of Student Affairs at COPHOffice@uams.edu. Requirement approval date: 09.02.2020.

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):

REQUIRED – 12 Credit Hours		Credit Hours	Grade	Year	Semester
REGS 60133	FDA Regulations	3			
REGS 60233	Methods in Risk Assessment and Management	3			
REGS 51073	Design and Management of Clinical Trials	3			
REGS 61003	Good Regulatory Practices	3			

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 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 this program. All provisions of the Graduate School Student Handbook, including the grievance procedures, are the authority applicable to students enrolled in 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
Phyllis Fields, M.Ed., *Associate Dean for Student Affairs*
Reza Hakkak, Ph.D., *Associate Dean for Research*
Tina Maddox, Ph.D., RD, *Associate Dean for Academic Affairs*
Jessica Stahulak, MHA, *Associate Dean for Finance and Administration*

Staff
CJ Carrell, *Department Business Administrator*
Viola Moreland, MHA, *Department Business Administrator*
Rob Tolleson, B.A., *Executive Assistant III*

1.4 ADMISSIONS OFFICE

The Admissions Office 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 Admissions Office 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.

ADMISSIONS OFFICE PERSONNEL
Phyllis Fields, M.Ed., *Associate Dean for Student Affairs*
Michelle Anderson, A.A., *Executive Assistant I*
Sheena Brooks, M.A., *Director of Student Services*
Kimberlyn McKisick, M.Ed., *Student Recruiting Coordinator*
Autumn Perkins, M.S., *Education Coordinator*

2. UAMS History and Organization

Please refer to the Table of Contents in this catalog to find this information.

2.1.1 NON-DISCRIMINATION STATEMENT

UAMS Academic Affairs Policy # 2.1.3 (revised 04/18/2025)
It is the policy of the University of Arkansas 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, 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 applicable federal and state law, including the Civil Rights Act; the Americans with Disabilities Act; the Rehabilitation Act of 1973; and Title IX of the Education Amendments of 1972.

A student having a complaint concerning terms and conditions of their student status or experience with UAMS is encouraged to 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.). The person in charge shall attempt to resolve the complaint and may take interim steps if deemed necessary. A complaint may, but need not, become a grievance. Such presentation and discussion shall be entirely informal. However, if the matter involves sexual misconduct or sexual assault, it will be handled pursuant to UAMS Title IX Policy 3.1.48.

If informal dialog does not resolve the issue, and the student believes that he or she has encountered a policy, procedure, or practice that constitutes discrimination, he or she should contact the Administrator at his/her respective college, who is specifically designated to assist students in the matter of filing a grievance through the UAMS Student Grievance Procedures process.

Academic, disciplinary, administrative action and grievance procedures are presented in the student handbook of each college. Copies are available both online and through the respective Associate Dean's offices responsible for student/academic affairs.

Actions on the part of any employee or official of the University contrary to this policy will be addressed promptly and appropriately, according to 2.2.1 **Grievance Procedure for Alleged Discrimination**.

2.1.2 DRUG FREE WORKPLACE

UAMS Administrative Guide, Policy # 4.4.05 (revised: 12/09/20)
It is the goal of UAMS to maintain a Workplace that is free from the illegal use, possession, or distribution of controlled substances. Unlawful possession, manufacturing, use, sale, or distribution of controlled or illegal substances by the UAMS Workforce while in the Workplace or while on UAMS business is prohibited. In addition, students and members of the UAMS Workforce shall not use illegal substances or abuse legal substances in a manner that impairs performance of assigned work or classroom or other academic activities. This policy is not intended to preclude the *medical* or *research* use of alcohol or controlled substances.

It is the underlying philosophy of the UAMS that addiction to alcohol and/or other drugs represents a disease state, and treatment of such problems is a legitimate part of medical practice. Employees or students with an addiction to drugs or alcohol are encouraged to seek help through the UAMS Employee Assistance Program (EAP) or Student/Employee Health Service. Individuals who seek help through the UAMS EAP or Student/Employee Health Service will not be punished for seeking such help. However, appropriate disciplinary procedures linked to performance criteria are not precluded by this policy.
UAMS is committed to a drug-free workplace and resources for substance dependency assistance are available at: https://inside.uams.edu/drug-free-campus-program/

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 ten academic departments. They include: Audiology and Speech Pathology; Dental Hygiene; Dietetics and Nutrition; Genetic Counseling; Imaging and Radiation Sciences (Diagnostic Medical Sonography, Nuclear Medicine Imaging Sciences, Radiologic Imaging Sciences); Laboratory Sciences (Cytology, Medical Laboratory Sciences); Occupational Therapy; 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 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

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 decision that are timely, complete, and accurate.

Respect

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

Teamwork

We seek to create interdisciplinary and interprofessional, 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.

2.2.4 Departments and Programs

Department of Audiology and Speech Pathology
Audiology
Speech-Language Pathology

Department of Dental Hygiene
Dental Hygiene

Department of Dietetics and Nutrition
Clinical Nutrition
Dietetics

Department of Genetic Counseling
Genetic Counseling

Department of Imaging and Radiation Sciences
Diagnostic Medical Sonography
Nuclear Medicine Imaging Science
Radiologic Imaging Science

Department of Laboratory Sciences
Cytology
Medical Laboratory Science

Department of Occupational Therapy
Occupational Therapy

Department of Physical Therapy
Physical Therapy

Department of Physician Assistant Studies
Physician Assistant

Department of Respiratory Care
Respiratory Care

2.2.5 Degrees Awarded

Bachelor's Degrees
Cardio-Respiratory Care (B.S.)
Cytology (B.S.)
Dental Hygiene (B.S.)
Diagnostic Medical Sonography (B.S.)
Medical Laboratory Sciences (B.S.)
Nuclear Medicine Imaging Sciences (B.S.)
Radiologic Imaging Sciences (B.S.)
Respiratory Care (B.S.)

Master's Degrees
Clinical Nutrition (M.S.) [1]
Dietetics (M.S.)
Genetic Counseling (M.S.)
Physician Assistant Studies (M.P.A.S.)
Respiratory Care (M.S.)
Speech-Language Pathology (M.S.)

Doctoral Degrees
Audiology (Au.D.)
Occupational Therapy (O.T.D.) [2]
Physical Therapy (DPT)

[1] The M.S. in Clinical Nutrition is 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, and the Central Arkansas Veterans Healthcare System. 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 Campuses are located in 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 the 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 twice per semester and ad hoc. Contact the CHP Admissions Office 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 Campuses 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 the Central Building, RM 3D/29. See the Creative Services website for hours of operation, fees, and other information. https://communications.uams.edu/creative-services/.

Northwest Campus:
For new or replacement badges on the Northwest Regional Campus, complete the online badge request form at: https://uams.edu/nwcampusops/forms/badgereplace. For badge access questions and concerns, email the Student Services Director, Lyndsay Johnson, LJohnson4@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 on the Little Rock Campus. Personal stamped mail as well as business related items are accepted. All mail received in the Mail Processing Center by 4 PM 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 on the Little Rock Campus 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 in the Central Building in Room 3D29, 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 Little Rock 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 https://uams.aimsparking.com/.

Northwest Campus:
Parking on the UAMS Northwest Campus requires a permit that can be obtained from the Northwest Campus Operations office. All parking pass requests must be submitted using the Northwest Campus Operations form: https://uams.edu/nwcampusops/.

4.1.6 Food Services

The main UAMS campus in Little Rock has a number of options available to patients and visitors looking for a place to eat during the day or at night. See website for more information.

The Northwest Campus has a coffee shop with grab-and-go breakfast and lunch items available in the lobby Monday through Friday. There are also vending machines located throughout the Northwest Campus.

4.1.7 Chaplain Services

The nondenominational Samuel Moore Walton Memorial Chapel is located in the Ward Tower, on the first floor diagonally across from the Doc Java. The Walton Memorial Chapel is open 24 hours a day, 7 days a week, and is available for prayer, meditation and personal worship. Ecumenical worship services are conducted every Sunday at 10:00 a.m. Special worship services may be held in conjunction with major religious holidays. See website for additional information on Chaplain Services.

4.2 UAMS ONLINE BOOKSTORE

UAMS has partnered with Akadémos/TextbookX to provide textbook support to students and faculty. 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 EDUCATIONAL AND 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 are admitted into 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 https://students.uams.edu/ada-disability-services/ or by the 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.

Clinical Skills Laboratories: The Center for Clinical Skills Education in Little Rock and the Walker Clinical Education Center in Fayetteville are state-of-the-art facilities designed to help students develop essential clinical skills. In these labs, students practice communication, physical exams, and procedures with standardized patients in realistic clinical settings. Each facility includes fully equipped exam rooms, video recording and monitoring systems, and conference space where faculty can observe and evaluate student performance.

Simulation Laboratories: The Little Rock and Fayetteville campuses are equipped with simulation laboratories featuring high-fidelity mannequins that simulate complex medical conditions, giving students experience in delivering safe, effective care while developing critical thinking skills under pressure. Simulation operations specialists monitor the simulation mannequins and change the scenario in real time as the training happens. These experiences allow for hands-on learning prior to real patient encounters increasing the students' confidence and proficiency.

4.7 STUDENT COMPUTER AND EMAIL ACCESS

Access to the UAMS network, including access to the Internet via the UAMS network, online 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 clinic in Little Rock is located at 4301 West Markham St., Central Building, Ground Floor, Room G600, and is open Monday - Friday 7:00 AM - 4:30 PM. Telephone: (501) 686-6565. See website for additional information

Student and Employee Health Services for the Northwest Campus: The UAMS Northwest Student and Employee Health Clinic is located within the Family Medicine Clinic on the Northwest Campus, lobby level. Appointments are available Monday-Friday, excluding holidays. Telephone: (479) 713-8222. See website for additional information.

Telehealth Services: All UAMS students have access to UAMS HealthNow for a video visit with a UAMS Health provider 8 a.m.–8 p.m., seven days a week.

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 at 521 Jack Stephens Drive, First floor. Telephone: (501) 686-6560 or 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 confidentially (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 must be physically located in the state of Arkansas when receiving counseling and psychiatric services through the UAMS Student Wellness Program; thus, students training in another state are responsible for the cost and arrangements of mental health services when outside of Arkansas. 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 on the Little Rock campus is located at 227 Jack Stephens Drive. Office hours are Monday through Friday, 8:00am to 5:00pm. Telephone: (501) 686-8408; Email: studentwellness@uams.edu. The UAMS Northwest Wellness Program on the Northwest Campus in Fayetteville is located on the UAMS Northwest Campus, Annex Building, 1100 North Woolsey Avenue. Telephone: (479) 713-8313; Email: NWWellnessProgram@uams.edu.

For after hour emergencies: Call 911 or (501) 686-8000 or 1-800-273-8255 (TALK) 24 hours a day, seven days a week or go to the nearest Emergency Department. Refer to this website for additional information.

If you are experiencing a life-threatening emergency, please call 911 or go to the nearest emergency room.

If you are otherwise in crisis (e.g., experiencing suicidal thoughts), you can:

Call or text 988 to reach the 988 Suicide and Crisis Lifeline, 24/7
Chat at 988lifeline.org, 24/7

Text Home to 741741 to reach the Crisis Text Line, 24/7

Call the Student Wellness Program at 501-686-8408 between 8 a.m. and 5:00 p.m., Monday through Friday, and tell us it's urgent.

4.8.3 Substance Use and 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. Contact the UAMS Center for Addiction Services and Treatment (CAST) at 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 at 5800 West 10th Street, Suite 510, Little Rock, AR 72204. Telephone: (501) 686-5733 or visit website.

4.8.5 Pharmacy

Students receive discounts on prescriptions filled at the UAMS Outpatient Pharmacy located on the Little Rock Campus 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 4021 West 8th Street, Little Rock, AR 72204. Telephone: (501) 320-7300. 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 https://eye.uams.edu.

4.8.8 Fitness Center

The UAMS Fitness Center in Little Rock is located on the eighth floor of the Rahn Building. 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 (including fees), visit the website.

UAMS students receive a discount at UALR's Donaghey Fitness Centers. Students must show proof of current UAMS enrollment by showing a current student ID badge at those facilities. Membership is for the UAMS student only, and neither the card nor membership is transferable.

The UAMS Northwest Campus Fitness Center is available to all students on the Northwest Campus. It is located on the UAMS Northwest Campus, Annex Building, 1100 North Woolsey Avenue. There is no cost for students to use the facility and it is available 24/7 with badge access.

UAMS Northwest students are eligible for membership at the University of Arkansas's University Recreation facilities. Membership and fee information can be found at https://urec.uark.edu/about-urec/index.php

4.9 CAMPUS SAFETY AND EMERGENCY RESPONSE

4.9.1 UAMS Police

The UAMS Police Department located at the Distribution Center, 4301 W. Markham St. serves students on the Little Rock campus. They 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.

The University of Arkansas Police Department is the security team for the UAMS Northwest Campus. They can be reached at (479) 575-2222. For emergencies, student should call 911 and tell dispatch they are on the UAMS Northwest Campus and give their location (i.e. – classroom number, library, etc.)

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. Please refer to Section 4.5 – Student Disability Support Services in this catalog for more information.

It is the policy of UAMS that members of the University community neither commit nor condone acts of bigotry, racism or discrimination. Please refer to Section 2.1.1 – Non-Discrimination Statement in this catalog for more information.

5.2 APPLICATION DEADLINES 2026-2027

Admission requirements in the program sections of this catalog reflect 2026 admission.

Program	2026 Application Deadlines* (4:30 p.m. Central Time)
Audiology	February 1, 2026
Clinical Nutrition	*Contact the Graduate School*
Cytology	May 15, 2026
Dental Hygiene	March 15, 2026
Diagnostic Medical Sonography	March 15, 2026
Dietetics (M.S.)	Priority Deadline: January 10, 2026 Regular Deadline: February 15, 2026
Genetic Counseling	December 15, 2025
Medical Laboratory Science – Traditional Program	May 15, 2026
Medical Laboratory Science – Extended Internship Program	May 15, 2026
Medical Laboratory Science – MLT-to-MLS	**Fall 2026:** May 15, 2026 **Spring 2027:** November 1, 2026
Medical Laboratory Science – Non-Degree Option	**Fall 2026:** June 1, 2026 **Spring 2027:** November 15, 2026
Nuclear Medicine Imaging Science	**Early Consideration:** March 1, 2026 **Regular Deadline:** May 15, 2026
Occupational Therapy*	*Contact the Program*
Physical Therapy	September 15, 2025
Physician Assistant	November 1, 2025
Radiologic Imaging Science – Traditional B.S. Program	March 15, 2026
Radiologic Imaging Science – Online Degree Advancement Program	**Fall 2026:** June 1, 2026 **Spring 2027**: November 1, 2026 **Summer 2027**: March 15, 2027
Respiratory Care (B.S.)	May 1, 2026
Respiratory Care (A.S. to B.S. Degree Advancement Program)	**Fall 2026**: May 1, 2026 **Summer 2027**: April 15, 2027
Respiratory Care (M.S.)	May 1, 2025
Speech-Language Pathology (M.S.)	February 1, 2026

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 ADMISSIONS OFFICE

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 Admissions Office.

The Admissions Office 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 Admissions Office 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. Advising appointments may be made by calling (501) 686-5730 or by using the online request form.

5.4 APPLICATION CHECKLIST/PROCEDURES

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 institutionally accredited institutions. Refer to catalog section 5.13 – Evaluation of Transcripts for Transfer.

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). Refer to catalog section 5.10.1 – English Fluency and Literacy Requirement: TOEFL

Health Insurance – 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 pafields@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 and Drug Screens for Applicants and Students
UAMS College of Health Professions Policy # 02.12.02 (revised 12/12/2024)

Purpose
The purpose of this policy is to establish guidelines and procedures for conducting criminal background check(s) and drug screens for applicants who have been offered admission or students enrolled in a College of Health Professions program.
The policy is adopted because it is incumbent on the College of Health Professions to: (a) meet contractual obligations contained in affiliation agreements between the college and clinical education affiliates, (b) exercise due diligence and assess the qualifications of all individuals who may have contact with patients and/or research participants, (c) ensure compliance with clinical education affiliate standards and regulations pertaining to human resource management, and (d) support an academic culture that values and protects patient safety.

Applicability
This policy applies to (1) all applicants who have been offered admission into a College of Health Professions program and (2) enrolled students who may be required to obtain additional background checks and drug screens following matriculation.
Exemptions: Students enrolled in 100% online programs without clinical placements and pre-degree/non-degree/non-certificate students will be exempt from obtaining a criminal background check and drug screening.

Policy
When required, admitted applicants or 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. In those instances, currently enrolled students will be barred from participating in clinical education experiences at clinical affiliates until a background check and/or drug clearance is obtained. Failure to obtain an additional background check and/or drug clearance may be cause for suspension or dismissal from the program.

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 (seven years)
- Violent Sexual Offender and Predator Registry search
- Office of the Inspector General List of Excluded Individuals/Entities
- General Services Administration List of Parties Excluded from Federal Programs
- U.S. Treasury, Office of Foreign Assets Control, List of Specially Designated Nationals
- 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.

Approved Vendor(s)
Background checks and drug screens must be conducted by a vendor approved by the College of Health Professions. Background check reports and drug screens from other sources will not be accepted.

Timing of the Background Checks and Drug Screens
Applicants offered admission must obtain a background check and drug screen prior to program enrollment, and they will not be permitted to register for classes until the process is completed with no significant findings.

Cost of Background Checks and Drug Screens
The applicant or student will pay the cost of required background checks and drug screens.

Period of Validity
A background check and drug screen is honored for the duration of enrollment if the student is continuously enrolled; however, particularly in programs longer than one year in length, a clinical affiliate may require a student to submit an updated background check and/or drug screen. The student will pay the cost of the required update and must use the college's approved vendor.
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 degree program. An officially approved leave of absence is not considered a break in enrollment. During enrollment, students are subject to "for cause" drug screens and/or additional background checks (due to suspicion or reports of violation of laws, etc.) and the results must be deemed satisfactory in order to continue in the program.

Significant Findings in Background Checks

Reverification
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 reverification will be paid by the applicant or student. The college may require the applicant or student to produce additional documentation to verify or reverify 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 as to whether an applicant should be admitted or if a current student should be able to continue in the program.
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 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 UAMS Policy 2.2.14 Student Code of Conduct.

Deferred Matriculation or Participation
If a background check reveals matters that may be cleared by the applicant or student, matriculation or continuation in the degree program may be deferred up to one year while the matter is being resolved.

Drug Screens

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. Students enrolled in 100% online programs without clinical placements and pre-degree/ non-degree/non-certificate students will be exempt from obtaining a criminal background check and drug screening.

Approved Vendor(s)
Drug screens must be conducted by a vendor approved by the College of Health Professions.

Confidentiality and Disposition of 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.
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.

5.6 SUBMISSION OF TRANSCRIPTS TO THE COLLEGE

Official transcripts from all previously attended institutions are required, including college coursework that may have been completed while in high school. Transfer credit is only accepted from institutionally 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 Admissions Office 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 Admissions Office before the application deadline (varies by program). CHP Admissions Office, 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 institutionally 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 an institutionally 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.

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 postbaccalaureate program. The Academic Fresh Start Program does not apply to the Standards of Academic Progress for financial aid applicants. Therefore, the student may not qualify for financial aid based on prior academic performance.

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 Admissions Office prior to the application deadline or the deadline for receipt of transcripts of the specific CHP program to which the individual is applying.

5.9 PRE-DEGREE OR NONDEGREE/NONCERTIFICATE STUDENTS

Minimum Criteria: Department chairs/program directors (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 Admissions Office. 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 Admissions Office 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 Admissions Office before the application deadline (varies by program). CHP Admissions Office, 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 Admissions Office 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 Admissions Office.

5.10 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 their 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, Admissions Office. 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 preferred means to document fluency and literacy is to submit a Test of English as a Foreign Language (TOEFL). The IELTS may also be accepted. 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 their 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 $33,000 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.

5.10.1 ENGLISH PROFICIENCY REQUIREMENT

CHP Student Affairs Policy #02.16.01 (revised 04/11/2024)
TOEFL Requirement: 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 (listening, structure/writing, reading, and speaking). CHP programs have the option of setting higher score requirements. The test must have been 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.
IELTS Requirement: The minimum score on the IELTS test is 6.5. Please note that departments have the prerogative of setting higher score requirements. The IELTS test must have been taken within the two years immediately preceding the requested semester of admission. An official copy of the IELTS score, issued by IELTS must be sent directly to UAMS by the testing agency. 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.

F1 Visa Applicants: SEVIS (Student and Exchange Visitor Information System) requires certifications that each international student has taken or met the English Proficiency requirement at UAMS. The only exceptions that can be made besides the applicant completing the TOEFL or IELTS exam within two years are:

- Received a bachelor's degree or master's degree from an accredited U.S. college or university to include 6sc of English Composition.
- Official Letter from institution outside the U.S. to document the mode of instruction for the program/degree was English.

Applicants on a F1 Visa cannot petition for a TOEFL or IELTS Waiver.

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 or IELTS requirement may be waived for non F-1 applicants to programs in CHP who meet any of the criteria listed below:

- Received a bachelor's degree or master's degree from an accredited U.S. college or university to include 6sc of English Composition.
- Graduated from a U.S. high school having completed a minimum of three (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 processes, believe there to be no deficiency in the area of English fluency and literacy the opportunity exists for a petition under administrative waiver.
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:
Applicant must submit the completed TOEFL or IELTS Waiver Request Form to their department chair/program director. The program chair/director will review, make a decision, sign, date, and submit form to the Associate Dean for Student Affairs or the Student Services Specialist assigned to their program.

5.11 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. Students may also be required to pay for an updated background check/drug screening and update compliance, health insurance, and pre-enrollment screening requirements.

5.12 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
- Update information as requested by the Admissions Office and/or the program

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.

5.13 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, sent through an authorized transcript processing service to CHPAdmissions@uams.edu, or if hand-carried (or mailed) to the CHP Admissions Office 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 Admissions Office 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
Admissions Office
4301 West Markham, Mail Slot 619
Little Rock, Arkansas 72205
CHPAdmissions@uams.edu

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 an institutionally 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 https://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 place on your student record in Workday. Please do not assume all the documents have been received and processed. You may email registrar@uams.edu to check the status.

5.13.1 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.

5.14 CREDIT FOR MILITARY TRAINING

A student who has been in active military service may submit a copy of their 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 an institutionally accredited institution of higher education.

5.15 ADVANCED STANDING

While atypical, a department's admissions committee may recommend advanced placement upon consideration of an applicant's background and experience. Programs must consider requirements of their accrediting agency when making the determination if advanced placement is an option. Final approval is required from the Dean.

5.16 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.

5.16.1 CREDIT FOR ELECTIVE AND CORE CURRICULUM REQUIREMENTS

With departmental approval, credits established by examination appearing on an official transcript of an institutionally 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 institutionally accredited institution; therefore, CLEP credit must appear on the applicant/student's official transcript from the institution awarding the credit.

5.16.2 CREDIT FOR PROFESSIONAL PROGRAM REQUIREMENTS

A student who is admitted to or enrolled in a program in the College of Health Professions may be granted academic credit by passing examinations in courses at the discretion of the department/program 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 semester credit 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.

5.16.3 Undergraduate Programs and AP Credits

Whether or not Advanced Placement (AP) courses are accepted varies by program. Please refer to the following when determining if AP courses can be accepted:

Programs that WILL accept AP credit to satisfy science and math requirements as well as general education requirements:

- Cytology

Programs that WILL NOT accept AP credit to satisfy science requirements, but WILL accept AP credit to satisfy math and general education requirements:

- Medical Laboratory Sciences

Programs that WILL NOT accept AP credit to satisfy science and math requirements, but WILL accept AP credit to satisfy general education requirements:

- Dental Hygiene
- Diagnostic Medical Sonography
- Nuclear Medicine Imaging Sciences
- Radiologic Imaging Sciences
- Respiratory Care (up to 15 semester credit hours)

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 Admissions Office 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 https://registrar.uams.edu/our-forms/

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 https://academicaffairs.uams.edu/state-authorization-of-distance-education/.

6.1.4 AUDITING A COURSE

When a student audits a course, they must register, pay the associated tuition and fees, and be admitted to class on a space available basis and at the discretion of the course instructor. 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. Neither grade points nor credits are assigned at the completion of an audited course and audited courses do not count toward completion of degree requirements.

The last day to change from audit to credit is the fifth (5^{th}) 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 chair/program director 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 five-character subject code is used to number courses. The 1st character identifies the course level (1-4 = Undergraduate, 5 = Masters, 6 = Doctoral Graduate (PhD, etc.), 7-8 = Doctoral – Professional (MD, PharmD, etc.). The 2nd character may indicate the year in the program or the 2nd and 3rd characters may indicate general course numbering. The 4th character is multi-purpose with numerals 1 or 2 indicating courses with credit hours greater than 9 and numerals 0 and 3-9 indicating additional course identifiers, as needed. The 5th character indicates credit hours. If a course has more than 9 credits, the 4th character was used, as described previously. Variable credit is denoted with a "V."

6.2.3 Course Load

CHP Academic Affairs Policy #01.00.04 (revised 12/14/2023)
The maximum course load for fall and spring semesters is twenty (20) semester credits and for summer semester is sixteen (16) semester credits. To take a course load exceeding the maximum, approval by the department chair or program director is required. Students may enroll in classes on other campuses as part of their normal course load, but such concurrent enrollment must be approved by the student's CHP department chair or program director prior to registration.

Policy exception - In cases where a program's approved curriculum exceeds the 20 semester credit maximum, no special approval by the department chair/program director is required.

Students receiving financial assistance through student loans, grants, scholarships, or Department of Veterans Affairs benefits are required to maintain specified course loads to continue eligibility for receiving funds. It is the student's responsibility to know the course load requirements that may apply for the assistance they are receiving.

6.2.4 Adding/Dropping a Course

CHP Academic Affairs Policy #01.00.06 (revised 04/11/2024)
Students have until the close of the registration period to add or drop courses for the subsequent semester.

If a student wishes to add or drop a course after the registration period has ended, they must submit a request on an "Add/Drop/Withdrawal" form available from the Office of the University Registrar's website. The form must contain signatures from the student, program director and CHP associate dean to process the request.

If approved by the program director, a student may add a course within five business days after the start date of the course. After the fifth business day, students may no longer add courses to their schedule.

A student may request to drop a course up until the last five business days of the course. When a student drops a course within the first five days of the course's start date, no notation will appear on the transcript regarding the deletion of the course. When a student drops a course after the fifth day and up until the mid-point date of the course, a mark of "W" will appear on the transcript. When a student drops a course after the midpoint date of the course and up until five business days before the end of the course, a mark of "WP" (withdraw passing) or "WF" (withdraw failing) will appear on the transcript. The midpoint date and last day to drop a course is published on the CHP academic calendar each semester. A mark of "WF" is averaged into the GPA as a grade of "F." A grade of "WP" is not averaged into the GPA.

Refund of tuition and fees for courses that are dropped are based on the schedule established in UAMS Academic Affairs Policy 3.1.5, Tuition and Fee Refunds for Students Withdrawing from UAMS.

6.2.5 Student Inactivity in Courses

CHP Academic Affairs Policy #01.00.01 (revised 06/10/2024)
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 are expected to monitor their students' active participation and make contact by phone and UAMS email with those who have not initiated or maintained active participation in their course(s) for a period of one week. If a satisfactory reason is not presented to the faculty, the student does not actively engage in learning activities and/or the faculty member is unable to get in contact with the student, the faculty member should report this to the associate dean for academic affairs. The ADAA will attempt to contact the student to learn the reason for his/her lack of participation. If a satisfactory reason is not presented, the student does not actively engage in learning activities and/or the ADAA is unable to get in contact with the student in a one- week period, the ADAA will notify the Registrar and the student will be administratively dropped from the class(es). If all classes are dropped, the student is administratively withdrawn from the College of Health Professions program.

6.2.6 Repeating a Course

CHP Academic Affairs Policy #01.00.14 (reviewed 02/12/2026)
When a course within the professional coursework 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 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, indicating they wish to completely withdraw from the program. The student must have their advisor/program director approve and sign the form. The advisor/program director will forward the form to the CHP associate dean for academic affairs for final approval. The associate dean will submit the form to the Office of the University Registrar. If a student wishes to withdraw from a program during the semester, they must do so no later than five working days before the end of the semester If the student does not withdraw by the deadline, a grade of "F" will be assigned in all courses in which the student has not completed all requirements.

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 Student Financial Services Office located in CHP 6A 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.
https://registrar.uams.edu/our-forms/

6.3 GRADES AND MARKS

CHP Academic Affairs Policy #01.00.11 (revised 06/10/2024)

POLICY

Grades

Final course grades are recorded and preserved in the Office of the University Registrar. The following grades and grade point values are used in the college:

Grade	Denotation	Grade Points
A	Outstanding	4
B	Above Average	3
C	Satisfactory	2
D	Poor	1
F	Failure	0

The grade of "A" is given for outstanding achievement to excellent scholars. "B" represents above average achievement. "C" represents satisfactory achievement. "D" (poor achievement) is considered the minimum passing grade; while academic credit is awarded for a D grade, some College of Health Professions departments 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
Grade-point Average refers to the average grade point 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
Cumulative Grade-point Average refers to the average grade point value achieved in all graded courses appearing on the College of Health Professions 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

Program Grade-point Average refers to the average grade point value achieved for the College of Health Professions 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.

Marks

The following marks are used in the college:

Mark	Denotation
I	Incomplete
IP	In-Progress

Mark	Denotation
AU	Audit
CR	Credit
P	Pass
NP	No Pass
W	Withdrawal
WP	Withdrawal Passing
WF	Withdrawal Failing

A Mark of "I" (Incomplete)
A mark of "I" may be assigned to a student who has not completed all course requirements, but has participated in the class throughout the term/session and has demonstrated work of passing quality but needs additional time to complete as determined by the instructor. It is the student's responsibility to arrange completion of the course requirements with the instructor and the instructor must inform the student, in writing, of the expected completion date.

An "I" grade may **not** be assigned if a student stops participating in the class and intends to restart classwork at a later date beyond the published class end date. A student who ceases class participation in this manner must drop/withdraw from the class. If a student must stop participating in all coursework during a term, a term withdrawal and leave of absence may be required (See UAMS Academic Policy 2.2.10).

A Mark of "IP" (In-Progress)
An "IP" grade is applied in consultation with the Office of the University Registrar and is generally available when an extension is required for an entire class of students for reasons beyond the students' control. If an entire class experiences an unavoidable interruption in class content or progression (e.g., a class module/clinical experience is delayed), the instructor must contact the OUR immediately (prior to the scheduled class end date) to determine an appropriate course of action. This may include updates to the official class end date, or the assignment of In-Progress grades for all students in the class.

A Mark of "AU" (Audit)
The mark of "AU" 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" (Credit)
The mark of "CR" is used in denoting successful challenge of a course by examination. Marks of "CR" are not computed in a student's GPA.

Marks of "P" (Pass) and "NP" (No Pass)
A mark of "P" is given for a course in which the student did work of passing quality. A mark of "NP" indicates the student did not do work of passing quality. A mark of "NP" in a required course may preclude progression to the next semester. Refer to the individual departments' policies to determine if a student may progress with a "NP" mark.

When a student is progressing in a course graded with P/NP but has not had the opportunity to demonstrate all competencies by the end of the semester, the student shall be given an "I" mark for the course. A grade change form will be submitted by the course director by the end of the next semester that the student is enrolled (or at the end of the approved extension time period approved by the college) indicating P or NP for the course. Marks of P/NP are not computed in a student's GPA.

Marks of "W" (Withdrawal), "WP" (Withdrawal Passing) and "WF" (Withdrawal Failing)
The marks of "W," "WP," or "WF" will be assigned upon official withdrawal from a course. A "W" mark is assigned up to the midpoint of a course (refer to the College of Health Professions Academic Calendar for the deadline for assigning "W" marks). After the midpoint date and up until five business days before the end of the semester, either a "WP" or "WF" mark must be assigned when a student withdraws from a course. A mark of "WF" is computed into the student's GPA as a grade of "F", while a mark of "WP" is not computed into the GPA. If a student stops participating in a course and official withdrawal procedures have not been completed within 5 business days before the semester ends, the student will receive an "F" grade for the course. If a student re-enrolls and completes a course in which they received a "W", "WP" or "WF", the last grade received for the course will be used in computing the GPA and CGPA.

Completion of "I" and "IP" Coursework and Financial Aid Impact
A student is required to complete all requirements for a class in which they earned a grade of "I" or "IP" by the last day of the next regular term in which the student is enrolled. Any "I" or "IP" mark for which an extension was not approved by the college must then be converted into a regular grade based on the course's grading scheme. A student may request an extension of time to complete class requirements from their academic college, or the college may request an extension to the standard deadline on the student's behalf. If approved, the college must provide written notification of the extension to the Office of the University Registrar.

The OUR will review outstanding "I" and "IP" marks after the grades submission deadline for each term and will notify the college when such grades have not been resolved within the standard required time period. The college may also request an Incomplete/In-Progress grades status report from the OUR at anytime to accommodate college-level policies or non-standard timelines. The college will determine the grade into which the I/IP will be converted. The grade may be converted into a failing grade or to the grade that was earned based on the student's actual progress in the course. The college will notify the OUR of the final grade into which the I/IP will be converted.

"I" and "IP" marks may have implications for Student Financial Aid and Veteran benefits. Marks of "I" and "IP" may negatively impact a student's financial aid *satisfactory academic progress*. Please refer to the UAMS Student Financial Services Satisfactory Academic Progress Policy for details.

6.3.1 Progression, Academic Probation, and Dismissal

CHP Academic Affairs Policy #01.00.10 (reviewed 04/11/2024)

For a student to progress from one semester to the next, including progression from one year to the next, each semester they 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 their 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.
2. For a student who is in the second or subsequent semester of a program to continue to progress, they 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.

6.3.2 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.

6.3.3 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 their 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 (04/11/2024)

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.	Cytology	1	3
B.S.	Dental Hygiene	2	4
B.S.	Diagnostic Medical Sonography	2	4
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.	Radiologic Imaging Sciences	2	4
B.S. Degree Comp	Radiologic Imaging Sciences	1.5	3
M.P.A.S.	Physician Assistant Studies	2.5	4.5
M.S.	Communication Sciences and Disorders	2	4
M.S.	Dietetics	15 months	22.5 months
M.S.	Genetic Counseling	2	4
M.S.	Respiratory Care	2	4
Au.D.	Audiology	4	6
D.P.T.	Physical Therapy	3	5

6.5 DEAN'S LIST

The Dean's List is the College's official recognition of outstanding academic achievement by undergraduate students. To be eligible for the Dean's List, a student must:

- Complete a minimum of 12 semester credits graded with letter grades no lower than a "C";
- Earn a semester GPA of at least 3.70; and
- Maintain a cumulative program GPA of at least 3.50.

Students who receive a grade of Incomplete (I), or In Progress (IP) are not eligible for the Dean's List for the semester in which the grade is received or remains unresolved. At the conclusion of each semester, the Registrar's Office compiles and forwards a list of eligible students to the CHP Dean's Office. The Dean's Office formally notifies qualifying students in writing, with notification sent to the student's official UAMS email address. The Dean's List distinction applies to undergraduate programs only.

6.6 PROCESS FOR REQUESTING LEAVE OF ABSENCE

UAMS Academic Affairs Policy # 02.2.10 (revised 07/26/2022)

PURPOSE

A Leave of Absence (LOA) is an officially approved period of time during which a student is not enrolled in regular coursework, but is not discontinued from a program of study, and has a predetermined date of anticipated return to regular study. An LOA may have significant implications not only for student academic progression, but also for institutional reporting, financial aid and veterans' benefits. This policy defines three categories of LOA and helps to ensure consistent practice, compliance with federal student aid guidelines, and accurate enrollment reporting to state and national agencies.

SCOPE

This policy applies to all student leaves of absence across all academic colleges, the Graduate School and the Clinton School of Public Service EMPS program. It defines the process for official, institutional and departmental LOA, as explained later in this document.

DEFINITIONS AND ABBREVIATIONS

Active Student: For purposes of this policy, an active student is any student who is enrolled in the current term, or any student who is not enrolled, but has not been officially discontinued, withdrawn, graduated or otherwise canceled in the student information system.

Anticipated Return Date: The date by which a student expects to return from a Leave of Absence. This date may be modified with approval from the academic department, Financial Aid and the University Registrar, contingent upon the requirements and restrictions for the student's LOA.

Departmental Leave of Absence (DLOA): A College or Program (departmental) LOA is a period of time during which a student is "active" but not enrolled. Students on DLOA generally maintain continued interaction with the institution through IPE enrollment and access to secure facilities where required for her/his academic program, and access to library and other online resources. Students on DLOA may be engaged in course-related work, test preparation or other scholarly activities not directly resulting in class enrollment other than IPE. Students on DLOA are not reported to the National Student Clearinghouse (NSC) or the National Student

Loan Data System (NSLDS) as LOA; rather, they are reported as "withdrawn" during the period of non-enrollment, per NSC and NSLDS reporting guidelines. This is not considered an institutional withdrawal, only an enrollment withdrawal for reporting purposes. Interprofessional Education (IPE) enrollment does not count toward enrollment for NSC or NSLDS reporting purposes since IPE enrollment does not carry course credit or tuition/fee charges.

Institutional Leave of Absence (ILOA): An institutional LOA (ILOA) is one that does not meet the requirements of an Official Leave of Absence (OLOA) but is still considered at an institutional level to be an LOA for curricular purposes. Students on ILOA are not engaged in coursework, course-related study or IPE activities, and do not have access to secure university physical facilities during the LOA period. Students on ILOA are not reported to NSC or NSLDS as LOA; rather, they are reported as "withdrawn" during the period of non-enrollment, per NSC and NSLDS reporting guidelines. This is not considered an institutional withdrawal, only an enrollment withdrawal for reporting purposes.

Leave of Absence (LOA): A Leave of Absence (LOA) is an officially approved period of time during which a student is not enrolled in regular coursework, but is not discontinued from a program of study, and has a predetermined date of anticipated return to regular study. For purposes of this policy, UAMS has defined three types of LOA as outlined in this section: Official, Institutional and Departmental. Only the "Official" LOA is reported as such to the NSC or NSLDS.
National Student Clearinghouse (NSC): The National Student Clearinghouse (NSC) is the national reporting agency to which UAMS reports student enrollment data. The NSC, in turn, reports enrollment information to the National Student Loan Data System (NSLDS).
National Student Loan Data System (NSLDS): The National Student Loan Data System (NSLDS) is the central database of the U.S. Department of Education that tracks student enrollment and progression for purposes of Federal Student Aid programs. Students are reported to NSLDS even if they do not have financial aid at UAMS.
Official Leave of Absence (OLOA): An Official LOA (OLOA) meets all requirements of a Financial Aid Leave of Absence and is reported as an LOA to the NSC and NSLDS. Students on OLOA are not engaged in coursework or course-related study and do not have access to secure university physical facilities during the LOA period. Upon return from the leave, the student continues coursework from the point at which she/he left off to earn the Title IV aid previously awarded for the period. See Appendix A for additional definitions and criteria related to OLOA/Financial Aid LOA.
Progression Clock: For purposes of this policy, a student's progression "clock" monitors the student's time-to-degree. Most programs allow a maximum period of time allowed for completion of the degree.
Student Health Compliance: Student health compliance requirements include all departmental, college and institutional requirements such as annual flu vaccination, pre-enrollment health requirements, ongoing screenings such as TB, student health insurance, and any college/department-specific health screening or vaccination requirements.
UAMS Official First Day of Classes: UAMS publishes the Official First Day of Classes for each term in the 5-year Academic Calendar. This date represents the official start of the term, and is used for official reporting. It does not necessarily represent the first day of class for a particular academic program.

POLICY

This section outlines the individual components of the LOA. See Appendix B for a supplemental comparison chart for each of the LOA categories and components.

Length of Time for LOA

A student may request leave of absence for a number of reasons, and for varying lengths of time. An LOA implies that the student is ceasing coursework or other preparation work related to the degree program, and is not enrolled in coursework or related Interprofessional Education (IPE) activities unless the student has taken a Departmental LOA. Students approved for an LOA must complete the prescribed process included later in this document, and any student who fails to meet requirements of an LOA may be dismissed or administratively withdrawn.
The length of the LOA is a partial determinant as to whether it is considered Official, Institutional or Departmental. The maximum time allowed for any single LOA is 180-365 days (see Appendix B for limits by LOA category). Individual colleges and academic departments may have maximum allowed time lengths for LOA; see the UAMS Academic Catalog for more information. An LOA may be extended with approval of the college and academic department.
The student must submit a request to extend the LOA prior to the end date of the preceding LOA. Official LOAs must adhere to federal financial aid guidelines regarding length of time and reason for leave. See Appendix A for details.

Starting and Stopping an LOA

UAMS prohibits students from beginning an OLOA in the middle of any in-progress credit- bearing classes. The student must complete in-progress classes before beginning an OLOA. An OLOA may only begin at the start of an enrollment session immediately following a term of active, completed enrollment (excluding terms where enrollment is not typically required by the student's program, such as summer or pre/post sessions). A student who withdraws from all in- progress classes during a term is not eligible to begin an OLOA at the start of the next enrollment session.
An ILOA or DLOA may begin at any time during an in-progress term, but in-progress coursework and any future term enrollment will be dropped from the term(s) based on standard drop/withdrawal policy and grading policy. Dropped/withdrawn classes are subject to standard tuition refund restrictions and deadlines.
A student's progression "clock" may be stopped for an any of the three LOA types based on the requirements and policy of the student's academic department or college. A student should verify the progression impact of an LOA with her/his academic department prior to entering an LOA.

Institutional Access and Student Health Compliance during LOA

Students on LOA may retain UAMS email access, library/online systems access and Student Wellness services access. Students on OLOA or ILOA may not retain secure facilities access since these students are not monitored for student health compliance. Students on OLOA or ILOA may not participate in academic or student activities during the LOA period. Students on DLOA retain all standard University access to systems and facilities, except those specifically available based on class enrollment. Likewise, students on DLOA are required to maintain all related university and student health compliance requirements based on their respective academic programs.
Students on any LOA may be allowed to live in campus housing with specific approval through the college/academic department and Office of Campus Life and Student Support Services, but on-campus housing requires student adherence to all student health compliance requirements, regardless of enrollment status or type of LOA.
Student Health Clinic services are funded through student payment of Student Health fees each semester of regular enrollment. Non-enrolled students (including students on any type of LOA) are required to pay directly for any services at the Student Health Clinic. Student Wellness services are available to all active students regardless of enrollment status, including students on any type of LOA.

Return from LOA

Every Leave of Absence request must include an anticipated return date. Students who fail to return or exceed the maximum leave time for an OLOA will be administratively withdrawn or reassigned to an ILOA or DLOA retroactive to the start date of the initial LOA per federal guidelines. A revised anticipated return date must be provided. Students who fail to return from an approved ILOA or DLOA by the anticipated return date may be administratively withdrawn effective at the originally scheduled return date or the date that the student notifies the University that she/he will not return, whichever is earliest.
A student may only return from an OLOA on the first day of classes for the student's enrollment term, and must enroll in coursework that begins at the start of the term. A student may not return from an OLOA to enroll in a class that starts later in the academic term. The student and academic department must carefully determine the anticipated return date for an OLOA prior to initial approval and submission to ensure it allows for immediate enrollment upon return.

Students on ILOA or DLOA who are still considered active students in the UAMS student information system may return from LOA at any time during an in-progress semester (subject to prior approval by the academic department) but may not enroll in classes with start dates that precede the return date.

Changes to LOA

A student may request to change or extend the length of an LOA as long as the change is requested prior to the scheduled return date. Any change to an LOA must be approved by the academic department and reviewed by Student Financial Services and the Office of the University Registrar to ensure continued eligibility. The student should contact her/his college dean's office to report anticipated changes to a leave of absence, such as a change in anticipated return date or change in type of LOA. If a student is on OLOA and no longer meets requirements (exceeds 180 days, etc.), the OLOA must be retroactively returned, effective with the original start date. UAMS may administratively withdraw the student effective with the original start date, or change the OLOA to an ILOA as of that date. A DLOA cannot be applied retroactively to replace a returned OLOA.

Reporting Students on LOA to External Agencies

As described in the Definitions section, only Official LOAs are reported as a leave of absence to the National Student Clearinghouse and the National Student Loan Data System. Institutional and Departmental LOAs are not reported as an LOA; rather, students are reported as withdrawn based on enrollment level. The Office of the University Registrar is responsible for ensuring accurate student reporting based on the type of LOA taken. A status of withdrawn is standard for any student not enrolled, and is automatically removed at the point that the student re-enrolls and that enrollment is reported to the NSC. IPE enrollment does not count toward regular enrollment for reporting purposes. A status of withdrawn immediately activates a student's repayment clock for financial aid, either starting the student's grace period or starting actual repayment. Veterans Affairs (VA) benefits are certified based on enrollment status. A student on any LOA will be certified as non-enrolled for the LOA period. IPE enrollment does not count toward enrollment for purposes of VA certification. Contact the UAMS Veterans Services Coordinator in the OUR for additional information.

PROCEDURE

Request for LOA Process

A student who wishes to request a leave of absence should work with her/his college to complete the following steps:

1. The student must complete the initial LOA request using the approved Student Leave of Absence Request form, or, alternatively, a separate, written request that includes the mandatory data elements listed below. The request must be initiated and submitted in writing directly by the student. An LOA may not be initiated on a student's behalf except under extenuating circumstances that must be documented in writing by the academic department. If the standard Student Leave of Absence Request form is not used, a written LOA request must include the following elements:
    - Date of the request
    - Reason(s) and/or circumstance(s) for the request (e.g., medical reasons, financial reasons, personal reasons, etc.)
    - Expected Return Date (this is required—if the actual return date is unknown, the student must provide the closest, reasonable estimation possible)
    - Student signature and date
    - Departmental signatures/dates as required on the Student Leave of Absence Request
    - Documentation, if desired, for justification (e.g., doctor's note). For student privacy reasons, medical records should not be submitted with an LOA request.
    - Type of LOA requested: Official, Institutional or Departmental
      Once submitted to the college dean's office, the college assistant/associate dean reviews and provides initial approval for the request.
2. The college assistant/associate dean will submit the request with any accompanying documentation to the UAMS Student Financial Services - Financial Aid Office (FA) for review. FA will contact the student to discuss how the requested LOA may affect financial aid (if applicable) and will verify that the requested LOA category is available for the situation described. Because an LOA may impact repayment for prior awards from other institutions, this step is required regardless of whether or not the student receives financial aid at UAMS.
3. Once a request is approved by the college and reviewed and approved by FA, it is submitted to the UAMS Office of the University Registrar (OUR) for final review, verification of completion, and processing in the Workday student information system. The OUR updates the student's record in Workday and sends email notification to the student, academic department, and Student Financial Services. The request and all included documentation must be maintained on file in the OUR.

Administrative Withdrawal by the Associate Provost for Academics

1. The Associate Provost for Academics may administratively withdraw a student and place them on ILOA for failure to comply with a UAMS Administrative Guide or Academic Affairs policy. For College of Medicine students, the Associate Provost for Academics will notify the Executive Associate Dean of Academics for students to follow College of Medicine processes for administrative withdrawal.
2. OUR, Student Financial Services, and the Associate Dean of the student's college will be contacted by the Associate Provost or designee to place the student on ILOA.
3. Return from an administrative withdrawal ILOA is coordinated with the college and dependent on compliance resolution.

Return from LOA Process

An LOA does not automatically end at the anticipated return date. To return from an LOA, the student must initiate the following steps:

1. The student must contact the college dean's office to request a return from LOA. This can be completed using a copy of the original LOA request form using the "Return from LOA" section, or can be done separately on a new LOA form, or in writing with the following required information:
    - Date of the request
    - Written statement by the student requesting to officially return from the LOA
    - Signature of the student, if hard-copy; otherwise, the request must come from the student's official UAMS email account.
    - Signature of the appropriate college official, if hard copy; otherwise the email must be copied to the appropriate college official and include her/his written approval.
    - Confirmed date of return. This is the official date that the LOA will end and the student will return to a regular status.
2. Once the request to return is completed, it must be submitted by the college assistant/associate dean to FA for review and verification of the

return date.

3. Once reviewed and verified, FA will forward the notification to the OUR for processing in the student information system.

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

6.8.1 Requests for Transcripts

The UAMS Office of the University Registrar issues official transcripts for current and former students through a service of the National Student Clearinghouse. Transcripts are generally available hard-copy or electronically, and UAMS charges a $10 transcript fee per official transcript issued. Unofficial transcripts are available free of charge to currently enrolled students through Workday. Transcript requests are generally processed within 3-5 business days.

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. The graduation application and deadlines are available at https://registrar.uams.edu/graduation/. 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 end of a student's tenure at UAMS, they must resolve all outstanding holds on their account. Students should check their account within a month of their graduation date as additional holds may be placed for outstanding parking tickets, library fines, and other various reasons. Transcripts, degree verifications, and diplomas (depending on the hold) will not be released until these holds are resolved.

6.9.1 Graduation Honors

CHP Academic Affairs Policy #01.00.12 (revised 04/11/2024)
Students whose program grade point averages (PGPA) are 3.50 to 3.69 will graduate with honors from the CHP. Those students whose PGPA's are 3.70 or higher will graduate with high honors. PGPA is not rounded up; thus, a student must have a >/= 3.50 or >/= 3.70 in order to receive the honors or high honors designations.

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 ensure 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 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 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 Admissions Office 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*
Math	3	- College algebra or higher-level course
Science	8**	- Science courses must include laboratories.
Fine Arts/Humanities	6-9***	- Must be broad survey course(s)
Social Sciences:		
US History or Government	3	
Other Social Science	6-9	
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

Bachelor's Degree Programs: Students are required to successfully complete 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 (B.S.)	2.0
Communication Sciences and Disorders	3.0
Cytology	2.0
Dental Hygiene	2.0

Diagnostic Medical Sonography	2.0
Dietetics	3.0
Genetic Counseling	3.0
Medical Laboratory Sciences	2.0
Nuclear Medicine Imaging Sciences	2.0
Occupational Therapy	3.0
Physical Therapy	3.0
Physician Assistant	2.5
Radiologic Imaging Sciences	2.0
Respiratory Care (M.S.)	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 ensure 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 and Standards

7.1 STUDENT ACADEMIC PROFESSIONAL STANDARDS

CHP Student Affairs Policy # 02.00.02 (revised 01/11/2024)

Student Academic Professional 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 Student Academic Professional 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 student academic professional behavior expectations; however, CHP program policies do not override College or University policies.

Student Academic Professional Standards are categorized as academic requirements by the College. The following are representative of the responsibilities of all students 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 the time period. The student is alert during classes and demonstrates attentiveness by taking notes and asking appropriate questions.

- **Authority:** The student shows appropriate respect for those placed in authority over them both within the University and in society.

- **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 (X, 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).

- **Cooperation:** The student demonstrates an 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.

- **Demeanor:** The student has a positive, open attitude towards peers, faculty, and others during their 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.

- **Ethics**: Students are expected to adhere to the specific code of ethics relevant to their field of study.

- **Inquisitiveness:** The student acquires interest in all courses and curricular subjects, demonstrating

- **Judgment:** The student shows an ability to think critically regarding options, reflecting an ability to make intelligent decisions in their personal and academic life.

- **Maturity**: The student functions as a responsible, ethical, law-abiding adult.

- **Personal Appearance:** The student's personal hygiene and dress reflect the standards expected of a professional health care provider.

- **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 CHP 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.

- **Responsibility:** Students must prioritize their academic and clinical responsibilities in their health professions program, demonstrating reliability and trustworthiness in all interactions with peers and faculty.

Students who fail to comply with the requirements of any of the Student Academic Professional Standards will be subjected to disciplinary action. Programs have the authority to determine sanctions based upon their policies and procedures. In cases where a sanction of program dismissal is being considered, the Chair/PD should contact the CHP Associate Dean for Academic Affairs (ADAA). The ADAA will work with the program to determine if the issue is classified as: 1) an academic violation or 2) if it falls into the category of prohibited conduct as outlined in the UAMS Student Code of Conduct Policy, 2.2.14. Academic violations will be addressed according to departmental and/or College policies. Violations of the UAMS Student Code of Conduct will follow the processes outlined in UAMS Policy 2.2.14.

7.2 STUDENT ACADEMIC APPEAL POLICY AND PROCEDURES

CHP Academic Affairs Policy # 01.15.01 (revised 01/11/2024)

The purpose of the Student Academic Appeals Policy is to provide students with an opportunity to dispute the charges and/or penalties related to an academic issue. The appeal procedures below provide opportunities for students to request a review of decisions made by the program faculty, submit information not previously available or suggest alternative remedies.

SCOPE

- Academic issues that may be appealed include the following:
- Course grades
- Grades/assessments for assignments, exams, clinical procedures and laboratory procedures
- Sanctions other than program dismissal for alleged violations of the College of Health Professions (CHP) Student Academic Professional Standards Policy, 02.00.02 and the CHP Scholastic Dishonesty Policy, 01.00.02
- Dismissal from a program due to failure to meet minimum academic requirements – Note: Students who fail to meet minimum academic requirements in their courses must be provided the opportunity for improvement through a remediation plan prior to dismissal. If efforts for remediation fail, then the program may dismiss the student.
- Dismissal from a program for alleged violations of the CHP Student Academic Professional Standards Policy, 02.00.02 and the CHP Scholastic Dishonesty Policy, 01.00.02.

Established college or program policies themselves cannot be appealed.

POLICY

Section 1: Appeal of Academic Issues

Grades

The steps below are followed by the CHP for student appeals of course grades and grades/assessments for assignments, exams, clinical procedures and laboratory procedures. A hearing panel will not be convened for grade appeals. The final level of appeal regarding grades will be the determination of the Dean or their designee as outlined in the following steps.

Step 1: Meet with the Course Instructor – Before initiating an appeal, the student shall meet with the course instructor who assigned the grade or assessment score to discuss the issue within 2 business days of the occurrence. "Occurrence" is the notification of a student's grade or performance assessment. If a mutual agreement cannot be reached between the student and course instructor and if the student wishes to continue the appeal process, the student should continue to Step 2.

Step 2: Appeal to the Department Chair or PD – If the matter is not resolved between the student and course instructor, the student may appeal in writing via UAMS email to the department chair or PD within 2 business days following the meeting with the course instructor. Note: If the course instructor is the department chair or PD, the student shall appeal directly to the Dean (Step 3, below).

The written appeal to the department chair or PD must 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
- Student's requested outcome
- A request to meet with the department chair or PD

The meeting between the student and department chair or PD shall occur within 2 business days of the student's written appeal or as soon as practicable. Prior to meeting with the student, the department chair or PD shall meet with the course instructor to review the student's written appeal and collect any other information they believe is relevant. The department chair or PD will meet with the student to review the appeal and clarify information, as needed.

After meeting with the student, the department chair or PD may choose to offer to mediate an informal resolution between the student and course instructor. Both parties must be agreeable to the informal resolution process and be notified that the resolution

determined by the department chair or PD at the conclusion of the process would be final and no further appeal could be made.

If the department chair or PD does not believe an informal resolution is appropriate or if either party does not consent to the process, the department chair or PD will determine the outcome and will notify the student and course director in writing via UAMS email within two business days, or as soon as practicable. If the student does not agree with the department chair or PD's decision, the student may appeal the decision to the Dean as outlined in Step 3.

The department chair or PD shall document all the steps taken to investigate and resolve the issue, including notes from meetings with the student, course instructor and any other parties involved.

Step 3: Appeal to the Dean or Designee – If the student wishes to appeal the decision of the department chair or PD, the student may submit a written request to the Dean to review the merits of the appeal within 2 business days of the department chair's or PD's written notification of their decision to the student.

The written appeal request to the Dean must 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 and department chair or PD, including date, time, and outcomes
- Student's rationale for the appeal
- Student's requested outcome

The Dean or designee will review the student's appeal request and may solicit other information deemed necessary for resolving the matter. The Dean or designee will inform the student and the department chair or PD in writing of their decision within 10 business days or as soon as practicable, following the student's written appeal request to the Dean. The decision of the Dean or designee is final and may not be further appealed.

Sanctions other than Program Dismissal for Alleged Violation of CHP Student Academic Professional Standards Policy and/or CHP Scholastic Dishonesty Policy

The steps below are followed by the CHP for student appeals of alleged violations of the Student Academic Professional Standards Policy, 02.00.02 and/or the Scholastic Dishonesty Policy, 01.00.02 when sanctions other than program dismissal have been issued.

Step 1: Meet with the Faculty Member – If a student disagrees with the charges or penalties imposed upon them, they shall meet with the faculty member who imposed the penalty to discuss the issue within two business days of receiving the penalty. If a mutual agreement cannot be reached between the student and faculty member and if the student wishes to continue the appeal process, the student should continue to Step 2.

Step 2: Appeal to the Department Chair or Program Director (PD) – If the matter is not resolved between the student and faculty member, the student may appeal in writing via UAMS email to the department chair or PD within 2 business days following the meeting with the faculty member. If the faculty member is the department chair or PD, the student shall appeal directly to the Dean (Step 3, below).

The written appeal to the department chair or PD should include:
- Student's name
- Date of occurrence
- Name of faculty or others involved
- Summary of the charges and penalties imposed
- Summary of the student's meeting with the faculty member, including date, time, and outcomes
- Student's rationale for appeal
- Student's requested outcome
- A request to meet with the department chair or PD

The meeting between the student and department chair or PD shall occur within 2 business days of the student's written appeal, or as soon as practicable. Prior to meeting with the student, the department chair or PD shall meet with the faculty and any other parties involved to review the student's written appeal and collect any other information they believe is relevant. The department chair or PD will meet with the student to review the appeal and clarify information, as needed.

After meeting with the student, the department chair or PD may choose to offer to mediate an informal resolution between the student and faculty member. Both parties must be agreeable to the informal resolution process and be notified that the resolution determined by the department chair or PD at the conclusion of the process would be final and no further appeal could be made.

If the department chair or PD does not believe an informal resolution is appropriate or if either party does not consent to the process, the department chair or PD will determine the outcome and will notify the student and faculty member in writing via UAMS email within two business days, or as soon as practicable. If the student does not agree with the department chair or PD's decision, the student may appeal the decision to the Dean as outlined in Step 3.

The department chair or PD shall document all the steps taken to investigate and resolve the issue, including notes from meetings with the student, faculty member and any other parties involved.

Step 3: Appeal to the Dean or Designee – If the student wishes to appeal the decision of the department chair or PD, the student may submit a written request to the Dean to review the merits of the appeal within 2 business days of the department chair's or PD's written notification of their decision to the student.

The written appeal request to the Dean must 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 and department chair or PD, including date, time, and outcomes
- Student's rationale for the appeal
- Student's requested outcome

The Dean or designee will review the student's appeal and may solicit other information deemed necessary for resolving the matter. The Dean or designee will inform the student and the department chair or PD in writing of their decision within 10 business days or as soon as practicable, following the student's written appeal request to the Dean. The decision of the Dean or designee is final and may not be further appealed.

Program Dismissal

The procedures below are followed by the CHP when students appeal dismissal from a program for the following: 1) failure to meet minimum academic requirements, 2) alleged violation of the CHP Student Academic Professional Standards Policy when it was determined by the department chair or PD that the violation was severe enough to result in program dismissal and 3) alleged violation of the CHP Scholastic Dishonesty Policy when it was determined by the department chair or PD that the violation should result in program dismissal. During the appeal process and until a final decision is made by the Dean or designee, the student shall continue participating in program activities.

If the department chair or PD believes the student should not continue participating in program activities during the appeal process because they lack the preparation or may pose a threat to the safety of themselves or others, a request may be submitted to the Dean outlining the rationale for the student's removal from program activities.
The Dean or designee will conduct an investigation and determine if the student is allowed to continue participating in the program during the appeal process. The Dean or designee will make the determination regarding emergency removal within one business day or as soon as practicable.

Step 1: Appeal to the Dean or Designee - If a student wishes to appeal a decision of program dismissal, they may submit a written request to the Dean to review the validity of the appeal. The request must be submitted by the student to the Dean via

UAMS email within 2 business days of the department chair's or PD's written notification of dismissal to the student and should include the following:

- Student's name
- Date of written dismissal notice from the department chair or PD
- Specific reasons that the penalty of dismissal is deemed inappropriate (e.g., extenuating circumstances affecting the student's performance, misapplication of department policy or procedure, etc.).
- Any additional documentation relative to the points of the appeal

The Dean will forward the appeal documents to the associate dean for academic affairs (ADAA) for review.

Step 2: Preliminary Review of the Appeal by the ADAA - Within 2 business days or as soon as practicable after the ADAA receives the student's appeal information from the Dean, the ADAA will submit a written recommendation to the Dean regarding the validity of the appeal. The ADAA shall provide justification for their recommendation.

Step 3: Review of ADAA's Recommendation by Dean or Designee – Within 5 business days or as soon as practicable after receiving the ADAA's recommendation, the Dean or designee will provide a determination in writing via UAMS email to the student, department chair or PD and the

ADAA regarding the validity of the appeal. The determination by the Dean or designee of the validity of the appeal is final and it may or may not follow the ADAA's recommendation. When it is determined that an appeal request is valid, the Dean or designee can either review and decide the case themselves or convene the CHP's Appeal and Grievance Committee to review the case, conduct a hearing and make a recommendation to the Dean or designee.

The Appeal and Grievance Committee members will be appointed by the Dean or designee and consist of at least three faculty representatives from different departments within the College. The Dean or designee will appoint one of the faculty representatives to serve as the hearing officer. The hearing officer and faculty representatives shall not be faculty members in the program that the student is enrolled. A representative from the Dean's office or UAMS legal counsel will be available to provide advice on procedural and policy matters to the Appeal and Grievance Committee, as needed.

Section 2: The Appeal Hearing Proceedings

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 faculty representative from the department seeking to dismiss the student. The hearing will be confidential and closed, meaning only individuals relevant to the hearing will be permitted to attend and participate. The hearing officer will determine who attends the hearing.

The student has the right to have a "counsel of choice" present at the hearing for advisement and support. If the student chooses to have a "counsel of choice", they must inform the hearing officer of their name and credentials, if applicable, at least 3 business days before the hearing. If the student's "counsel of choice" is an attorney, University counsel must also attend 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. If present, the student's "counsel of choice" and University counsel will observe the hearing but will not be allowed to question witnesses or otherwise engage in discussions with the hearing officer, hearing panel, or other hearing participants.

The Hearing Officer – The hearing officer is the spokesperson for the hearing panel and is responsible for:

- Informing the student, hearing panel, Dean or designee, and other interested parties of the date and location of the appeal hearing at least 5 business days before the hearing
- Reviewing, in advance of the appeal hearing, any documentation submitted by the student and other parties involved - The hearing officer may request additional documentation as deemed necessary. The hearing officer shall determine if documentation provided is relevant to the initial appeal request. Only documentation relevant to the initial appeal request will be provided to the committee for review and consideration by the hearing officer.
- Conducting the hearing in a fair, unbiased manner
- Recording the testimony at the hearing in audio or video format following University policy -The hearing panel's deliberation following testimony is not recorded.
- Providing the Dean or designee with a written summary of the student's appeal, the hearing, and the hearing panel's recommendations with justification
- Providing the Dean or designee with a file of all evidence accumulated in the appeal process and all materials related to the appeal at the conclusion of the hearing proceedings

The Hearing Panel – 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.

Witnesses – If called, witnesses shall only be present when giving their testimony. 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 date. The hearing officer must inform each party of the witnesses that the other party plans to call at least 2 business days before the hearing date.

Procedures during the Hearing

- The hearing officer will review the purpose of the hearing, 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 that the student presented in the written appeal will be discussed during the hearing.
- The student will be given the opportunity to orally 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 if they were requested by the student and/or faculty representative and approved by the hearing officer prior to the hearing. The hearing panel may question the witnesses. The student and the faculty representative may question the witnesses at the discretion of the hearing officer. It is the responsibility of the hearing officer to monitor and control the extent and degree of questioning and to terminate questioning if it is deemed inappropriate and/or irrelevant.
- 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 case 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 business days after the hearing, the hearing officer will notify the Dean or designee, student, and faculty of the delay. Following careful review of all information, the hearing panel will make a recommendation to the Dean

or designee about the student's appeal. The hearing officer will notify the Dean or designee of the hearing panel's recommendation(s) within 5 business days of its final meeting on the appeal.

The Dean or designee may concur with, modify, or reject the hearing panel's recommendations. The Dean or designee will notify the student, department chair or PD, hearing officer, and hearing panel in writing via UAMS email of their decision within 3 business days, or as soon as practicable. The decision of the Dean or designee is final and may not be further appealed.

8. General Policies and Procedures

The list below includes UAMS General Policies and Procedures that are found in the Academic and Institutional Policy section of the catalog:

- Affirmative Action Policy
- Title IX: Sexual Discrimination, Sexual Harassment, Sexual Assault, Sexual Misconduct, Sexual Violence, Stalking, Gender-Based Harassment and Retaliation Policy
- Grievance Procedure for Students Alleging Discrimination
- Confidentiality Policy
- Prohibition Against Hazing
- Inclement Weather Procedure
- Smoking/Tobacco Use Policy
- Sex Offender Notification
- Protection Against Occupational Exposure to Hepatitis B Virus (HBV) and Human Immunodeficiency Virus (HIV)
- Policy of Non-Discrimination in Admission and Retention of Students Known To Be Infected With A Blood Borne Pathogen (With or Without Symptoms)

9. Student Conduct and Discipline

9.1 SCHOLASTIC DISHONESTY POLICY

CHP Academic Affairs Policy # 01.00.02 (revised 01/11/2024)

The College of Health Professions believes that both students and instructors have significant roles within the educational process. Acts of scholastic dishonesty can negatively impact 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 also have a responsibility to report suspected academic misconduct to faculty.

The Scholastic Dishonesty Policy applies to circumstances and events related to the student's educational program, including didactic, laboratory and clinical settings. Sanction(s) for scholastic misconduct are determined by the program faculty and may include, but are not limited to, a failing grade on a test/assignment, failing grade for the course, and suspension or dismissal from the program. Students have the right to appeal sanctions for scholastic dishonesty. Refer to the CHP Student Academic Appeals Policy, 01.15.01, for the steps to follow in filing an appeal.

Definition of Scholastic Dishonesty

Scholastic dishonesty is defined as an act contrary to academic and/or professional ethics. Examples of scholastic dishonesty include, but are not limited to:

- Copying from another student's test paper, reports, 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 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 – 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 or an Artificial Intelligence third-party service or site and/or 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.
  The CHP subscribes to a Web-based plagiarism detection and prevention system that is used by colleges and universities nationwide. It has the ability to compare written work to a database of texts, journals, electronic and web sources, including websites that sell or distribute pre-written essays or term papers. This notice is to inform students that the CHP reserves the right to use this plagiarism detection system on a student's work in any course, at any time. The system may be used to determine if a document has been plagiarized, with or without the students' knowledge.
- 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 UAMS STUDENT CODE OF CONDUCT

CHP Student Affairs Procedure # 02.24.02 (implemented 01/11/24)

BACKGROUND AND RATIONALE

Students are expected and required to obey federal, state, and local laws; to comply with all policies and regulations of the University of Arkansas for Medical Sciences (UAMS), the College of Health Professions (CHP) and the department/program in which they are enrolled; and to adhere to the behavioral standards outlined in UAMS Policy 2.2.14 *Student Code of Conduct*.

Students who do not follow these requirements may be subject to disciplinary action and commensurate penalties.

The following procedures apply to "non-academic rules" only. Violations of University policies involving classroom misbehavior and academic dishonesty are considered "academic" in nature and are, therefore, addressed within the College. Refer to individual programs' policies and procedures, *CHP Policy 01.00.02 Scholastic Dishonesty and CHP Policy 02.00.02 Student Academic Professional Standards* for academic-related issues.

PROCEDURE

1. Conduct Subject to Disciplinary Actions

UAMS Policy 2.2.14 *Student Code of Conduct* outlines conduct prohibited by students enrolled in the University. Prohibited conduct includes the items listed below. Refer to the policy for a description of each item:

- Abuse of campus access
- Abuse of computer facilities
- Abuse of the student conduct system
- Alcohol use
- Deception
- Discrimination
- Discriminatory harassment
- Disorderly conduct
- Disruption of University operations
- Drug use
- Endangering health, safety or privacy
- Failure to comply
- False reports
- Fire safety violation
- Forgery
- Gambling
- Hazing
- Intimidation
- Obstruction
- Stalking
- Theft, vandalism and destruction
- Tobacco use
- True threats
- Weapons
- Violation of law
- Misconduct abroad
- Retaliation
- Incorporation of other rules

2. Disciplinary Process

When student conduct occurs that is subject to disciplinary action, the following steps shall be taken:

1. The faculty member should address the incident with the student at the time of the occurrence, when possible. In some instances, it may be appropriate for the faculty member to take immediate action. For example, if a student exhibits prohibited conduct in a class, laboratory or clinical setting, the faculty member may instruct the student to leave so that order can be restored. Additionally, a student may be removed from a program on an emergency basis if it is determined that an immediate threat or the safety of another student or individual could arise from the allegation of the accused student's misconduct. Refer to UAMS Policy 2.2.14 *Student Code of Conduct* for details on requesting the emergency removal of a student.
2. If the faculty member was not present at the time of the occurrence or if the faculty member determined it was not appropriate to address the issue at the time it occurred, the faculty member should meet with the student within one business day of the occurrence or as soon as practicable.
3. If the faculty member involved in the occurrence is not the chair/program director (PD), the faculty member shall notify the chair/PD of the occurrence prior to meeting with the student.
4. When the faculty member meets with the student to address the occurrence, the faculty member should describe to the student the alleged violation of the Code of Conduct and allow the student to respond to the allegations. The faculty member

may choose to have another faculty or staff member present for this meeting.

5. If, after meeting with the student, the faculty member determines a violation of the Code of Conduct has occurred, the faculty member shall notify the CHP Associate Dean for Academic Affairs (ADAA) who serves as the College's Student Conduct Administrator (SCA). The notification shall be submitted on the *Student Misconduct Complaint* form (found in Appendix B of UAMS Policy 2.2.14) via UAMS email within 3 business days after the occurrence or as soon as practicable. The student will be copied on the email to the SCA with the form attached.
6. The SCA will initiate the steps to investigate the alleged violation(s) of the UAMS Code of Conduct. Refer to UAMS Code of Conduct policy 2.2.14.

9.3 ARRESTS AND CONVICTIONS

CHP Student Affairs Policy # 02.00.05 (revised: 01/11/2024)

Students who violate any state and/or federal criminal law while enrolled in a College of Health Profession's program may be subject to program dismissal. Additionally, a student may be removed from a program on an emergency basis prior to conviction if it is determined that there is an immediate threat or the safety of another student or individual could arise from the student's continued participation in the academic program. Refer to UAMS Policy 2.2.14 Student Code of Conduct for procedures to follow when a student has violated a law and/or to request the emergency removal of a student.

9.4 PSYCHOLOGICAL EVALUATION AND/OR COUNSELING FOR STUDENTS OF CONCERN

CHP Academic Affairs Policy # 01.17.01 (reviewed: March 2023)

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.

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 Admissions Office 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 Master of Science in Respiratory Care, Master of Physician Assistant Studies and Doctor of 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 https://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 (Revised 11/07/2025)

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.
Healthcare Provider: a person who is licensed, certified, or otherwise authorized by the laws of this state to administer health care in the ordinary course of the practice of his or her profession.
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 an individual with a disability including physical, sensory, mental, psychological, intellectual, or other mental disabilities. 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 2.2.7a 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

Per Act 268 of 2023 a healthcare provider shall not provide documentation relating to an individual's need for an emotional support animal unless the healthcare provider:

1. Possesses a valid, active license and includes the effective date, license number, jurisdiction, and type of professional license he or she possesses in the documentation required
2. Is licensed to provide professional services within the scope of his or her license in the jurisdiction in which the documentation is provided
3. Establishes a client-provider relationship with the individual at least thirty (30) days prior to providing the documentation requested regarding the individual's need for an ESA
4. Completes a clinical evaluation of the individual at least one (1) time each year regarding the need for an ESA
5. Provides a verbal or written notice to the individual that misrepresenting an animal as a service animal may subject the individual to a civil penalty
6. Reviews the need for an ESA to renew the documentation on a yearly basis

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 ESA or SA 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 ESA or SA 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 Admissions Office 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. Academic Program information

Audiology – Doctor of Audiology Degree

Department of Audiology and Speech Pathology
Audiology Website
CHP Admissions Office
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 Doctor of Audiology (Au.D.) degree program provides a unique educational model that optimizes 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 an institutionally-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 104 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 104 semester credits are required for graduation (29 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 Doctor of Audiology (AuD) education program in audiology {residential} 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 **February 1**. 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). Applicants should begin the process the previous fall. Applicants who wait until January to begin the process often do not meet the **February 1** deadline.
UAMS Online Admissions Application Through Workday: To apply to a UAMS College of Health Professions degree program, you must complete the online admission application through Workday. Please note that a non-refundable fee of $40 is required and must be submitted along with your application.
Communication Sciences and Disorders Centralized Application System (CSDCAS) Application: Applicants must apply through CSDCAS at https://csdcas.liaisoncas.com/applicant-ux/#/login. Before starting the Central Program Application process, carefully read all Frequently Asked Questions (FAQs) and Instructions to better understand how the process works and what to expect. If 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.

CSDCAS Application Fee
Official Transcripts: Official transcripts sent directly 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

All official transcripts should be submitted to CSDCAS no later than January 11 to ensure they are verified before the February 1 deadline. 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.

Three Letters of Recommendation: When applying to the Doctor of Audiology Program, prospective students will need to request three letters of recommendation from faculty members. These letters should come from faculty members who are familiar with the applicant's academic performance, with two of the three being from faculty members in the applicant's major. Additional letters will not be reviewed. Enter the names and contact information of your three references into the Communication Sciences and Disorders Centralized Application System. CSDCAS will then contact the three references directly, who will be responsible for completing their letters of recommendation within the system.

CV or Resume: Prospective students applying to the Doctor of Audiology Program will be required to submit a current personal resume or curriculum vitae. Submit your personal resume or curriculum vitae via the Communication Sciences and Disorders Centralized Application System.

Personal Essays
Prospective students applying to the Doctor of Audiology Program will be required to submit two separate essays using a 12-point font that address the following questions:

- Essay One: What inspired you to pursue a career in audiology? How to you envision our program will help you achieve your long-term professional goals?
- Essay Two: Describe a time you faced a significant challenge, conflict, or made a mistake in an academic or professional setting. How did you demonstrate accountability and work to resolve the situation? What did you learn about professionalism and personal growth?

These essays will be uploaded in the "Documents" section of the CSDCAS application.

Video Submission.
Include a link to an unlisted YouTube video (no longer than five minutes) answering the following questions:

- How would you describe your approach to embracing and adapting to different academic or training environments? Please provide an example from your past experiences that demonstrate your flexibility and ability to thrive in diverse situations.
- Graduate school often involves juggling various responsibilities such as coursework, research, clinical duties, and personal commitments. Describe an instance when you had to manage multiple tasks or expectations simultaneously. What did you learn from this experience about managing your time effectively?
- Describe how your background or life experiences have shaped your ability to work with people with backgrounds and perspectives that are different from your own. How do you plan to apply these skills when working with other students and patients?

When saving your video in YouTube, please select "Unlisted" under the options for "Visibility." If you set your video's visibility to "Private," we will not be able to see it. Then, copy and paste the link in the "Questions" section.

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 student worker positions are made at the time that admissions is offered and on a rolling basis until all positions are filled.

ADMISSION FACTORS

Criteria

- Admission to the Doctor of Audiology Program is competitive and based on the following criteria:
- Academic achievement
- Academic aptitude
- Leadership and professionalism
- Written and oral communication

Competitive Attributes

- A competitive applicant for the Doctor of Audiology Program should possess the following attributes:
- Organizational skills
- Ability to synthesize and integrate complex information
- Strong academic background
- Leadership and professionalism
- Excellent written and oral communication skills
- Problem-solving skills
- Attention to detail
- Interpersonal skills

Special Considerations

The Doctor of Audiology Program has no special considerations it uses when making admissions decisions. All students are considered equally based on their application packet.

PREVIOUS DEGREE REQUIREMENT

Prospective students applying to the Doctor of Audiology Program must have earned or be in the process of completing a bachelor's degree from an institutionally accredited post-secondary academic institution (or equivalent foreign degree as evaluated by Education Credential Evaluators or World Education Services).

The degree must be completed before the start of the Doctor of Audiology Program.

The program does not have any required or preferred majors, but applicants will need to have the required coursework listed below.

PREREQUISITES

Additional coursework outside of the field of Communication Sciences and Disorders is required for ASHA certification and state licensure purposes. One undergraduate class, with a grade of C or better, in each of the following areas is required:

- Biological science (Biology, Human Anatomy & Physiology, Neuroanatomy and Neurophysiology, Human Genetics)*
- Physical science (Physics, Chemistry, or Acoustics)*
- Behavioral sciences (Psychology, Sociology, Anthropology, Education)*
- Statistics (Research methods will not fulfill this requirement. Statistics will also satisfy Mathematics)*
- Phonetics (or equivalent)*
- Language Acquisition (or equivalent)*

*Must be completed before or during the first year of study in the program

Credit by Examination

The Doctor of Audiology Program will accept Advanced Placement, International Baccalaureate, or College Level Examination Program credits awarded by other institutionally accredited post-secondary academic institutions to fulfill the required coursework. To be considered for credit transfer, the official transcript from the awarding institution must reflect the AP, IB or CLEP credits.

GPA REQUIREMENT

Prospective students applying to the Doctor of Audiology Program must have a minimum GPA of 3.0 on a 4.0 scale, either overall or for the last 60 credit hours, to be eligible for admission.

TECHNICAL STANDARDS

Please visit the program website to see the technical standards.

CURRICULUM

A minimum of 104 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
Year 1		
Fall		
AUDI 71203	Basic Diagnostic Audiology	3
AUDI 71343	Anatomy & Physiology of the Auditory and Vestibular Systems I	3
AUDI 71133	Acoustics & Psychoacoustics	3
AUDI 71103	Research Methods and Evidence-based Practice	3
AUDI 7050V	Audiology Practicum	1
AUDI 71401	Clinical Laboratory 1	1
		14
Spring		
AUDI 71743	Advanced Diagnostic Audiology	3
AUDI 71753	Anatomy & Physiology of the Auditory and Vestibular Systems II	2
AUDI 72192	Cultural Competence in Audiology	2
AUDI 71303	Amplification I	3
AUDI 7050V	Audiology Practicum	1
AUDI 71401	Clinical Laboratory 2	1
		12
Summer		
AUDI 71703	Amplification II	3
AUDI 83342	Professional Issues & Ethics	2
AUDI 71333	Hearing Disorders and Genetics	3
AUDI 7050V	Audiology Practicum	1
		9
Year 2		
Fall		
AUDI 72333	Pediatric Diagnostic Audiology	3
AUDI 72203	Clinical Electrophysiology	3
AUDI 72103	Counseling in Communication Disorders	3
AUDI 72352	Tinnitus & Decreased Sound Tolerance	2
AUDI 7050V	Audiology Practicum	2

AUDI 71401	Clinical Laboratory 3	1
		14
Spring		
AUDI 72763	Pediatric Amplification & Intervention	3
AUDI 83373	Audiologic Rehabilitation	3
AUDI 7050V	Audiology Practicum	2
AUDI 7150V	Directed Research	1
AUDI 71401	Clinical Laboratory 4	1
		10
Summer		
AUDI 83302	Audiology: Practice Management	2
AUDI 72383	Gerontology in Audiology	2
AUDI 7050V	Audiology Practicum	2
AUDI 7150V	Directed Research	1
		7
Year 3		
Fall		
AUDI 83303	Auditory Processing	2
AUDI 72363	Balance in Adults & Children	3
AUDI 87303	Implant Device Technology	3
AUDI 71401	Clinical Laboratory 5	1
AUDI 7150V	Directed Research	1
AUDI 7050V	Audiology Practicum	2
		12
Spring		
AUDI 83353	Educational Audiology	2
AUDI 72392	Hearing Conservation	2
AUDI 7050V	Audiology Practicum	2
AUDI 73102	Vestibular Rehabilitation Across the Lifespan	2
AUDI 71401	Clinical Laboratory 6	1
AUDI 7150V	Directed Research	1
		10
Summer		
AUDI 8450V	Clinical Externship	4
		4
Year 4		
Fall		
AUDI 8450V	Clinical Externship	6
		6
Spring		
AUDI 8450V	Clinical Externship	6
		6
TOTAL		**104**

Students will earn grades of "B" 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 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 65 credits of classroom courses, 4 credits of directed research with successful completion of a capstone project, 6 credits of clinical laboratory, 13 credits of practicum, and 16 credits of clinical externship during the final academic year.

INTERPROFESSIONAL EDUCATION (IPE)
In order to graduate from a degree program, every UAMS student must complete all seven (7) Interprofessional Education (IPE) Milestones in each of the following IPE phases: Exposure, Immersion, and Competence.

PROGRAM POLICIES
The program-specific policies and procedures can be found in the student handbooks on the program website.

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 (100% Online, Traditional and Fast Track)

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: https://gradschool.uams.edu/

THE PROGRAM
The Department of Dietetics and Nutrition offers a 100% online Master of Science in Clinical Nutrition with either a traditional track (up to 5 years) or a new fast track (2 years) through the UAMS Graduate School. The traditional track requires 36 semester credits to complete and has both a full-time or a part-time enrollment option and has a thesis or a non-thesis plan within each option. The Fast track requires 30 semester credits to complete while enrolled full-time (2 years) and is non-thesis only. Both programs are administered through the UAMS Graduate School. Accordingly, the Graduate School Handbook is considered the primary handbook for all students in this program. All provisions (including grievance procedures) in the Graduate School Handbook are the authority applicable to students pursing the Master of Science in Clinical Nutrition. Please visit the Graduate School website for more information.

APPLICATION PROCEDURES
Please refer to the UAMS Catalog on the Graduate School website for application procedures.

PROGRAM POLICIES
Program specific policies and procedures can be found in the MSCN student handbook, which is available from the Department of Dietetics and Nutrition upon request.

PROGRAM COSTS
The total cost of the program can be found on the college website.

Cytology – Bachelor of Science Degree

Department of Laboratory Sciences
Cytology Website
CHP Admissions Office
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
Cytology 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 Cytology is awarded. Graduates are eligible to apply for the Cytology certification examination administered by the American Society of Clinical Pathology Board of Certification. Successful completion of an accredited cytology program and certification by the American Society of Clinical Pathology are required for professional practice as a cytologist. The program's mission, goals, and competencies can be found on the department website.
The Bachelor of Science in Cytology consists of 80 semester credits of prerequisite course work and 40 semester credits in the Cytology program for a total of 120 credits.

ACCREDITATION
The Cytology program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), 9355 113th St. N., #7709, Seminole, Florida 33775. Telephone: (727) 210-2350. Website: www.caahep.org.

APPLICATION PROCEDURES
All application materials should be received by **May 15** to be considered for admission. Send all requested materials to the CHP Admissions Office. Applicants must provide:
UAMS Online Admissions Application Through Workday: To apply to a UAMS College of Health Professions degree program, you must complete the online admission application through Workday. Please note that a non-refundable fee of $40 is required and must be submitted along with your application.
Official Transcripts: Arrange for each post-secondary academic institution you have attended to forward an official transcript of your coursework. If college courses were taken concurrently while in high school through an accredited institution of higher education, please be sure to include a

transcript from that school as well. Official transcripts should be sent directly to the UAMS College of Health Professions Admissions Office either electronically or via mail.
Note: If you are admitted to the Bachelor of Science in Cytology Program, you will also need to provide final official transcripts to UAMS reflecting the completion of any courses that were in progress at the time of the application deadline.
Interview: The most qualified applicants will be contacted to arrange an interview. Interviews are conducted using video conferencing software such as Zoom. Applicants will need a computer with a webcam and microphone to attend an interview.
TOEFL scores as applicable. See International Applicants in the Admissions/Academic Information section of this catalog.

ADMISSION FACTORS

Criteria

Admission to the Bachelor of Science in Cytology Program is competitive and based on the following criteria:

- Academic achievement
- Leadership and professionalism
- Written and oral communication

Special Considerations

During admission reviews, 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.

Non-Discrimination Policy

Applicants are considered without regard to race, color, gender, age, sexual orientation, religion, national origin or disability status as a criterion in deciding against any individual in matters of admission, placement, transfer, hiring, dismissal, compensation, fringe benefits, training, tuition assistance and other personnel or educationally-related actions.

PREREQUISITES

The following 80 credits are required for admission to the Bachelor of Science in Cytology Program. All listed courses are required from an institutionally accredited post-secondary academic institution and must fulfill all college requirements regarding acceptance of transfer credit. Fulfillment of the prerequisite courses for the Bachelor of Science in Cytology Program does not guarantee admission. A final grade of C or better is required in each of the prerequisite courses. Actual course titles may vary among institutions. If in doubt about the suitability of the following prerequisite courses, please contact the College of Health Professions Admissions Office.

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[1]	3
MATHEMATICS	
College Algebra (or higher-level Mathematics)	3
SCIENCE	
Biology	
Biological Science (Recommended: General Biology, Cell Biology, Genetics, Microbiology, Anatomy & Physiology, and Histology)	20
Chemistry	
Two-semester sequence of Chemistry with laboratories[3]	8
FINE ARTS/HUMANITIES	
Fine Arts	
Music, Art, Theater[2]	3
Humanities	
Philosophy, Political Science, Literature, History, or Humanities[2]	3
SOCIAL SCIENCES	
History	
History of the United States or National Government	3
Social Sciences	
Other Social Sciences (Recommended: Psychology, Sociology, Anthropology, Economics, History, Political Science, or Geography)	6
ELECTIVES	25
TOTAL	**80**

Credit By Examination

The Bachelor of Science in Cytology Program does not award credits for Advanced Placement, International Baccalaureate, or College Level Examination Program tests. However, they will accept credits awarded by other institutionally accredited post-secondary academic institutions. To be considered for credit transfer, the official transcript from the institution that awarded the credit must reflect the AP, IB or CLEP credits.

Notes

[1] An additional fine arts or humanities course may be substituted for Speech Communication.

[2] An additional fine arts course may be substituted for humanities. Likewise, an additional humanities may be substituted for fine arts. Applicants must have a total of six semester credit hours of fine arts / humanities.

[3] Fundamental Chemistry I and II, College or General Chemistry I and II, or Organic Chemistry I and II are preferred. Contact the College of Health Professions Admissions Office if you have any questions about the preferred chemistry courses.

GPA REQUIREMENT

- A cumulative undergraduate GPA of at least 2.5 on a 4.0 scale.
- A cumulative undergraduate **biological science** GPA of at least 2.5 on a 4.0 scale.

TECHNICAL STANDARDS

Technical Standards can be found on the program website.

CURRICULUM

The following 40 semester credits are required in the program:

Course #	Title	Credits
Fall		
CYTO 41504	Introduction to Cytology	4
CYTO 41604	Gynecological Cytopathology I	4
CYTO 42603	Gynecological Cytopathology II	3
CYTO 41806	Non-Gynecological Cytopathology I	6
		17
Spring		
CYTO 41001	Molecular Diagnostics Laboratory	1
CYTO 41202	Laboratory Operations	2
CYTO 41302	Molecular Diagnostics	2
CYTO 41704	Cytology Internship I	4
CYTO 42806	Non-Gynecological Cytopathology II	6
		15
Summer		
CYTO 41403	Comprehensive Cytology	3
CYTO 42705	Cytology Internship II	5
		8
TOTAL		**40**

Academic Progression

To progress through the Cytology program, students must earn a grade of "C" or better in each individual course, including lecture, laboratory, and clinical components. Due to the sequential nature of the curriculum, where most courses are completed one at a time, students must meet this requirement before beginning a subsequent course, rather than solely progressing by semester.

Eligibility for Clinical Rotations

Prior to beginning clinical rotations, students must have earned a cumulative GPA of at least 2.5 in program coursework and must have successfully completed all prerequisite didactic courses with a grade of C or higher.

Degree Conferral

To be eligible for graduation, students must maintain a minimum cumulative GPA of 2.5 across all program coursework and successfully complete all required didactic and clinical requirements.

INTERPROFESSIONAL EDUCATION (IPE)

Interprofessional Education IPE is a university graduation requirement for all UAMS students. IPE prepares learners from multiple health professions to learn about, from, and with one another to support effective collaboration and improve patient and population health outcomes.

The Cytology Program completes the following required IPE core activities:

1. **UNIV 11000** Exposure Workshop
   Core competency focus: values and ethics for interprofessional practice and introduction to roles and responsibilities.

2. **UNIV 12000** Exposure Bridge Activity
   Core competency focus: interprofessional communication and shared understanding of team based care.
3. **UNIV 14000** Immersion Simulation
   Core competency focus: teamwork and collaborative practice through applied simulation experiences.
4. **UNIV 15000** Competence Workshop
   Core competency focus: advanced application of interprofessional communication, roles and responsibilities, and team dynamics.
5. **UNIV 16000** Competence Practice Activity
   Core competency focus: demonstration of collaborative practice readiness in structured team activities.

Students register for IPE activities in Workday. Instructions, timelines, and additional information are available on the UAMS IPE website. There is no cost associated with IPE course registration.

PROGRAM POLICIES
The program-specific policies and procedures can be found in the student handbook on the program website.

PROGRAM COSTS
Total program costs for the three semester curriculum are available on the college website.
Health insurance is required. Students who do not have existing coverage must enroll in an approved student health insurance plan. Plan options and associated costs are available through the Campus Life and Student Support Center website.

Dental Hygiene – Bachelor of Science Degree

Department of Dental Hygiene
Dental Hygiene Website
CHP Admissions Office
College of Health Professions
University of Arkansas for Medical Sciences
4301 West Markham Street, #619
Little Rock, AR 72205

Telephone: (501) 686-5734
Email: CHPadmissions@uams.edu

THE PROGRAM
The Dental Hygiene program is a full-time, day program with one cohort of 38 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 American Dental Association Commission on Dental Accreditation, 401 North Michigan Ave, Suite 3300, Chicago, IL 60611-4250.
Telephone: (800) 232-6108.
Website: https://coda.ada.org/en

APPLICATION PROCEDURES
The application deadline for the Bachelor of Science in Dental Hygiene Program is March 15. Applications not completed by this date may not be considered for admission to the program. Applicants should begin the process the previous fall. Applicants who wait until March to begin the process often do not meet the application deadline.
UAMS Online Admissions Application Through Workday: To apply to a UAMS College of Health Professions degree program, you must complete the online admission application through Workday. You will find this application under "UAMS CHP Applicant Home (Undergraduate)". Please note that a non-refundable fee of $40 is required and must be submitted along with your application. Please make sure to upload all requirement documents before clicking "Submit." Applications missing required documents will be marked incomplete and will not move forward for review.
Official Transcripts: Arrange for each post-secondary academic institution you have attended to forward an official transcript of your coursework. If college courses were taken concurrently while high school through an accredited institution of higher education, please be sure to include a transcript from that school as well. Official transcripts should be sent directly to the UAMS College of Health Professions Admissions Office either electronically or via mail. Note: If you are admitted to the Bachelor of Science in Dental Hygiene Program, you will also need to provide final official transcripts to UAMS reflecting the completion of any courses that were in progress at the time of the application deadline.
Professional Observation Form: The applicant must complete at least 20 observation hours in a dental office observing a registered dental hygienist. The professional observation form must be signed by the dental hygienist to document these observation hours. The form must be uploaded online by the dental office to ensure confidentiality. Please upload the form using the online submission form
Personal Statement: Prospective students applying to the Bachelor of Science in Dental Hygiene Program must submit a personal statement between 500 and 1000 words that addresses the following three prompts:

- **Prompt 1: Personal and Professional Alignment:** Describe your motivation for pursuing a career in dental hygiene and explain how your personal values align with the mission of our program. Discuss how your past experiences—such as academic challenges, work, or service—have shaped your commitment to public health, ethical decision-making, and teamwork. How have you demonstrated responsibility, time management, and resilience in reaching your goals?

- **Prompt 2: Overcoming Challenges with Purpose:** Tell us about a time when you faced a significant challenge or obstacle. How did you approach the situation, and what critical thinking or decision-making strategies did you use? What did you learn about yourself in the process? Explain how this experience has influenced your desire to become a dental hygienist and prepared you to contribute meaningfully to both the profession and your community.
- **Prompt 3: Becoming a Professional:** Dental hygienists play a vital role in public health and patient education. Reflect on the personal qualities and skills you believe are essential for success in this profession. How have you demonstrated professionalism, ethics, and effective communication in your academic, work, or volunteer experiences? In what ways have you worked with others as part of a team, and how do you manage your time and responsibilities to achieve your goals?

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 the same day as the interview.
TOEFL scores as applicable. See International Applicants in the Admissions/Academic Information section of this catalog.

ADMISSION FACTORS
Admission to the Bachelor of Science in Dental Hygiene Program is competitive and based on the following criteria:

- Academic achievement
- Academic aptitude
- Leadership and professionalism
- Written and oral communication

PREREQUISITES
The following 51 credits are required for admission to the Bachelor of Science in Dental Hygiene Program. All listed courses are required from an institutionally accredited post-secondary academic institution and must fulfill all UAMS College of Health Professions requirements regarding acceptance of transfer credit. Proof of successful completion of coursework taken in a semester immediately preceding entry into the professional curriculum must be presented before registration. A course grade of C or higher must be achieved to satisfy general education and program-specific requirements. 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. Admission to the program for applicants who have not completed all prerequisite courses will be conditional pending the completion of all prerequisite courses before enrollment. All prerequisite courses must be completed by June 1. Actual course titles may vary among institutions. If in doubt about the suitability of the following prerequisite courses, please contact the College of Health Professions Admissions Office. Fulfillment of the prerequisite courses for the Bachelor of Science in Dental Hygiene program goes not guarantee admission.

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[1]	3
MATHEMATICS	
College Algebra or Statistics (or higher-level Mathematics)[2]	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]	3

Sociology	
Introduction to Sociology	3
Electives[4]	6
TOTAL	**51**

Credit by Examination

College Level Examination Program Credits:

The Bachelor of Science in Dental Hygiene Program will not accept College Level Examination Program credits to fulfill the required science coursework. The program will accept CLEP credits awarded by other institutionally accredited post-secondary academic institutions to fulfill the other required coursework. To be considered for credit transfer, the official transcript from the awarding institution must reflect the CLEP credits.

Advanced Placement and International Baccalaureate Credits:

Due to rules set forth by the Commission on Dental Accreditation of the American Dental Association, the Bachelor of Science in Dental Hygiene Program will not accept Advanced Placement or International Baccalaureate credits to fulfill the required math and science coursework.

The program will accept AP or IB credits awarded by other institutionally accredited post-secondary academic institutions to fulfill the other required coursework. To be considered for credit transfer, the official transcript from the awarding institution must reflect the CLEP credits.

Notes

[1] 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 or humanities course.

[2] Statistics can be taken to satisfy the College Algebra requirement if the statistics course is offered through the institution's Math department and is more advanced than College Algebra at that institution. Only statistics courses meeting these criteria will be accepted as a substitute for College Algebra.

[3] Psychology courses may be taken to satisfy the General Psychology requirement if the course is equivalent in scope and content to an introductory psychology course. Only psychology courses that are broad in content and cover human behavior and development across the lifespan will be accepted as a substitute for General Psychology. Examples of acceptable courses include, but may not be limited to, Introduction to Psychology and Developmental Psychology.

[4] Applicants may select lower-level electives. No more than one course from the following group will be accepted in transfer to meet degree requirements: band, studio, physical education, military science, English as a Second Language, and manual skills.

GPA REQUIREMENT

- An overall cumulative GPA of at least 2.75 on a 4.0 scale
- A prerequisite GPA of at least 2.75 on a 4.0 scale
- A math and science GPA of at least 2.75 on a 4.0 scale

TECHNICAL STANDARDS

Technical Standards can be found on the program website.

CURRICULUM

The following 69 credits are required:

Course #	Title	Credits
Year 1		
Fall		
DHYG 21143	Introduction to Dental Hygiene Theory	3
DHYG 31172	Oral Anatomy	2
DHYG 21171	Oral Embryology and Histology	1
DHYG 31102	Dental Radiography I	2
DHYG 21134	Dental Hygiene Pre-clinic	4
DHYG 21181	Periodontal Instrumentation	1
DHYG 33174	Head and Neck Anatomy	3
		16
Spring		
DHYG 31251	Dental Hygiene Seminar I	1
DHYG 31202	Dental Radiography II	2
DHYG 31243	Dental Hygiene Theory I	3
DHYG 31232	Dental Hygiene Clinic I	2
DHYG 42381	Periodontology I	1
DHYG 31283	Management of Patients with Special Needs	3
DHYG 31274	Pathology	4
		16
Summer		
DHYG 32342	Dental Hygiene Clinic—Summer	2

DHYG 32382	Local Anesthesia	2
		4
Year 2		
Fall		
DHYG 32483	Dental Materials	3
DHYG 42442	Dental Hygiene Theory II	2
DHYG 42433	Dental Hygiene Clinic II	3
DHYG 42483	Pharmacology	3
DHYG 42393	Periodontology II	3
DHYG 42463	Community Dentistry I	3
		17
Spring		
DHYG 42551	Dental Hygiene Seminar II	1
DHYG 42542	Dental Hygiene Theory III	2
DHYG 42582	Ethics, Jurisprudence and Practice Management	2
DHYG 32442	Community Dentistry II	2
DHYG 42583	Nutrition	3
DHYG 42533	Dental Hygiene Clinic III	3
DHYG 42503	National Board Dental Hygiene Examination Review	3
		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 21143), Periodontal Instrumentation (DHYG 21181), Dental Radiography I (DHYG 31102), Dental Hygiene Theory I (DHYG 31243), Dental Radiography II (DHYG 31202), Local Anesthesia (DHYG 32382), Dental Hygiene Theory II (DHYG 42442), and Dental Hygiene Theory III (DHYG 42542). For clinic courses: Dental Hygiene Pre-clinic (DHYG 21134), Dental Hygiene Clinic I (DHYG 31232), Dental Hygiene Clinic-Summer (DHYG 32342), Dental Hygiene Clinic II (DHYG 42433), and Dental Hygiene Clinic III (DHYG 42533), the student must complete all requirements and pass 100% of the competencies. The requirements and competencies for clinic courses are found in the Dental Hygiene Clinic Manual and all clinic course syllabi. 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 program's policies can be found on the website including the policies and procedures manual, infection control policies, hazard communication plan, as well as the bloodborne pathogen policies and exposure control .

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 Admissions Office
College of Health Professions
University of Arkansas for Medical Sciences
4301 West Markham Street, #563-B
Little Rock, AR 72205

Telephone: (501) 686-6848
Email: CHPadmissions@uams.edu

THE PROGRAM
The Diagnostic Medical Sonography program is a full-time program with a cohort of 13-14 students on the Main Campus in Little Rock and 5-6 students on the Northwest Campus in Fayetteville 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.

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 abdomen-extended, obstetrics and gynecology, adult cardiac, and vascular sonographic 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
The application deadline for the Bachelor of Science in Diagnostic Medical Sonography Program is **March 15**. Applications not completed by this date may not be considered for admission to the program. Applicants should begin the process the previous fall. Applicants who wait until February to begin the process often do not meet the application deadline.
UAMS Online Admissions Application Through Workday: To apply to a UAMS College of Health Professions degree program, you must complete the online admission application through Workday. You will find this application under "UAMS CHP Applicant Home (Undergraduate)". Please note that a non-refundable fee of $40 is required and must be submitted along with your application. Please make sure to upload all requirement documents before clicking "Submit". Applications missing required documents will be marked incomplete and will not move forward for review.
Official Transcripts: Arrange for each post-secondary academic institution you have attended to forward an official transcript of your coursework. If college courses were taken concurrently while high school through an accredited institution of higher education, please be sure to include a transcript from that school as well. Official transcripts should be sent directly to the UAMS College of Health Professions Admissions Office either electronically or via mail.
Professional Observation: Applicants to the Bachelor of Science in Diagnostic Medical Sonography Program must complete a minimum of four hours of observation in the diagnostic sonography area of a hospital or busy clinic. This observation must be conducted under the supervision of a sonographer credentialed by the American Registry for Diagnostic Medical Sonography or a physician. During the observation, applicants should gain an understanding of the responsibilities and duties of a diagnostic medical sonographer. This includes experiencing the typical environment encountered by an entry-level sonographer, such as abdominal, obstetric and gynecologic cases. Observations of cardiac and vascular sonography examinations are also encouraged. Additionally, applicants are encouraged to discuss the profession with current sonographers in the field. To fulfill the observation requirement, applicants must observe at least three of the following procedures:

- Abdominal
- Cardiac
- Gynecologic
- Obstetric
- Vascular.

This observation time must be recorded on the Professional Observation Form. Once completed, the form should be submitted using our online Professional Observation Submission Form. The form must be received before the **March 15** deadline.
Personal Statement: Applicants to the Bachelor of Science in Diagnostic Medical Sonography will be required to submit an original, typed personal statement addressing the following points:

- An explanation of the applicant's interest in the diagnostic medical sonography profession
- Relevant experiences, such as health care, military service, community service, etc., that have prepared the applicant for a career in diagnostic medical sonography
- The applicant's strengths
- The applicant's weaknesses or areas in need of improvement

The personal statement must be limited to 750 words. Please note that you must use Microsoft Word or Notepad to create your essay, or save your essay in a PDF file, and upload it to your application prior to submission. If you submitted your essay before Dec. 18, 2025, you are not required to resubmit it in Microsoft Word, Notepad, or PDF format. The 750-word limit still applies.
Interview: Qualified applicants will be invited to interview. The interviews will be scheduled by the program.
TOEFL scores as applicable. See International Applicants in the Admissions/Academic Information section of this catalog.

ADMISSION FACTORS
Criteria
Admission to the Bachelor of Science in Diagnostic Medical Sonography Program is competitive and based on the following criteria:

- Academic performance
- Life experiences
- Performance during the interview

Competitive Attributes
A competitive applicant will possess the following attributes:

- Strong written and oral communication skills
- High level of professionalism
- Ability to work on a team and collaborate with others

Non-Discrimination Policy
Applicants are considered without regard to race, color, gender, age, sexual orientation, religion, national origin or disability status as a criterion in deciding against any individual in matters of admission, placement, transfer, hiring, dismissal, compensation, fringe benefits, training, tuition

assistance and other personnel or educationally-related actions.

PREREQUISITES

The following 47 credits are required from an institutionally accredited post-secondary academic institution and must fulfill all college requirements regarding acceptance of transfer credit. Fulfillment of the prerequisite courses for the Bachelor of Science in Diagnostic Medical Sonography Program does not guarantee admission. A final grade of C or better is required in each of the prerequisite courses. 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. Documentation of successful completion of remaining courses is required by the date of registration for the first semester. Actual course titles may vary among institutions. If in doubt about the suitability of the following prerequisite courses, please contact the College of Health Professions Admissions Office.

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[1]	3
MATHEMATICS	
College Algebra (or higher-level Mathematics)	3
SCIENCE	
Biology	
Two-semester sequence of Anatomy and Physiology with laboratory[2,3]	8
Physics	
Introductory College Physics[4]	3-6
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
HEALTH SCIENCE	
Medical Terminology	3
ELECTIVES	6
TOTAL	**47-50*** **

Credit by Examination

The Bachelor of Science in Diagnostic Medical Sonography Program **will not** accept Advanced Placement, International Baccalaureate, or College Level Examination Program credits to fulfill the required math and science coursework. The program **will** accept AP, IB or CLEP credits awarded by other institutionally accredited post-secondary academic institutions to fulfill the other required coursework. To be considered for credit transfer, the official transcript from the awarding institution must reflect the AP, IB or CLEP credits.

Notes

Applicants to the Bachelor of Science in Diagnostic Medical Sonography Program must have completed or be currently enrolled in Introductory College Physics, College Algebra, and Anatomy and Physiology II before the March 15 application deadline.

[1] Due to rules set forth by the Commission on Accreditation of Allied Health Education Programs, Speech Communication is a required prerequisite and cannot be substituted by an additional fine arts / humanities course.

[2] Anatomy and Physiology I must be completed at the time of application to the Bachelor of Science in Diagnostic Medical Sonography Program. College Algebra, Anatomy and Physiology II, and Physics must be either completed or in progress at the time of application to the program.

[3] It is recommended both Anatomy and Physiology I and Anatomy and Physiology II be a full semester (15 weeks) in length to ensure thorough understanding of content. Condensed courses, such as those taught during a summer semester, are acceptable, though the full term courses are preferred.

[4] Physics course(s) must cover acoustics, wave motion, heat, electricity, force and energy. Two courses may be required to cover all topics. Contact the Bachelor of Science in Diagnostic Medical Sonography Program to determine acceptable physics courses.

GPA REQUIREMENT
A cumulative undergraduate GPA of at least 2.5 on a 4.0 scale.

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 23103	Basic Patient Care	3
DMSO 32132	Sectional Anatomy	2
DMSO 32232	Gynecologic Sonography	2
DMSO 33133	Introductory Physics	3
DMSO 33143	Abdominal Sonography I	3
DMSO 35145	Clinical Practicum I	5
		18
Spring		
DMSO 32242	Advanced Physics	2
DMSO 33233	Sonographic Applications: Obstetrics	3
DMSO 38248	Clinical Practicum II	8
DMSO 42143	Abdominal Sonography II	2
		15
Summer		
DMSO 35415	Clinical Practicum III	5
DMSO 43433	Introductory Cardiac & Vascular Sonography	3
		8
Year 2		
Fall		
DMSO 43033	Professional Development I	3
DMSO 43543	Intermediate Vascular Sonography, **–OR--**	
DMSO 43553	Intermediate Cardiac Sonography	3
DMSO 48438	Clinical Practicum IV	8
DMSO 43533	Doppler Sonography & Advanced Hemodynamics	3
		17
Spring		
DMSO 43042	Professional Development II	2
DMSO 42532	Cardiovascular Pathophysiology	2
DMSO 43633	Advanced Vascular Sonography **–OR--**	
DMSO 43643	Advanced Cardiac Sonography	3
DMSO 48548	Clinical Practicum V	8
		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.

Dietetics – Master of Science Degree AND Dietetic Internship

Department of Dietetics and Nutrition
Dietetics and Nutrition Website
CHP Admissions Office
College of Health Professions
University of Arkansas for Medical Sciences
4301 West Markham Street, #627
Little Rock, AR 72205

Telephone: (501) 686-6166
Email: CHPadmissions@uams.edu

THE PROGRAM
The Master of Science (M.S.) degree program in Dietetics is a Combined Master of Science and Dietetic Internship (MS/DI) program. The program is designed to prepare graduates to become competent entry-level dietitians and provide preparation for the Commission on Dietetic Registration (CDR) exam while earning a Master's Degree. Up to 19 students are accepted into the program each year.

The MS/DI program is a 15-month program that requires completion of four sequential semesters (summer, fall, spring, summer) upon which students will receive their verification statement and master's degree, allowing eligibility to sit for the national registration exam. Students complete 36 hours of graduate credit, including a minimum of 1000 hours of practicum coursework in clinical, administrative, and community supervised practice experiences. While in the MS/DI program, a minimum of 40 hours per week is spent in practicum and didactic coursework. Additional time is required to complete assignments and projects. Affiliations with a number of hospitals, school food services, and clinics in the central and northwest Arkansas areas provide experiences supplementing and complementing experiences received at the primary training sites.

Successful completion of program requirements qualifies graduates 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 MS/DI program does not itself ensure registration or licensure. Students are responsible for familiarizing themselves with the applicable registration and licensure requirements.

The following requirements are necessary for consideration for admission to the program: 1) bachelor's degree from an accredited university, 2) successful completion of an ACEND-accredited Didactic Program in Dietetics academic program, 3) based on a 4.0 scale, a cumulative GPA ≥ 2.85. As admission to the MS/DI program is competitive, preference is given to applicants who have earned an overall GPA ≥3.0, math/science GPA ≥2.5, and those who have work or volunteer experience in a healthcare setting.

ACCREDITATION
The Master of Science in Dietetics degree 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
The priority decision application deadline for the Master of Science in Dietetics Program is Jan. 10. Applications will continue to be accepted and reviewed through the final deadline of Feb. 15. Applications not completed and postmarked by this date will not be considered for admission to the program. Applicants should begin the process the previous fall. Applicants who wait until January to begin the process often do not meet the application deadline. Applicants must provide:

1. **DICAS Application for Admission:** In addition to the UAMS Workday Application, applicants to the program must also submit an application through the Dietetics Inclusive Centralized Application Service (DICAS). More information including submission deadlines and fees can be found at http://dicas.liaisoncas.com/.
2. **UAMS Online Admissions Application:** To apply to a UAMS College of Health Professions degree program, you must complete the online admission application through Workday. You will find this application under "UAMS CHP Applicant Home (Graduate and Professional)". Please note that a non-refundable fee of $40 is required and must be submitted along with your application.
3. **Official Transcripts:** Arrange for each post-secondary academic institution you have attended to forward an official transcript of your coursework. If college courses were taken concurrently while high school through an accredited institution of higher education, please be sure to include a transcript from that school as well. Official transcripts should be sent directly to the DICAS.
   Note: If you are admitted to the Master of Science in Dietetics 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.
4. **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.
5. **TOEFL scores, if applicable.** See International Applicants in the Admission/Academic Information section of the catalog.
6. **Personal References:** When applying to the Master of Science in Dietetics Program, the applicant will be required to provide details of three people who are qualified to assess the applicant's potential as a student in the program. At least one reference should a college professor or major advisor, while other references may include employers or other professional contacts. Provide the names and email

addresses of your three references in the DICAS. An email containing instructions for completing and submitting the reference form will be automatically generated and sent to the provided references.

7. **Resume:** When applying to the Master of Science in Dietetics Program, applicants must submit a one-page personal resume. This should include both paid and volunteer work experience. While experience in hospital dietetics is desirable, it is not mandatory. Additionally, please highlight any extracurricular activities, honors and awards that demonstrate a well-rounded lifestyle. Submit your personal resume via the DICAS.
8. **Personal Statement:** Prospective students applying to the Master of Science in Dietetics Program will be required to compose a personal statement detailing the following:
    - An explanation of the applicant's interest in the dietetic profession
    - The experiences that have helped to prepare the applicant for a career in dietetics
    - The applicant's short-term and long-term goals
    - The applicant's strengths
    - The applicant's weaknesses or areas in need of improvement
    - Other information the applicant considers relevant to the selection committee's decision-making

    The personal statement should not exceed 1,000 words in length.

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

PREVIOUS DEGREE REQUIREMENTS

Applicants to the Master of Science in Dietetics Program must have earned or be in the process of completing a bachelor's degree from an institutionally accredited post-secondary academic institution (or equivalent foreign degree as evaluated by Education Credential Evaluators or World Education Services). Additionally, applicants must have completed a didactic academic program in dietetics that is accredited through the Accreditation Council for Nutrition and Dietetics.

GPA REQUIREMENT

To be considered for the Master of Science in Dietetics Program, applicants must have a minimum cumulative GPA of 2.85 on a 4.0 scale. Due to the competitive nature of the program, preference is given to applicants with an overall cumulative GPA above 3.0; a math and science GPA above 2.5; and relevant work or volunteer experience in a health care setting.

CURRICULUM

During the MS/DI program, development of competencies in general dietetics is emphasized including clinical dietetics, food service administration, and community nutrition. 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 36 credits are required in the program:

Course #	Title	Credits
Year 1		
Summer		
DIET 51132	Nutrition Research and Statistical Methods	2
DIET 51142	Macronutrients	2
DIET 51152	Nutrition Education and Counseling	2
		6
Fall		
DIET 51233	Food Service Management	3
DIET 54301	Practicum in Community Dietetics	1
NUTR 51173	Community Nutrition	3
DIET 51232	Nutrition Capstone Project	1
DIET 51234	Advanced Clinical Dietetics	4
		12
Spring		
DIET 51236	Practicum in Clinical Dietetics	6

DIET 51232	Nutrition Capstone Project	1
DIET 51332	Micronutrients	3
DIET 51341	Professional Development I	1
		11
Year 2		
Summer		
DIET 52441	Professional Development II	1
DIET 52432	Principles of Nutrition Support	2
DIET 54401	Advanced Dietetics Practicum	1
	Choose one Elective:	
DIET 52433	Pediatric Nutrition	3
DIET 53342	Sports Nutrition	3
		7
TOTAL		**36**

A letter grade of "B" or better in each course is required for the student to progress 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.

PROGRAM POLICIES
Program specific policies and procedures can be found in the Master of Science in Dietetics policy and procedure manual on the Department website, or are available upon request.

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.

Genetic Counseling – Master of Science Degree

Department of Genetic Counseling
Genetic Counseling Website
CHP Admissions Office
University of Arkansas for Medical Sciences
4301 West Markham Street, #836
Little Rock, AR 72205

Telephone: (501) 526-7700
Email: GCTrainingProgram@uams.edu
Website: https://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 8-9 students beginning each fall semester. It consists of four, fall/spring semesters with one intervening summer semester session. The program curriculum consists of 58 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
The application deadline for the Master of Science in Genetic Counseling Program is Dec. 15, 2025, at 4:30 p.m. Central time. Applications not completed online by this date may not be considered for admission to the program. Applicants must provide:
UAMS Online Admissions Application Through Workday: To apply to a UAMS College of Health Professions degree program, you must complete the online admission application through Workday. You will find this application under "UAMS CHP Applicant Home (Graduate and Professional)". Please note that a non-refundable fee of $40 is required and must be submitted along with your application. You can save your application and return to it at a later date. However, it will not be considered for review until it is submitted, and the application fee is paid. After submitting your application, you will need to return to the application site to complete any remaining action items related to your application.
National Matching Services: The UAMS Genetic Counseling Graduate Program participates in the Genetic Counseling Admissions Match through National Matching Services (NMS). All applicants must register for the Match with NMS before applying to participate in genetic counseling graduate programs. 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 post-secondary academic institution you have attended to forward an official transcript of your coursework. If college courses were taken concurrently while high school through an accredited institution of higher education, please be sure to include a transcript from that school as well. Official transcripts should be sent directly to the UAMS College of Health Professions Admissions Office either electronically or via mail. The deadline to submit official transcripts is **Friday, Jan. 9, 2026**.

Note: Applicants who are enrolled in courses during the fall 2025 term may upload an unofficial transcript to their UAMS Workday Application and have official transcripts sent by the deadline in January.

Evidence of an Understanding of the Genetic Counseling Profession: Applicants are encouraged to job shadow with genetic counselors when possible or seek other experiences to understand the genetic counselor's scope of practice. Applicants should highlight their experiences on their resume.

Personal Statement: Applicants to the Master of Science in Genetic Counseling Program will be required to submit a personal statement, limited to 850 words, addressing the following points:

- The applicant's readiness for graduate school
- An explanation of why the applicant is suited for a career in genetic counseling
- The applicant's short-term and long-term professional career goals
- An explanation of why the applicant wants to attend UAMS

Personal statements exceeding the word limit will not be considered.

Personal References: Applicants to the Master of Science in Genetic Counseling Program will be required to provide names and email addresses of three people who are capable and qualified to judge how well the applicant would perform as a student in the program. On the UAMS Online Admission Application, provide the names and email addresses of three people who are capable and qualified to judge how well you would perform as a student in the program. Once you have submitted your application and paid the application fee, an automated email will be sent to your listed references with instructions for completing and submitting the reference form and letter of recommendation. References must submit all materials by Friday, Jan. 9, 2026.

Resume: Applicants to the Master of Science in Genetic Counseling Program will be required to submit a current personal resume or curriculum vitae in PDF format. In addition to the standard elements, your resume should include the following:

- Match Code Number: The applicant's Match Code Number from the National Matching Services Match System
- Courses and Grades: List the courses and grades for the required and recommended prerequisite courses. Include courses that are in progress, scheduled but not started, or courses you plan to enroll in.
- Relevant Experiences: Include any of the following applicable experiences (note that we do not expect applicants to have all of these). For examples, see the list of strategies for a strong application.
    - Exposure to the genetic counseling profession and scope of practice
    - Direct peer or crisis counseling
    - Health care and patient care
    - Training or educating others
    - Advocacy
    - Leadership
    - Research

  After submitting the application, click back on the application in Workday to view Action Items. The resume or curriculum vitae should be uploaded to the appropriate Action Item. Your resume or curriculum vitae must be received Jan. 9, 2026.

GRE (Optional): Applicants may submit general GRE test scores as evidence of readiness for graduate school. Applicants with GPA scores less than 3.0 should consider submitting GRE General Test scores. The Master of Science in Genetic Counseling Program will use a super score for applicants who have taken the GRE more than once. The University of Arkansas for Medical Sciences College of Health Professions GRE code is 6146. This code is used when sending official GRE scores to the UAMS College of Health Professions.

TOEFL Scores, as applicable. See International Applicants in the Admissions/Academic Information section of this catalog.

Interview:

After the application deadline, the admissions committee will review all applications. Applications that are incomplete after Friday, Jan. 9, 2026, may not be considered for admission. Applicants selected for the interview process will be notified by email. Virtual interviews will be conducted in late February to late March via live interactive video using Zoom. All interviewees must have a webcam so they can be seen at all times during the interview. Only applicants who complete the full interview process will be considered for inclusion on the rank-list during the Genetic Counseling Admissions Match.

ADMISSION FACTORS

Criteria

Admission to the Master of Science in Genetic Counseling Program is competitive and based on the following criteria:

- Academic achievement
- Academic aptitude
- Leadership and professionalism
- Written and oral communication
- Knowledge of the profession
- Interpersonal skills

Strategies for a Strong Application

To make their application to the Master of Science in Genetic Counseling Program stand out in a positive way, applicants should consider the following strategies to showcase their qualifications and commitment to the field:

- Demonstrate an understanding of the role and scope of practice of the genetic counselor.
- Demonstrate an aptitude for genetics and molecular biology.
- Obtain 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 or suicide hotline
    - Domestic violence center
    - Advocate for victims of sexual violence
    - Crisis pregnancy center
    - College resident assistant
    - etc.
- Obtain training and/or experience (paid or volunteer) in one or more of the following:
    - Direct client and patient care in hospital, clinic, outreach, community, treatment, rehabilitation or chronic care facilities
    - Educating others: children to adult students, special needs populations, community groups; patient education
    - Advocacy: 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
    - Research and Scholarship: reviewing the literature, project design, project management, data collection, data analysis, presenting results and/or publishing

PREVIOUS DEGREE REQUIREMENTS

Applicants to the Master of Science in Genetic Counseling Program must have earned or be in the process of completing a bachelor's degree from an institutionally accredited post-secondary academic institution (or equivalent foreign degree as evaluated by Education Credential Evaluators or World Education Services). The degree must be completed before the start of the program. The program does not have a required or preferred undergraduate major. However, applicants frequently have degrees in biology, genetics, chemistry, psychology, nursing or related fields. UAMS recognizes that the study and practice of genetic counseling are 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.

PREREQUISITES

Required Coursework

All listed courses must have been completed at an institutionally accredited post-secondary academic institution or be recognized on the granting institution's official transcript. Courses must also fulfill all college requirements regarding acceptance of transfer credit. 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)

A final grade of C or better is required in each of the prerequisite courses. Actual course titles may vary among institutions. Applicants with more than one missing required prerequisite may not be considered for admission. Applicants are strongly encouraged to complete the genetics prerequisite by the end of the fall 2025 term. Admission to the Master of Science in Genetic Counseling Program for applicants who have not completed all required prerequisite courses will be conditional pending the completion of all prerequisite courses with a grade of C or better before matriculation. If in doubt about the suitability of the prerequisite courses, please contact the College of Health Professions Admissions Office.

Recommended Coursework

Applicants to the Master of Science in Genetic Counseling Program may strengthen their application to the Master of Science in Genetic Counseling Program by completing additional courses such as the following:

- Advanced coursework in genetics and/or biology
- Abnormal Psychology
- Research Methods
- Human Anatomy
- Human Physiology or Vertebrate Physiology
- Human Genetics
- Child Development
- Medical Terminology; Greek and Latin usage in the English language
  Technical Writing

Credit by Examination

The Master of Science in Genetic Counseling Program will accept Advanced Placement, International Baccalaureate, or College Level Examination Program credits awarded by other institutionally accredited post-secondary academic institutions to fulfill up to two required prerequisite courses. To be considered for credit transfer, the official transcript from the awarding institution must reflect the AP, IB or CLEP credits. Although accepted, AP, IB and CLEP credits will not be considered in GPA calculations.

GPA REQUIREMENT

To be considered for admission to the Master of Science in Genetic Counseling Program, applicants must have a minimum cumulative GPA of 2.85 on a 4.0 scale for all undergraduate and graduate coursework. Applicants who have less than a 3.0 should consider submitting Graduate Record Examinations General Test scores to provide evidence of their readiness for graduate school. Information about submitting GRE results can be found in the How to Apply page.

CURRICULUM

The following 58 credits are required in the program:

Course #	Title	Credit
Year 1		
Fall		
GENC 50003	Intro Molecular Genetics and Genomics	3
GENC 50203	Counseling Theory and Skills for Genetic Counselors	3
GENC 50402	Professional Issues in Genetic Counseling I	2
GENC 50503	Medical Genetics I	3
GENC 50102	Fieldwork Orientation	1
GENC 50901	Reproductive Genetic Counseling & Teratology I	1
GENC 51102	Research Methods and Critical Analysis in Genetic Counseling	2
GENC 52201	Cancer Genetics I	1
		16
Spring		
GENC 51002	Human Embryology and Dysmorphology	2
GENC 51403	Counseling and Interviewing	3
GENC 51901	Reproductive Genetic Counseling & Teratology II	1
GENC 52301	Cancer Genetics II	1
GENC 51302	Human Cytogenetics	2
GENC 52202	Genetic Counseling Ethics	2
GENC 5520V	Genetic Counseling Fieldwork I	3
GENC 5700V	Thesis in Genetic Counseling	1
		15
Summer		
GENC 5620V	Genetic Counseling Fieldwork II	4
GENC 5700V	Thesis in Genetic Counseling	2
		6
Year 2		
Fall		
GENC 51502	Population Genetics & Variant Interpretation	2
GENC 51803	System Disorders for the Genetic Counselor	3
GENC 52001	Professional Issues in Genetic Counseling II	1
GENC 52302	Metabolic Genetics	1
GENC 5700V	Thesis in Genetic Counseling	2
GENC 5720V	Genetic Counseling Fieldwork III	3
		12
Spring		
GENC 53001	Public Health Genomics	1
GENC 53102	Medical Genetics II	2
GENC 5700V	Thesis in Genetic Counseling	2
GENC 5820V	Genetic Counseling Fieldwork IV	2
GENC 5900V	Genetic Counseling Review	2
		9
TOTAL		**58**

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
Students should follow the submission guidelines outlined by the UAMS Library.
Educational Enrichment
Students must complete 42 Educational Enrichment activities before graduation.
Fieldwork Case Log
Students must complete and document a minimum of 50 required participatory cases before graduation.

Successful completion of the comprehensive exams during the first and second year of the program.

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
Fieldwork 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 Science – Bachelor of Science Degree

Department of Laboratory Sciences
Medical Laboratory Sciences Website
CHP Admissions Office
College of Health Professions
University of Arkansas for Medical Sciences
4301 West Markham Street, #597
Little Rock, AR 72205

Telephone: (501) 686-5776
Email: CHPadmissions@uams.edu

THE PROGRAM
The Medical Laboratory Science Program offers the following enrollment options:

Bachelor of Science in Medical Laboratory Science, Traditional On-Campus Program (MLS) offers full-time and part-time tracks which begin each fall. The three-semester full-time track requires 17 months to complete, while the five-semester part-time track requires 29 months to complete. The program consists of 69 credit hours of prerequisite coursework and 51 credit hours of UAMS medical laboratory sciences curriculum for a total of 120 credit hours.

Bachelor of Science in Medical Laboratory Science, Extended Internship Program (MLS-E) offers full-time and part-time tracks and begins each fall. The four-semester full-time track requires 17 months to complete, while the six-semester part-time track requires 29 months to complete. The program consists of 65 credit hours of prerequisite coursework and 55 credit hours of UAMS medical laboratory sciences curriculum for a total of 120 hours.

Bachelor of Science Online MLT to MLS Degree Advancement Program (MLT-MLS) offers a 100% online program for medical laboratory technicians (MLTs) certified by the American Society for Clinical Pathology (ASCP) or equivalent agency and are currently working as an MLT. Students in the MLT-MLS Program are admitted in either the fall or spring terms and can choose to complete the program in three, four, or five semesters. The program consists of 75 credit hours of prerequisite and MLT coursework plus 45 credit hours of UAMS medical laboratory sciences curriculum for a total of 120 credit hours.

Non-degree online option allows students to take courses from the MLT-MLS Program. This program is ideal for students who wish to take courses as a refresher, to support categorical certification requirements, to meet regulatory requirements for employment, or while they are completing prerequisite coursework at another institution of higher learning. A student can complete a maximum of 24 semester hour credit hours of MLS coursework while in Non-Degree Seeking status across one or several semesters. Students wanting to switch from Non-Degree Seeking status to Degree Seeking status must re-apply to the College of Health Professions by the published application deadlines

Upon completion of all requirements for the MLS, MLS-E, or MLT-MLS programs, a Bachelor of Science in Medical Laboratory Science is awarded. Successful completion of the Bachelor of Science degree program requirements qualifies the student to apply for national certification examination and for licensure in some states. Successful completion of the program does not itself ensure certification. The granting of the B.S. degree is not contingent upon the student's performance on any type of external certification or licensure examination.

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

Traditional On-Campus Program

The application deadline for the Bachelor of Science in Medical Laboratory Science Program is **May 15**. Applications not completed by this date will not be considered for admission to the program. Applicants should begin the process the previous fall. Applicants who wait until April to begin the process often do not meet the application deadline. Applicants must provide:

UAMS Online Admissions Application Through Workday: To apply to a UAMS College of Health Professions degree program, you must complete the online admission application through Workday. You will find this application under "UAMS CHP Applicant Home (Undergraduate)". Please note that a non-refundable fee of $40 is required and must be submitted along with your application.

Official Transcripts: Arrange for each post-secondary academic institution you have attended to forward an official transcript of your coursework. If college courses were taken concurrently while in high school through an accredited institution of higher education, please be sure to include a transcript from that school as well. Official transcripts should be sent directly to the UAMS College of Health Professions Admissions Office either electronically or via mail. Note: If you are admitted to the On-Campus Bachelor of Science in Medical Laboratory Sciences Program, you will also need to provide final official transcripts to UAMS reflecting the completion of any courses that were in progress at the time of the application deadline.

Interview and Advising Session: After receipt of the application and all official transcripts, the most qualified candidates will be notified by email to schedule an interview and advising session. This meeting will be conducted via live, interactive video using Microsoft Teams. All interviewees must have access to a webcam and remain visible throughout the interview. Only applicants who complete the full interview process will be considered for admission.

TOEFL scores as applicable. See International Applicants in the Admissions/Academic Information section of this catalog.

Extended Internship Program

The application deadline for the Extended Internship Bachelor of Science in Medical Laboratory Sciences Program is **May 15**. Applications not completed by this date will not be considered for admission to the program. Applicants should begin the process the previous fall. Applicants who wait until April to begin the process often do not meet the application deadline. Applicants must provide:

UAMS Online Admissions Application Through Workday: To apply to a UAMS College of Health Professions degree program, you must complete the online admission application through Workday. You will find this application under "UAMS CHP Applicant Home (Undergraduate)". Please note that a non-refundable fee of $40 is required and must be submitted along with your application.

Official Transcripts: Arrange for each post-secondary academic institution you have attended to forward an official transcript of your coursework. If college courses were taken concurrently while in high school through an accredited institution of higher education, please be sure to include a transcript from that school as well. Official transcripts should be sent directly to the UAMS College of Health Professions Admissions Office either electronically or via mail. Note: If you are admitted to the Bachelor of Science in Medical Laboratory Sciences Extended Internship Program, you will also need to provide final official transcripts to UAMS reflecting the completion of any courses that were in progress at the time of the application deadline.

Interview and Advising Session: After receipt of the application and all official transcripts, the most qualified candidates will be notified by email to schedule an interview and advising session. This meeting will be conducted via live, interactive video using Microsoft Teams. All interviewees must have access to a webcam and remain visible throughout the interview. Only applicants who complete the full interview process will be considered for admission.

TOEFL scores as applicable. See International Applicants in the Admissions/Academic Information section of this catalog.

Online MLT-to-MLS Degree Advancement Program

The application deadline for the Online MLT-to-MLS Degree Advancement Program is May 15 for fall admission, while the deadline for spring admission is Nov. 1. Applications not completed by these dates will not be considered for admission to the program. Applicants who wait until the month before the deadline to begin the process often do not meet the application deadline. Applicants should begin the application process the previous semester. Applicants must provide:

UAMS Online Admissions Application Through Workday: To apply to a UAMS College of Health Professions degree program, you must complete the online admission application through Workday. You will find this application under "UAMS CHP Applicant Home (Undergraduate)". Please note that a non-refundable fee of $40 is required and must be submitted along with your application. Please make sure to upload all requirement documents before clicking "Submit". Applications missing required documents will be marked incomplete and will not move forward for review.

Official Transcripts: Arrange for each post-secondary academic institution you have attended to forward an official transcript of your coursework. If college courses were taken concurrently while in high school through an accredited institution of higher education, please be sure to include a transcript from that school as well. All official transcripts from every previously attended institution must be received by the admissions office no later than Nov. 15 for spring admission and May 30 for fall admission. Failure to submit all transcripts by the deadline may result in your application not being considered for admission for the current application cycle. Official transcripts should be sent directly to the UAMS College of Health Professions Admissions Office either electronically or via mail. Note: If you are admitted to the Medical Laboratory Sciences Online MLT-to-MLS Degree Advancement Program, you will also need to provide final official transcripts to UAMS reflecting the completion of any courses that were in

progress at the time of the application deadline.
Certification Exam Scores: Applicants should upload their certification exam scores to the online admission application through Workday. If students do not have access to their certification exam scores, they should contact the program to have that requirement waived.
Interview and Advising Session: After receipt of the application and all official transcripts, the most qualified candidates will be notified by email to schedule an interview and advising session. This meeting will be conducted via live, interactive video using Microsoft Teams. All interviewees must have access to a webcam and remain visible throughout the interview. Only applicants who complete the full interview process will be considered for admission.
TOEFL scores as applicable. See International Applicants in the Admissions/Academic Information section of this catalog.

Non-Degree Option
UAMS Online Admissions Application Through Workday: To apply to a UAMS College of Health Professions degree program, you must complete the online admission application through Workday. You will find this application under "UAMS CHP Applicant Home (Undergraduate)". Please note that a non-refundable fee of $40 is required and must be submitted along with your application. Please make sure to upload all requirement documents before clicking "Submit". Applications missing required documents will be marked incomplete and will not move forward for review.
Official Transcripts: Arrange for each post-secondary academic institution you have attended to forward an official transcript of your coursework. If college courses were taken concurrently while in high school through an accredited institution of higher education, please be sure to include a transcript from that school as well. All official transcripts from every previously attended institution must be received by the admissions office no later than Nov. 15 for spring admission and May 30 for fall admission. Failure to submit all transcripts by the deadline may result in your application not being considered for admission for the current application cycle. Official transcripts should be sent directly to the UAMS College of Health Professions Admissions Office either electronically or via mail. Note: If you are admitted to the Medical Laboratory Sciences Non-Degree Option, you will also need to provide final official transcripts to UAMS reflecting the completion of any courses that were in progress at the time of the application deadline.
Pre-Degree/Non-Degree/Non-Certificate Agreement Form: A signed statement that indicates the applicant has read, understands, and agrees to the requirements governing pre-degree / non-degree / non-certificate applications must be submitted by uploading it into your online application. A standard form is available on the website.
Interview and Advising Session: After receipt of the application and all official transcripts, the most qualified candidates will be notified by email to schedule an interview and advising session. This meeting will be conducted via live, interactive video using Microsoft Teams. All interviewees must have access to a webcam and remain visible throughout the interview. Only applicants who complete the full interview process will be considered for admission.
TOEFL scores as applicable. See International Applicants in the Admissions/Academic Information section of this catalog.

ADMISSION FACTORS
Traditional On-Campus Program and Extended Internship Program
Criteria
Admission to the Traditional On-Campus Program and the Extended Internship Program is based on the following criteria:

- Academic achievement
- Academic aptitude
- Leadership and professionalism
- Written and oral communication

Competitive Attributes
A competitive applicant will possess the following attributes:

- Strong desire to succeed as a medical laboratory scientist
- A commitment to professionalism
- Integrity in all situations
- A belief in service before self
- A strong desire for excellence in everything they do

Special Considerations
During admission reviews, 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 groups.
Non-Discrimination Policy
Applicants are considered without regard to race, color, gender, age, sexual orientation, religion, national origin or disability status as a criterion in deciding against any individual in matters of admission, placement, transfer, hiring, dismissal, compensation, fringe benefits, training, tuition assistance and other personnel or educationally-related actions.

Online MLT-to-MLS Degree Advancement Program and Non-Degree Option
Criteria
Admission to the Online MLT-to-MLS Degree Advancement Program and Non-Degree Option is based on the following criteria:

- Successful completion of a National Accrediting Agency for Clinical Laboratory Sciences medical laboratory technician program
- Leadership and professionalism
- Academic achievement
- National MLT certification or waiver from the program director

Competitive Attributes
A competitive applicant will possess the following attributes:

- Strong desire to succeed as a medical laboratory scientist

- A commitment to professionalism
- Integrity in all situations
- A belief in service before self
- A strong desire for excellence in everything they do

Special Considerations

During admission reviews, 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 groups.

Non-Discrimination Policy

Applicants are considered without regard to race, color, gender, age, sexual orientation, religion, national origin or disability status as a criterion in deciding against any individual in matters of admission, placement, transfer, hiring, dismissal, compensation, fringe benefits, training, tuition assistance and other personnel or educationally-related actions.

GPA REQUIREMENTS

Traditional On-Campus Program and Extended Internship Program

- A cumulative undergraduate GPA of at least 2.0 on a 4.0 scale
- A cumulative undergraduate science and mathematics GPA of at least 2.5 on a 4.0 scale

Online MLT-to-MLS Degree Advancement Program and Non-Degree Option

- A cumulative undergraduate GPA of at least 2.0 on a 4.0 scale
- A cumulative undergraduate science and mathematics GPA of at least 2.0 on a 4.0 scale

PREREQUISITES – TRADITIONAL ON-CAMPUS PROGRAM

The following 69 credits are required for admission to the On-Campus Bachelor of Science in Medical Laboratory Sciences Program. All listed courses are required from an institutionally accredited post-secondary academic institution and must fulfill all college requirements regarding acceptance of transfer credit. Fulfillment of the prerequisite courses for the Bachelor of Science in Medical Laboratory Sciences Program does not guarantee admission. A final grade of C or better is required in each of the prerequisite courses. Students are eligible for the Bachelor of Science in Medical Laboratory Sciences Program after completing 63 prerequisite credits, including Biology with lab, Anatomy and Physiology with lab, Microbiology with lab, both chemistry with lab courses, and both science electives. However, upon acceptance into the Bachelor of Science in Medical Laboratory Sciences Program, an additional six credits of general education prerequisites must be listed on the student's degree plan. The outstanding credits must be completed prior to graduation. Actual course titles may vary among institutions. If in doubt about the suitability of the following prerequisite courses, please contact the College of Health Professions Admissions Office.

Area/Typical Course Title	Minimum Credits
ENGLISH/COMMUNICATION	
English Composition	
Two-semester sequence of English Composition	6
Speech Communication[1]	
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 Science[2]	
Biology with laboratory	4
Anatomy & Physiology with laboratory	4
Microbiology with laboratory	4
Chemistry	
Two-semester sequence of General Chemistry with laboratories	8
SCIENCE ELECTIVES[3]	8
FINE ARTS/HUMANITIES	
Fine Arts	
Music, Art, Theater	3
Humanities	
Philosophy, Political Science, Literature, History, or Humanities	3
SOCIAL SCIENCES	
History	
History of the United States or National Government	3
Social Sciences	

Social Sciences [Psychology, Sociology, Anthropology, Geography, Economics, Political Science, or History]	6
ELECTIVES[3]	11
TOTAL	**69**

Credit by Examination

The On-Campus Bachelor of Science in Medical Laboratory Sciences Program **will not** accept Advanced Placement, International Baccalaureate, or College Level Examination Program credits to fulfill the required science coursework. The program **will** accept AP, IB or CLEP credits awarded by other institutionally accredited post-secondary academic institutions to fulfill the math and general education coursework. To be considered for credit transfer, the official transcript from the awarding institution must reflect the AP, IB or CLEP credits.

Notes

[1] An additional humanities or fine arts course may be substituted for Speech Communication.

[2] Chemistry, biology and 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 with lab, anatomy and physiology with lab, or microbiology with lab: animal or human anatomy, animal or human physiology, biochemistry, bioinformatics, cell biology, cell physiology, 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.

PROFESSIONAL CURRICULUM: TRADITIONAL ON-CAMPUS PROGRAM – FULL-TIME

The following 51 credits are required in the program curriculum:

Course #	Title	Credits
Fall		
MLSC 32143	Current Topics in Medical Laboratory Sciences	**3**
MLSC 42102	Hematology Laboratory	**2**
MLSC 42152	Clinical Microbiology Laboratory	**2**
MLSC 43103	Immunology and Virology	**3**
MLSC 43133	Hematology	**3**
MLSC 43153	Clinical Microbiology	**3**
		16
Spring		
MLSC 31101	Body Fluids Laboratory	**1**
MLSC 41161	Immunohematology Laboratory	**1**
MLSC 41171	Molecular Diagnostics Laboratory	**1**
MLSC 42142	Parasitology	**2**
MLSC 42172	Molecular Diagnostics	**2**
MLSC 42232	Body Fluids	**2**
MLSC 43163	Immunohematology	**3**
MLSC 45145	Clinical Biochemistry	**5**
		17
Fall		
MLSC 41201	Phlebotomy Internship	**1**
MLSC 41301	Urinalysis Internship	**1**
MLSC 43143	Chemistry Internship	**3**
MLSC 41381	Laboratory Management	**1**
MLSC 43303	Hematology Internship	**3**
MLSC 43353	Microbiology Internship	**3**
MLSC 43403	Blood Bank Internship	**3**
MLSC 43453	Laboratory Case Studies	**3**
		18
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.

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. Please refer to the IPE College/IPE Program Timeline page for details.

PROFESSIONAL CURRICULUM: TRADITIONAL ON-CAMPUS PROGRAM – PART-TIME

The following 51 credits are required in the program curriculum:

Course #	Title	Credits
Fall		
MLSC 32143	Current Topics in Medical Laboratory Sciences	**3**
MLSC 42102	Hematology Laboratory	**2**
MLSC 43133	Hematology	**3**
		8
Spring		
MLSC 31101	Body Fluids Laboratory	**1**
MLSC 42142	Parasitology	**2**
MLSC 42232	Body Fluids	**2**
MLSC 45145	Clinical Chemistry	**5**
		10
Fall		
MLSC 42152	Clinical Microbiology Laboratory	**2**
MLSC 43103	Immunology and Virology	**3**
MLSC 43153	Clinical Microbiology	**3**
		8
Spring		
MLSC 41161	Immunohematology Laboratory	**1**
MLSC 41171	Molecular Diagnostics Laboratory	**1**
MLSC 42172	Molecular Diagnostics	**2**
MLSC 43163	Immunohematology	**3**
		7
Fall		
MLSC 41201	Phlebotomy Internship	**1**
MLSC 41301	Urinalysis Internship	**1**
MLSC 41381	Laboratory Management	**1**
MLSC 43143	Chemistry Internship	**3**
MLSC 43303	Hematology Internship	**3**
MLSC 43353	Microbiology Internship	**3**
MLSC 43403	Blood Bank Internship	**3**
MLSC 43453	Laboratory Case Studies	**3**
		18
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.

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. Please refer to the IPE College/IPE Program Timeline page for details.

Any student who requires more clinical hours due to specific State regulatory requirements may request it from the program or assistant program director.

MEDICAL LABORATORY SCIENCES EXTENDED INTERNSHIP PROGRAM

The MLS Extended Internship option allows students to complete didactic coursework without relocation. The program consists of virtual lectures and laboratory coursework combined with extended clinical internship rotations conducted at an approved, affiliated clinical laboratory. Students must reside in a geographic area with access to a clinical laboratory that holds a formal affiliation agreement with UAMS and is willing to host the required clinical internship rotations. Admission to the program is contingent upon confirmation of an approved affiliated clinical site.

PREREQUISITES – EXTENDED INTERNSHIP PROGRAM

The following 65 credits are required for admission to the Extended Internship Bachelor of Science in Medical Laboratory Sciences Program. All listed courses are required from an institutionally accredited post-secondary academic institution and must fulfill all college requirements regarding acceptance of transfer credit. Fulfillment of the prerequisite courses for the Extended Internship Bachelor of Science in Medical Laboratory Sciences Program does not guarantee admission. A final grade of C or better is required in each of the prerequisite courses. Students are eligible for the Extended Internship Bachelor of Science in Medical Laboratory Sciences Program after completing 59 prerequisite credits, including Biology

with lab, Anatomy and Physiology with lab, Microbiology with lab, both chemistry with lab courses, and both science electives. However, upon acceptance into the Bachelor of Science in Medical Laboratory Sciences Program, an additional six credits of general education prerequisites must be listed on the student's degree plan. The outstanding credits must be completed prior to graduation. Actual course titles may vary among institutions. If in doubt about the suitability of the following prerequisite courses, please contact the College of Health Professions Admissions Office.

Area/Typical Course Title	Minimum Credits
ENGLISH/COMMUNICATION	
English Composition	
Two-semester sequence of English Composition	6
Speech Communication[1]	
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 Science[2]	
Biology with laboratory	4
Anatomy & Physiology with laboratory	4
Microbiology with laboratory	4
Chemistry	
Two-semester sequence of General Chemistry with laboratories	8
SCIENCE ELECTIVES[3]	8
FINE ARTS/HUMANITIES	
Fine Arts	
Music, Art, Theater	3
Humanities	
Philosophy, Political Science, Literature, History, or Humanities	3
SOCIAL SCIENCES	
History	
History of the United States or National Government	3
Social Sciences	
Social Sciences [Psychology, Sociology, Anthropology, Geography, Economics, Political Science, or History]	6
ELECTIVES[3]	7
TOTAL	**65**

Credit by Examination

The Bachelor of Science in Medical Laboratory Sciences Extended Internship Program **will not** accept Advanced Placement, International Baccalaureate, or College Level Examination Program credits to fulfill the required science coursework. The program **will** accept AP, IB or CLEP credits awarded by other institutionally accredited post-secondary academic institutions to fulfill the math and general education coursework. To be considered for credit transfer, the official transcript from the awarding institution must reflect the AP, IB or CLEP credits.

Notes

[1] An additional humanities or fine arts course may be substituted for Speech Communication.

[2] Chemistry, biology and 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 with lab, anatomy and physiology with lab, or microbiology with lab: animal or human anatomy, animal or human physiology, biochemistry, bioinformatics, cell biology, cell physiology, 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.

PROFESSIONAL CURRICULUM: EXTENDED INTERNSHIP PROGRAM – FULL-TIME
The following 55 credits are required in the program curriculum:

Course #	Title	Credits
Fall		
MLSC 31201	Body Fluids Laboratory for Distance Learning	1
MLSC 32143	Current Topics in Medical Laboratory Sciences	3
MLSC 42142	Parasitology	2
MLSC 42202	Hematology Laboratory for Distance Learning	2
MLSC 42232	Body Fluids	2
MLSC 43103	Immunology and Virology	3
MLSC 43133	Hematology	3
		16
Spring		
MLSC 41261	Immunohematology Laboratory for Distance Learning	1
MLSC 41271	Molecular Diagnostics Laboratory for Distance Learning	1
MLSC 42172	Molecular Diagnostics	2
MLSC 42362	Clinical Microbiology Laboratory for Distance Learning	2
MLSC 43153	Clinical Microbiology	3
MLSC 43163	Immunohematology	3
MLSC 45145	Clinical Biochemistry	5
		17
Summer		
Students will register for one of the following courses. Please note that students should enroll in the internship that aligns with the student internship schedule.		
MLSC 43214	Blood Bank Extended Clinical Internship	4
MLSC 43224	Chemistry Extended Clinical Internship	4
MLSC 43234	Hematology Extended Clinical Internship	4
MLSC 43244	Microbiology Extended Clinical Internship	4
In addition, students will register for both of the following courses. Please note that students should enroll in the internship that aligns with the student internship schedule		
MLSC 41201	Phlebotomy Internship	1
MLSC 41301	Urinalysis Internship	1
		6
Fall		
MLSC 41381	Laboratory Management	1
MLSC 43453	Laboratory Case Studies	3
Students will register for three of the following courses. Please note that students should enroll in the internship that aligns with the student internship schedule.		
MLSC 43214	Blood Bank Extended Clinical Internship	4
MLSC 43224	Chemistry Extended Clinical Internship	4
MLSC 43234	Hematology Extended Clinical Internship	4
MLSC 43244	Microbiology Extended Clinical Internship	4
		16
TOTAL		**55**

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.

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. Please refer to the IPE College/IPE Program Timeline page for details.

PROFESSIONAL CURRICULUM: EXTENDED INTERNSHIP PROGRAM – PART-TIME
The following 55 credits are required in the program curriculum:

Course #	Title	Credits

Fall		
MLSC 32143	Current Topics in Medical Laboratory Sciences	3
MLSC 42202	Hematology Laboratory for Distance Learning	2
MLSC 43133	Hematology	3
		8
Spring		
MLSC 42362	Clinical Microbiology Laboratory for Distance Learning	2
MLSC 43153	Clinical Microbiology	3
MLSC 45145	Clinical Biochemistry	5
		10
Fall		
MLSC 31201	Body Fluids Laboratory for Distance Learning	1
MLSC 42142	Parasitology	2
MLSC 42232	Body Fluids	2
MLSC 43103	Immunology and Virology	3
		8
Spring		
MLSC 41261	Immunohematology Laboratory for Distance Learning	1
MLSC 41271	Molecular Diagnostics Laboratory for Distance Learning	1
MLSC 42172	Molecular Diagnostics	2
MLSC 43163	Immunohematology	3
		7
Summer		
Students will register for one of the following courses. Please note that students should enroll in the internship that aligns with the student internship schedule.		
MLSC 43214	Blood Bank Extended Clinical Internship	4
MLSC 43224	Chemistry Extended Clinical Internship	4
MLSC 43234	Hematology Extended Clinical Internship	4
MLSC 43244	Microbiology Extended Clinical Internship	4
In addition, students will register for both of the following courses. Please note that students should enroll in the internship that aligns with the student internship schedule.		
MLSC 41201	Phlebotomy Internship	1
MLSC 41301	Urinalysis Internship	1
		6
Fall		
MLSC 41381	Laboratory Management	1
MLSC 43453	Laboratory Case Studies	3
Students will register for three of the following courses. Please note that students should enroll in the internship that aligns with the student internship schedule.		
MLSC 43214	Blood Bank Extended Clinical Internship	4
MLSC 43224	Chemistry Extended Clinical Internship	4
MLSC 43234	Hematology Extended Clinical Internship	4
MLSC 43244	Microbiology Extended Clinical Internship	4
		16
TOTAL		**55**

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.

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. Please refer to the IPE College/IPE Program Timeline page for details.

ONLINE MLT-TO-MLS DEGREE ADVANCEMENT PROGRAM

The Online MLT-to-MLS Degree Advancement 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. Non-certified applicants who believe they are professionally CLIA equivalent to a Medical Laboratory Technician may

request an equivalency evaluation from the Program Director. Applicants must be working as an MLT at the time of admission or have significant prior work experience. New graduates must be employed in a clinical laboratory setting by the time the program starts. New MLT graduates are expected to obtain their MLT certification within one year of start the MLT-to-MLS program. 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.

PREREQUISITES – ONLINE MLT-TO-MLS DEGREE ADVANCEMENT PROGRAM

The following 75 credits are required for admission to the Online MLT-to-MLS Degree Advancement Program. Applicants must have at least 60 hours of these courses by the application deadline to be accepted into the MLT-to-MLS program. The program director may substitute science hours with non-science coursework for students who have completed a NAACLS MLT program that offers only pass/fail credit. All listed courses are required from an institutionally accredited post-secondary academic institution and must fulfill all college requirements regarding acceptance of transfer credit. Fulfillment of the prerequisite courses for the Online MLT-to-MLS Degree Advancement Program does not guarantee admission. A final grade of C or better is required in each of the prerequisite courses. Applicants must complete all 28 credit hours of science courses and have no more than 15 credit hours of other prerequisite coursework remaining by the application deadline to be eligible for admission. All outstanding courses must be completed before the final semester, preferably two semesters before anticipated graduation. Students with outstanding prerequisites are eligible only for the four- or five-semester tracks. Actual course titles may vary among institutions. If in doubt about the suitability of the following prerequisite courses, please contact the College of Health Professions Admissions Office.

Area/Typical Course Title	Minimum Credits
ENGLISH/COMMUNICATION	
English Composition	
Two-semester sequence of English Composition	6
Speech Communication[1]	
Fundamentals of Speech or Speech Communication	3
MATHEMATICS	
College Algebra, Statistics, or higher-level mathematics	3
SCIENCE[2]	
Biological/Health Science/Chemistry/MLT Courses	28
FINE ARTS/HUMANITIES	
Fine Arts[3]	
Music, Art, Theater	3
Humanities[4]	
Philosophy, Political Science, Literature, History, or Humanities	3
SOCIAL SCIENCES	
History	
History of the United States or National Government	3
Social Sciences	
Social Sciences [Psychology, Sociology, Anthropology, Geography, History, Political Science, or Economics]	6
ELECTIVES[5]	20
TOTAL	**75**

Credit by Examination

The Online MLT-to-MLS Degree Advancement Program **will not** accept Advanced Placement, International Baccalaureate, or College Level Examination Program credits to fulfill the required science coursework. The program **will** accept AP, IB or CLEP credits awarded by other institutionally accredited post-secondary academic institutions to fulfill the math and general education coursework. To be considered for credit transfer, the official transcript from the awarding institution must reflect the AP, IB or CLEP credits.

Notes

[1] An extra fine arts or humanities course can be taken in lieu of speech communication. If this is done, nine hours of fine arts / humanities will be required. An extra fine arts course can be substituted for the humanities requirement. Likewise, an extra humanities course can be substituted for the fine arts requirement.

[2] Science requirements must meet the current American Society for Clinical Pathology medical laboratory technician eligibility criteria.

[3] The fine arts requirement cannot be fulfilled with a studio course.

[4] Humanities requirements may be selected from the courses in the subject areas of philosophy, political science, literature, history and the humanities. The course in national government, if selected to meet the U.S. 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 medical laboratory technician program that is accredited by the National Accrediting Agency for Clinical Laboratory Sciences and hold a certification from the American Society for Clinical Pathology as a medical laboratory technician, but have not met the required number of science course hours, may request to substitute science credits with additional general electives.

PROFESSIONAL CURRICULUM: ONLINE MLT-TO-MLS DEGREE ADVANCEMENT PROGRAM – THREE SEMESTER TRACK
The following 45 credits are required in the program curriculum:

Course #	Title	Credits
First Semester		
MLSC 31201	Body Fluids Laboratory for Distance Learning	1
MLSC 32143	Current Topics in Medical Laboratory Sciences	3
MLSC 42142	Parasitology	2
MLSC 42202	Hematology Lab for Distance Learning	2
MLSC 42232	Body Fluids	2
MLSC 43103	Immunology and Virology	3
MLSC 43133	Hematology	3
		16
Second Semester		
MLSC 41261	Immunohematology Laboratory for Distance Learning	1
MLSC 41271	Molecular Diagnostics Laboratory for Distance Learning	1
MLSC 42172	Molecular Diagnostics	2
MLSC 42362	Clinical Microbiology Laboratory for Distance Learning	2
MLSC 43153	Clinical Microbiology	3
MLSC 43163	Immunohematology	3
MLSC 45145	Clinical Biochemistry	5
		17
Third Semester		
MLSC 41381	Laboratory Management	1
MLSC 42162	Chemistry Case Development and Review	2
MLSC 42302	Hematology Development and Review	2
MLSC 42352	Microbiology Case Development and Review	2
MLSC 42402	Immunohematology Case Development and Review	2
MLSC 43453	Laboratory Case Studies	3
		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.

INTERPROFESSIONAL EDUCATION (IPE)
In order to graduate, MLT to MLS students must complete the Exposure Workshop as one of the Interprofessional Education (IPE) milestones in the Exposure IPE phase. Please refer to the IPE College/IPE Program Timeline page for details.

PROFESSIONAL CURRICULUM: ONLINE MLT-TO-MLS DEGREE ADVANCEMENT PROGRAM – FOUR SEMESTER TRACK
The following 45 credits are required in the program curriculum:

Course #	Title	Credits
First Semester		
MLSC 31201	Body Fluids Laboratory for Distance Learning	1
MLSC 32143	Current Topics in Medical Laboratory Sciences	3
MLSC 42202	Hematology Laboratory for Distance Learning	2
MLSC 42232	Body Fluids	2
MLSC 43133	Hematology	3
MLSC 43103	Immunology and Virology	3
		14
Second Semester		
MLSC 42362	Clinical Microbiology Laboratory for Distance Learning	2
MLSC 43153	Clinical Microbiology	3
MLSC 45145	Clinical Biochemistry	5
		10
Third Semester		
MLSC 41261	Immunohematology Laboratory for Distance Learning	1

MLSC 41271	Molecular Diagnostics Laboratory for Distance Learning	1
MLSC 42142	Parasitology	2
MLSC 42172	Molecular Diagnostics	2
MLSC 43163	Immunohematology	3
		9
Fourth Semester		
MLSC 41381	Laboratory Management	1
MLSC 42162	Chemistry Case Development and Review	2
MLSC 42302	Hematology Case Development and Review	2
MLSC 42352	Microbiology Case Development and Review	2
MLSC 42402	Immunohematology Case Development and Review	2
MLSC 43453	Laboratory Case Studies	3
		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.

INTERPROFESSIONAL EDUCATION (IPE)
In order to graduate, MLT to MLS students must complete the Exposure Workshop as one of the Interprofessional Education (IPE) milestones in the Exposure IPE phase. Please refer to the IPE College/IPE Program Timeline page for details.

PROFESSIONAL CURRICULUM: ONLINE MLT-TO-MLS DEGREE ADVANCEMENT PROGRAM – FIVE SEMESTER TRACK
The following 45 credits are required in the program curriculum:

Course #	Title	Credits
First Semester		
MLSC 32143	Current Topics in Medical Laboratory Sciences	3
MLSC 41381	Laboratory Management	1
MLSC 42202	Hematology Laboratory for Distance Learning	2
MLSC 43133	Hematology	3
		9
Second Semester		
MLSC 42362	Clinical Microbiology Laboratory for Distance Learning	2
MLSC 43153	Clinical Microbiology	3
MLSC 45145	Clinical Biochemistry	5
		10
Third Semester		
MLSC 31201	Body Fluids Laboratory for Distance Learning	1
MLSC 42142	Parasitology	2
MLSC 42232	Body Fluids	2
MLSC 43103	Immunology and Virology	3
		8
Fourth Semester		
MLSC 41261	Immunohematology Laboratory for Distance Learning	1
MLSC 41271	Molecular Diagnostics Laboratory for Distance Learning	1
MLSC 42172	Molecular Diagnostics	2
MLSC 42302	Hematology Case Development and Review	2
MLSC 43163	Immunohematology	3
		9
Fifth Semester		
MLSC 42162	Chemistry Case Development and Review	2
MLSC 42352	Microbiology Case Development and Review	2
MLSC 42402	Immunohematology Case Development and Review	2
MLSC 43453	Laboratory Case Studies	3
		9
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.

INTERPROFESSIONAL EDUCATION (IPE)
In order to graduate, MLT to MLS students must complete the Exposure Workshop as one of the Interprofessional Education (IPE) milestones in the Exposure IPE phase. Please refer to the IPE College/IPE Program Timeline page for details.

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 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 Admissions Office
College of Health Professions
University of Arkansas for Medical Sciences
4301 West Markham Street, #714
Little Rock, AR 72205

Telephone: (501) 686-6848
Email: CHPadmissions@uams.edu

THE PROGRAM
The Nuclear Medicine Imaging Sciences program is a full-time online program with a capacity of 65 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. Email: 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 successful completion of additional clinical competencies, the American Registry of Radiologic Technologists (ARRT). Successful completion of the program does not itself ensure registration or certification. Each student is responsible for familiarizing themselves with the applicable examination certification requirements.

APPLICATION PROCEDURES
For first consideration, the application deadline for the Bachelor of Science in Nuclear Medicine Imaging Sciences Program is March 1. Application materials received after this date and through May 15 will be considered only if the class has not been filled. Applicants should begin the process the previous fall. Applicants who wait until February to begin the process often do not meet the first application deadline. Applicants must provide:
UAMS Online Admissions Application Through Workday: To apply to a UAMS College of Health Professions degree program, you must complete the online admission application through Workday. You will find this application under "UAMS CHP Applicant Home (Undergraduate)". Please note that a non-refundable fee of $40 is required and must be submitted along with your application. Please make sure to upload all requirement documents before clicking "Submit". Applications missing required documents will be marked incomplete and will not move forward for review.
Official Transcripts: Arrange for each post-secondary academic institution you have attended to forward an official transcript of your coursework. If college courses were taken concurrently while high school through an accredited institution of higher education, please be sure to include a transcript from that school as well. Official transcripts should be sent directly to the UAMS College of Health Professions Admissions Office either electronically or via mail. Note: If you are admitted to the Bachelor of Science in Nuclear Medicine Imaging Sciences Program, you will also need to provide official transcripts to UAMS reflecting the completion of any courses that were in progress at the time of the application deadline.
Professional Observation Form: Applicants to the Bachelor of Science in Nuclear Medicine Imaging Sciences Program must complete a minimum of four hours of observation of a registered nuclear medicine technologist in a hospital department where nuclear medicine imaging is practiced. All observations should be completed at a facility affiliated with the UAMS nuclear medicine program. If this is not possible, please be aware that the facility chosen may have additional requirements to be completed prior to performing the observation. During the observation, applicants should gain an understanding of the responsibilities and duties of a nuclear medicine technologist and become acquainted with routine nuclear medicine procedures. This includes experiencing as many of the procedures listed below as possible.

- Bone
- Liver-spleen
- Hepatobiliary
- Cardiac
- Brain
- PET CT
- Thyroid
- Lung
- Gastrointestinal
- Renal
- Abscess/Infection
- Dose Administration

Additionally, applicants are encouraged to discuss the profession with current nuclear medicine technologists in the field. This observation time must be recorded on the Professional Observation Form. Once completed, the form should be submitted using our online Professional Observation Submission Form. For more details about this requirement, please contact the program.

Personal Statement: The personal statement is used to make the interview process flow more smoothly. The statement should include information about you, your academic career, work background, how you became interested in nuclear medicine and your future goals. You may include hobbies, outside interests or anything else you think would be of interest to the selection committee. These statements will be read by the College of Health Professions Admissions Office and the interview selection committee. A suggested length is one to two pages (250 to 500 words). Please use Microsoft Word or Notepad to create your statement and upload it to your application prior to submission.

Interview: All applicants with a completed packet will receive an email from the program to arrange a required admission interview.

TOEFL scores as applicable. See International Applicants in the Admissions/Academic Information section of this catalog.

ADMISSION FACTORS

Criteria

Admission to the Bachelor of Science in Nuclear Medicine Imaging Sciences Program is a highly selective and competitive process. Selection is based on a combination of the following criteria:

- Academic performance
- Life experiences
- Performance during the interview

Competitive Attributes

A competitive applicant will possess the following attributes:

- Strong written and oral communication skills
- High level of professionalism
- Ability to work on a team and collaborate with others

Non-Discrimination Policy

Applicants are considered without regard to race, color, gender, age, sexual orientation, religion, national origin or disability status as a criterion in deciding against any individual in matters of admission, placement, transfer, hiring, dismissal, compensation, fringe benefits, training, tuition assistance and other personnel or educationally-related actions.

PREREQUISITES

The following 80 semester credits[1] are required for admission to the Bachelor of Science in Nuclear Medicine Imaging Sciences Program. All listed courses are required from an institutionally accredited post-secondary academic institution and must fulfill all college requirements regarding acceptance of transfer credit. Fulfillment of the prerequisite courses for the Bachelor of Science in Nuclear Medicine Imaging Sciences Program does not guarantee admission. A final grade of C or better is required in each of the prerequisite courses. Actual course titles may vary among institutions. If in doubt about the suitability of the following prerequisite courses, please contact the College of Health Professions Admissions Office.

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 [2]	3
MATHEMATICS	
College Algebra or higher-level Mathematics	3
SCIENCE	
Biology	
Two-semester sequence of Anatomy and Physiology with laboratory[3]	8
Biological Sciences or Microbiology with Laboratory[$]	4
Chemistry	

General Chemistry I with Laboratory[5]	4
Physics	
General Physics I with Laboratory[6]	4
FINE ARTS/HUMANITIES	
Fine Arts	
Art, Music or Theater	3
Humanities	
Philosophy, Political Science, Literature, or Humanities	3
SOCIAL SCIENCES	
History	
History of the United States or National Government	3
Social Sciences	
Psychology, Sociology, Anthropology, Geography, or Economics	6
ELECTIVES[7]	33
TOTAL	**80**

Credit by Examination
The Bachelor of Science in Nuclear Medicine Imaging Sciences Program **will not** accept Advanced Placement, International Baccalaureate, or College Level Examination Program credits to fulfill the required math and science coursework. The program **will** accept AP, IB or CLEP credits awarded by other institutionally accredited post-secondary academic institutions to fulfill the general education coursework. To be considered for credit transfer, the official transcript from the awarding institution must reflect the AP, IB or CLEP credits.

Notes
[1] Up to three semester credit hours of coursework 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 semester credit hours or more of the prerequisite curriculum prior to enrollment will have priority in admission decisions.
[2] Due to rules set forth by the Joint Review Committee on Educational Programs in Nuclear Medicine Technology, speech communication is a required prerequisite and cannot be substituted by an additional fine arts or humanities course.
[3] Coursework must cover all body systems and include laboratory credit.
[4] Biology courses taken as prerequisites to the human anatomy and physiology courses will satisfy this requirement.
[5] Coursework 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.
[6] Coursework must be algebra-based, at a minimum, and include a laboratory section for credit. Physics courses completed in an accredited radiography program may be considered as a substitute on a case-by-case basis. Must have at least four semester credit hour equivalent of radiography physics to be considered.
[7] Eighty credit hours are required for admission to the Bachelor of Science in Nuclear Medicine Imaging Sciences Program, 47 credit hours of which are required general education and math and science courses. With the assistance of the student's academic advisor, it is recommended to ensure that the 33 elective hours are part of the student's 35 lower division core or state-required electives and meet the requirements for graduation with a specific degree at the college or university. General education elective courses can come from the following subjects: English, social science, humanities, fine arts, liberal arts, business, communication, foreign language, health and behavioral science. Math and science electives should include advanced coursework in biology, chemistry, physics and mathematics and may include introductory coursework in statistics and computer sciences. Only one activity course (physical education, applied music, applied art, religion, etc.) will be accepted for transfer.

GPA REQUIREMENT
- A cumulative undergraduate GPA of at least 2.5 on a 4.0 scale
- A cumulative undergraduate **math and science** GPA of at least 2.5 on a 4.0 scale

TECHNICAL STANDARDS
Technical Standards can be found on the program website.

CURRICULUM
The courses are conducted via distance education, using Blackboard and live Zoom sessions, by faculty at UAMS. Clinical education is conducted at a variety of clinical affiliates in Fayetteville/Fort Smith/Rogers, Jonesboro/Batesville, and Little Rock/Pine Bluff/Conway, Arkansas; Dallas and Longview/ Tyler, Texas; Tulsa, Oklahoma; Omaha, Lincoln, and Kearney, Nebraska; Alexandria, Shreveport, and Baton Rouge, Louisiana; Sioux Falls, South Dakota; Wichita, Kansas; and Dothan and Mobile, Alabama. The number and location of clinical affiliates may change.

The following 40 credits are required in the program.

Course #	Title	Credits
Fall		
ISHP 31031	Legal and Ethical Issues for Allied Health Professionals	1
NMIS 41151	Radiopharmacy I	1
NMIS 41161	Journal Review and Research Methods	1
NMIS 42102	Introduction to Nuclear Medicine	2
NMIS 42132	Nuclear Physics	2
NMIS 42142	Instrumentation I	2
NMIS 43103	Clinical Procedures and Diagnosis I	3
NMIS 45175	Clinical Internship I	5
		17
Spring		
ISHP 31041	Health Care Management Issues for Allied Health Professionals	1
NMIS 42202	Health Physics	2
NMIS 42232	Instrumentation II	2
NMIS 42242	Radiation Biology	2
NMIS 42252	Radiopharmacy II	2
NMIS 43203	Clinical Procedures and Diagnosis II	3
NMIS 45245	Clinical Internship II	5
		17
Summer		
NMIS 42402	CT Physics and Instrumentation	2
NMIS 45375	Clinical Internship III	4
		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
Email
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 Admissions Office

College of Health Professions
University of Arkansas for Medical Sciences
4301 West Markham Street, #619
Little Rock, AR 72205

Telephone: (479) 731-8800
Email: otd@uark.edu

University of Arkansas Graduate School
1 University of Arkansas
Fayetteville, AR 72701

Telephone: (479) 575-4401
Email: askgsie@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.

ACCREDITATION
This entry-level occupational therapy doctoral degree program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 7501 Wisconsin Ave., Suite 510E, Bethesda, MD 20814. ACOTE's telephone number is (301) 652-6611 and its web address is www.acoteonline.org. Graduates of the program will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). 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; however, state licenses are usually 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.

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
Please refer to the University of Arkansas website for more information.

PROGRAM COSTS
Please refer to the University of Arkansas website for more information

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 28 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 interprofessional learning experiences.

The campus offers state-of-art library and clinical simulation facilities, and a student-led interprofessional clinic. Programs at the campus are designed to promote interprofessional 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 onsite State 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. https://healthprofessions.uams.edu/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: https://www.capteonline.org. If needing to contact the program/institution directly, please call 479-713-8600 or email ptprogram@UAMS.edu.

APPLICATION PROCEDURES

The application deadline for the Doctor of Physical Therapy Program is Sept. 15 at 11 p.m. Central time, but submission prior to the deadline is highly encouraged. Applications not completed by this date may not be considered for admission to the program. Applicants should begin the process the previous summer. Applicants who wait until September to begin the process often do not meet the application deadline. With the exception of the UAMS Workday Application, all necessary documents for applications must be submitted via our online application system, www.ptcas.org. Applicants must provide:

UAMS Online Admissions Application Through Workday: To apply to a UAMS College of Health Professions degree program, you must complete the online admission application through Workday. You will find this application under "UAMS CHP Applicant Home (Graduate and Professional)." Please note that a non-refundable fee of $40 is required and must be submitted along with your application. You can save your application and return to it at a later date. However, it will not be considered for review until it is submitted and the application fee is paid. After submitting your application, you will need to return to the application site to complete any remaining action items related to your application. Please note that the application and fee through Workday are in addition to the application and fee required by the Physical Therapist Centralized Application Service. You will be asked to provide your Workday Admissions Application number to complete the PTCAS application.

Physical Therapist Centralized Application Service (PTCAS) Application: The application in the Physical Therapist Centralized Application Service, additional documents and all other required documentation must be submitted by Sept. 15 at 11 p.m. Central time. We understand it may take time for PTCAS, evaluators and physical therapists to verify different aspects of your application. Therefore, we recommend that you apply early in order to meet verification deadlines. All applicant information must be received and verified in PTCAS by Oct. 17. Incomplete applications will not be reviewed.

- All transcripts must be verified by PTCAS by this date.
- All official Graduate Record Examinations General Test scores must be received in PTCAS by this date.
- All letters of recommendation must be received by this date.

All necessary documents for applications must be submitted to PTCAS. Mailed copies will not be accepted. It is the responsibility of the applicant to check PTCAS frequently to ensure all your required information has been received and verified in PTCAS. You must also update fall grades in PTCAS per the Academic Update deadlines.

Documentation of Observation Hours: Applicants to the Doctor of Physical Therapy Program must have completed a minimum of 60 observation hours, either paid or voluntary. Hours must be completed in at least two distinct patient-care settings. Twenty of these hours must be completed in a second, different setting. The remaining hours, up to or beyond the 60 total, may be completed in any different patient-care setting of your choosing. Examples of patient care settings include: inpatient rehab facility, skilled nursing facility, orthopedics, pediatrics, etc. Note: in all clinical settings, you must be shadowing a licensed physical therapist. Observation in additional specialty settings to reach and/or exceed the 60 total hours is encouraged. We strongly encourage applicants – on their own – to research and learn about the variety of patient-care settings and patients that physical therapists work with to gain an understanding of the breadth and diversity of physical therapy practice. Applicants must upload documentation of all completed professional observation hours to the Physical Therapist Centralized Application Service. The minimum required observation hours must be met by the application date; otherwise, the application will not be processed. All completed observation hours must be verified in PTCAS by a licensed physical therapist by Oct. 17, either electronically or by written signature. It is the applicant's responsibility to ensure all hours are verified by a licensed physical therapist through PTCAS. Observation hours that are not verified or do not meet the minimum requirements will result in an incomplete application and will not be reviewed.

Letters of Recommendation: Applicants to the Doctor of Physical Therapy Program must submit letters of recommendation from two individuals. References can be professional or personal, but at least one of the required references must be a professional reference familiar with physical therapy. Refer to PTCAS or https://healthprofessions.uams.edu/physical-therapy/doctor-of-physical-therapy/about/admission-requirements/ for acceptable evaluators. Applicants must request two letters of recommendation through the Physical Therapist Centralized Application Service by Sept. 15. The individuals providing the recommendations must complete and upload the letters to PTCAS by Oct. 17.

GRE Scores: Applicants to the Doctor of Physical Therapy Program must have completed the Graduate Record Examinations General Test. There is no minimum GRE score required. The GRE must be completed within the last five years at the time of application. The program will consider the highest GRE score taken in the last five years. If the applicant did not originally give Educational Testing Service the Institution Code of 2121 when taking the Graduate Record Examinations General Test, they must have ETS send their GRE scores to the Physical Therapist Centralized Application Service with the Institution Code 2121. This may result in additional fees from ETS. Self-reported scores and official scores received by mail will not be considered. Official GRE scores must be received in the Physical Therapist Centralized Application Service by Oct. 17 for an application to be considered complete.

Official Transcripts: Arrange for each post-secondary academic institution you have attended to forward an official transcript of your coursework directly to the Physical Therapist Centralized Application Service. If college courses were taken concurrently while in high school through an accredited institution of higher education, please be sure to include a transcript from that school as well. All transcripts must be **verified** in PTCAS by **Oct. 17**. Note: If you are admitted to the Doctor of Physical Therapy Program, you will also need to provide final official transcripts to UAMS reflecting the completion of your degree and any courses that were in progress at the time of the application deadline. Transcripts from institutions outside the United States are not accepted, even after the use of an evaluation service.

Interview: The most qualified candidates will receive a notification from the program to arrange an admission interview. These interviews will be conducted on campus in early December.

TOEFL scores as applicable: See International Applicants in the Admissions section of this catalog.

International Applications: Students with an F1 visa are eligible to apply if coursework was taken at a regionally accredited institution in the United States. Transcripts from institutions outside the United States are not accepted, even after use of an evaluation service.

ADMISSION FACTORS

UAMS recognizes that a diverse educational experience enhances the education of all students and results in additional expertise in providing care to an increasingly diverse patient population. We value communication skills, leadership, initiative, community service and clinical experience, as well as accomplishments in athletics, employment and research. Our goal is to recruit and educate a class that will serve the needs of a diverse patient population. We consider factors not reflected in the academic record:

- Evidence of exceptional extra-curricular achievement or work experience
- Evidence of having overcome social, economic or physical barriers
- Evidence of exceptional motivation, maturity or responsibility

Extra credit is given to applicants who have proficiency in a language other than English. While these secondary factors will enhance the applicant's competitiveness for admission, they are not, by themselves, sufficient to admit an applicant. Incoming students must still meet primary admission requirements.

Criteria

Admission to the Doctor of Physical Therapy Program is competitive and based on the following criteria:

- Academic achievement
- Volunteer and service work
- Observation hours and experience in the field
- Professionalism, attitude and maturity
- Life experiences
- Written and oral communication

Competitive Attributes

To be considered a competitive applicant, it is recommended to have a minimum GPA of 3.56 and score at least 150 in both the Verbal and Quantitative sections of the Graduate Record Examinations General Test. Additionally, applicants should possess the ability to adapt to new situations, have strong time management skills, and be capable of self-directed learning.

PREVIOUS DEGREE REQUIREMENT

Applicants to the Doctor of Physical Therapy Program must have earned or be in the process of completing a bachelor's degree from an institutionally accredited post-secondary academic institution in the United States. Transcripts from institutions outside the United States are not accepted, even after the use of an evaluation service. The degree must be completed before enrollment in the Doctor of Physical Therapy Program. The program has no required, or preferred, undergraduate major. UAMS recognizes that the study and practice of physical therapy are 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 physical therapy curriculum.

PREREQUISITES

The following 31 credits are required for admission to the Doctor of Physical Therapy Program. All listed courses must have been completed at an institutionally accredited post-secondary academic institution in the United States or be recognized on the granting institution's official transcript. Coursework completed at institutions outside the United States is not accepted, even after the use of a transcript evaluation service. Courses must also fulfill all UAMS College of Health Professions requirements regarding acceptance of transfer credit. To see which of your courses may be utilized as a prerequisite, please review our admissions requirements and check the University of Arkansas Course Equivalency Guide. Actual course titles may vary among institutions. All questions concerning course descriptions or substitutions should be submitted in writing via email to PTAdmissions@uams.edu. A final grade of C or better is required in each of the prerequisite courses. All but two prerequisite courses must be completed within seven years prior to the date of anticipated entry into the Doctor of Physical Therapy Program. Twenty-two of the 31 required hours of prerequisite courses (at least eight of the prerequisite courses) must be completed by the time of the application submission deadline of Sept. 15, 2025. Admission to the Doctor of Physical Therapy Program for students 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. Documentation of successful completion is required by the date of registration for the first semester. Fulfillment of the prerequisite courses for the Doctor of Physical Therapy Program does not guarantee admission. If in doubt about the suitability of the following prerequisite courses, please contact the College of Health Professions Admissions Office.

Area/Typical Course Title	Minimum Credits
Anatomy[1] - Acceptable courses include: Human or Comparative Anatomy, and/or combined Anatomy and Physiology courses.	3
Physiology[1] - Acceptable courses include: Human, Animal, Mammalian or Comparative Physiology, Pathophysiology, Neurophysiology, and/or combined Anatomy and Physiology courses.	3
Biology[2] - General and Specialized Courses; acceptable courses include: General Biology I or II (for Science Majors), Embryology, Immunology, Histology, Genetics, Neurobiology, Neuroscience, Zoology, Microbiology, Cell Biology, Molecular Biology, Advanced Biology	6
Chemistry - General or specialized chemistry	3

Physics[3]	6
- General or specialized physics	
Statistics[4]	3
- Acceptable courses include: Statistics, Biostatistics, Research Methods and Design	
Medical Terminology	1
- Coursework should include the language of medicine, including an emphasis on word roots and combined forms of words describing various terms of health and disease	
Psychology[5]	6
- Acceptable courses include: General Psychology, Advanced Psychology, Abnormal Psychology, Child Psychology, Developmental Psychology, Adolescent Psychology, Psychopathology, Growth and Development, Lifespan Development, Psychology of Human Behavior, Psychology of Rehabilitation, Psychology of Aging	
TOTAL	**31**

Credit by Examination
The Doctor of Physical Therapy Program **will** accept Advanced Placement and College Level Examination Program credits to satisfy up to two prerequisite courses (six to eight credit hours). To be considered for credit transfer, the official transcript from the awarding institution must reflect the AP or CLEP credits. Although accepted, AP and CLEP credits will not be considered in GPA calculations.

Notes
[1] Anatomy and Physiology courses can be separate or together as one course. One combined course will not fulfill both anatomy and physiology requirements; however, two three-credit combined courses (Anatomy and Physiology I and Anatomy and Physiology II) will fulfill both course requirements.
[2] Courses that are not accepted as biology prerequisite fall under plant biology, ecology, environmental biology, and evolutionary biology.
[3] One biomechanics course may be accepted in lieu of a physics course.
[4] Statistics courses may be taken under biology, psychology, mathematics, or exercise science categories.
[5] All psychology courses must be offered by a psychology department.

Transfer Credits
No transfer credits are accepted from other physical therapy programs or other degree programs, except as prerequisites.

Advanced Standing
There is no advanced standing permitted in the Doctor of Physical Therapy Program.

GPA REQUIREMENT
To be eligible for the Doctor of Physical Therapy Program, applicants need to have a minimum overall or last 60 credit hours GPA of 3.0 on a 4.0 scale. Additionally, a minimum prerequisite GPA of 3.0 on a 4.0 scale is also required. In case the applicant's GPA for their last 60 credit hours is higher than the cumulative GPA, the GPA for the last 60 credit hours will be given more weight in the evaluation process. If the applicant has repeated a prerequisite course, the Doctor of Physical Therapy Program will use the highest grade earned in prerequisite GPA calculations. However, all course grades will be included in the cumulative GPA calculations.

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		
Course #	**Title**	**Credits**
Fall Year 1		
PHTH 71032	Human Anatomy I (Upper Extremity)	2
PHTH 71042	Human Anatomy II (Lower Extremity)	2
PHTH 71242	Movement Science I (Biomechanics and MS Gait)	2
PHTH 71333	Introductory PT Skills (ROM, MMT, Massage, Transfers, Vitals, Gait Aids)	3
PHTH 71434	Musculoskeletal Disorders I (Upper Extremity)	4
PHTH 71443	Musculoskeletal Disorders II (Lower Extremity)	3
PHTH 71731	Professional Issues I	1
PHTH 71831	Clinical Reasoning I (includes shadowing PT Clinic + SNF/Peds – 2 x 4 weeks)	1

TOTAL		**18**
Spring Year 1		
PHTH 71052	Human Anatomy III (Spine)	2
PHTH 71132	Pathophysiology I (Musculoskeletal Disorders)	2
PHTH 71162	Pharmacology I (Musculoskeletal and Cardio-pulmonary Disorders)	2
PHTH 71232	Exercise Physiology I (Musculoskeletal)	2
PHTH 71454	Musculoskeletal Disorders III (Lumbar Spine and Pelvis)	4
PHTH 71463	Musculoskeletal Disorders IV (Cervico-Thoracic Spine)	3
PHTH 71741	Professional Issues II	2
PHTH 71841	Clinical Reasoning II (includes shadowing PT Clinic + SNF/Peds – 2 x 4 weeks)	1
TOTAL		**18**
Summer Year 1		
PHTH 71061	MSK Imaging in Physical Therapy	1
PHTH 71344	Therapeutic Intervention I	3
PHTH 71935	Clinical Experience I (OPD - 8 weeks)	5
PHTH 71362	Psychosocial Aspects of Rehabilitation	2
PHTH 71473	Musculoskeletal Disorders V (Special Topics)	3
TOTAL		**14**
Fall Year 2		
PHTH 72072	Neuroscience in Physical Therapy	2
PHTH 72142	Pathophysiology II (Neuromuscular Disorders)	2
PHTH 72171	Pharmacology II (Neuromuscular Disorders)	1
PHTH 72251	Movement Science II (Growth and Development)	1
PHTH 72263	Movement Science III (Motor Control)	3
PHTH 72352	Mobility & Assistive Equipment (with Neuro Gait)	2
PHTH 72533	Neuromuscular Disorders I	3
PHTH 72851	Clinical Reasoning III (IPE Clinics)	1
TOTAL		**15**
Spring Year 2		
PHTH 72062	Human Anatomy IV (Organ Systems)	2
PHTH 72152	Pathophysiology III (Cardio-pulmonary Disorders)	2
PHTH 72543	Neuromuscular Disorders II	3
PHTH 72552	Neuromuscular Disorders III (Geriatrics)	3
PHTH 72653	Integumentary Disorders	2
PHTH 72632	Acute Care I	2
PHTH 72642	Acute Care II	2
PHTH 72861	Clinical Reasoning IV (IPE Clinics)	1
TOTAL		**17**
Summer Year 2		
PHTH 72563	Neuromuscular Disorders IV (Pediatrics)	3
PHTH 72751	Professional Issues III	1
PHTH 71761	Research Principles & Evidence-based Practice	1
PHTH 72871	Clinical Reasoning V (IPE Clinics)	1
PHTH 72947	Clinical Experience II (Neuro+/or Acute – 10 weeks)	7
PHTH XXXXX*	Elective (see Electives below)	(3)
TOTAL		**13-16***
Fall Year 3		
PHTH 73372	Health Promotion and Wellness	2
PHTH 73957	Clinical Experience III (Neuro+/or Acute - 10 weeks)	7
PHTH 73881	Clinical Reasoning VI (Debriefing + Case Studies)	1

	Electives (see Electives below)	(3)
TOTAL		**10-13***

Spring Year 3		
PHTH 73773	Administration and Healthcare Management	3
PHTH 73782	Comprehensive Capstone	2
PHTH 73965	Clinical Experience IV (Elective - 8 weeks)	5
	Electives (see Electives below)	(3)
TOTAL		**10-13***

Electives*		
PHTH 73273*	Trauma Physical Therapy	3
PHTH 73383*	Spanish for PTs	3
PHTH 73393*	Oncology in Physical Therapy	3
PHTH 73483*	Manual Therapy	3
PHTH 73493*	Strength and Conditioning	3
PHTH 73573*	Advanced Pediatrics	3
PHTH 73583*	Advanced Adult Neuro	3
PHTH 73673*	Pelvic Health	3
PHTH 73793*	Service Learning	3
PHTH 73893*	Directed Study	3
PHTH 73983*	Applied Research I	3
PHTH 73993*	Applied Research II	3

Curriculum TOTAL	**121**
Full-time Clinical Education Experiences (36 weeks)	24
Coursework	97

*Students must take two three-hour elective courses for a total of six 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 total hours for each of those semesters will vary based on the semesters in which the student chooses to complete the electives. Not all elective courses are available every semester. Availability is based, in part, on the number of students expressing interest in that course. Please contact the program faculty to inquire about the availability of elective courses.

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 https://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 Admissions Office
College of Health Professions
University of Arkansas for Medical Sciences
4301 West Markham Street, #619
Little Rock, AR 72205

Telephone: (501) 686-7211
Email: PAProgram@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 October 2026. The review date is contingent upon continued compliance with the Accreditation Standards and ARC-PA policy.

APPLICATION PROCEDURES

The Master of Physician Assistant Studies Program has a rolling admissions process and accepts candidates until the class is selected for May enrollment annually. The application cycle opens in April and the application deadline for the degree program is **Nov. 1**. All materials must be submitted and verified by the UAMS Online Admissions Application and the Central Application Service for Physician Assistants on or before the application deadline. Applications not completed by this date may not be considered for admission to the program. Applicants should begin the process the previous summer. It is highly suggested that applicants submit their application no later than September 15 to give CASPA enough time to verify the application. Applicants who wait until October to begin the process often do not meet the application deadline. Applicants must provide:

1. **CASPA Application:** Applicants must apply through the Central Application Service for Physician Assistants. The CASPA application cycle opens in April and closes on Nov. 1. The CASPA application fee is separate from the UAMS Online Admissions Application fee. **Note: The email address you use for the CASPA account creation must match the email address you use when completing the Workday Admissions Application in order to avoid delaying your application for consideration.** Applicants submit the following materials through CASPA:

   CASPA Application

   CASPA Application Fee

   Official Transcripts: Arrange for each post-secondary academic institution you have attended to forward an official transcript of your coursework. Official transcripts should be sent directly to the Central Application Service for Physician Assistants. If college courses were taken concurrently while in high school through an accredited institution of higher education, please be sure to include a transcript from that school as well.

   Note: If you are admitted to the Master of Physician Assistant Studies Program, you will also need to provide final official transcripts reflecting the completion of your degree and any courses that were in progress at the time of the CASPA verification deadline. Transcripts from institutions outside the United States are not accepted, even after the use of an evaluation service.

   Personal References. When applying to the Master of Physician Assistant Studies Program, applicants must provide details of three individuals who are capable and qualified to assess their potential performance as students in the program. Applicants should be prepared with the names and contact information for the following:

   - A physician or physician assistant
   - A supervisor (paid or unpaid)
   - A university or college professor, or another physician or physician assistant

   Letters must be written by individuals who have directly supervised or observed you in a professional or academic setting, such as during work, shadowing or other relevant experiences. Letters from family members, friends or relatives will not be accepted, as they do not provide the objective evaluation required for admissions consideration

   Personal Narrative: The application in the Central Application Service for Physician Assistants requires one narrative and the Master of Physician Assistant Studies Program requires two narratives, for a total of three. Narrative questions may change annually. Please refer to the application for the specific narrative questions.

   Patient Care Experience: The Master of Physician Assistant Studies Program requires applicants to complete clinical experience of 500 hours demonstrating direct patient care, which involves independently providing medical care to patients. 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. Student and intern hours completed in a supervised training capacity do not qualify as direct patient care. This requirement ensures admitted students have first-hand clinical experience delivering care to and engaging with patients, which is crucial preparation for physician assistant practice.

   The following are some accepted categories of experience:

Athletic Trainer	Ophthalmology Technician
Certified Nursing Assistant	Paramedic/ EMT
Chiropractic Assistant	Patient Care Technician
Dental Hygienist	Peace Corps Volunteer (medical)
Dietician	Phlebotomist
Emergency Room Technician	Physical Therapist
Licensed Practical Nurse	Physical Therapist Assistant
Medical Assistant	Radiologic Technologist
Medical Corpsman	Registered Nurse
Nursing Assistant/Aide	Respiratory Therapist
Occupational Therapist	Surgical Technologist

   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 physician assistant or 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 or pharmacy technician 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 Through Workday:** To apply to a UAMS College of Health Professions degree program, you must complete the online admission application through Workday. You will find this application under "UAMS CHP Applicant Home (Graduate and Professional)". Please note that a non-refundable fee of $40 is required and must be submitted along with your application. Please note that the application and fee through Workday are in addition to the application and fee required by the Central Application Service for Physician Assistants. You will be asked to provide your Workday Admissions Application number to complete the CASPA application.
3. **Interview:** The program has a rolling admissions process with interviews beginning in September and ending in December for May enrollment annually. The most qualified candidates will receive a notification from the program's Admission Committee to arrange an admission interview. These interviews will be conducted in person. All applicants selected for the interview process will receive a notification beginning in the fall. Candidates may be interviewed even if they have outstanding prerequisite courses or direct patient care hours. Applicants can be contingently accepted with up to two outstanding prerequisite courses. However, they cannot be officially accepted into the program until they have completed all outstanding prerequisites and obtained 500 hours of direct patient care. Due to the large number of applications each year, the program may not be able to provide individualized feedback on application or interview performance.

ADMISSION FACTORS

Criteria

Admission to the Master of Physician Assistant Studies Program at UAMS is a highly selective and competitive process that evaluates applicants through a holistic lens to identify those who demonstrate the greatest potential for success and alignment with our mission. Our review process considers three key areas: academic metrics, including undergraduate grade-point average, science grade-point average, and performance in foundational coursework; experience, emphasizing the quality of direct patient care, community service, military service, leadership, and other relevant activities; and attributes, such as geographic diversity, first-generation college status, socioeconomic background, cultural humility, self-direction, teamwork and professionalism. Additionally, selection incorporates the evaluation of personal narratives, letters of recommendation and performance during the interview process.

Special Considerations

Preference in the selection process is given to Arkansas residents. Highly qualified out-of-state applicants are also strongly encouraged to apply. We are committed to fostering an inclusive environment and graduating diverse, compassionate, and highly skilled healthcare professionals.

PREVIOUS DEGREE REQUIREMENTS

Applicants must have earned or be in the process of completing a bachelor's degree from an institutionally accredited post-secondary academic institution in the United States. The program has no required undergraduate majors. UAMS recognizes that the study and practice of physician assistant education are 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 Master of Physician Assistant Studies Program curriculum. Transcripts from institutions outside the United States are not accepted, even after the use of an evaluation service. The degree must be completed before enrollment in the Master of Physician Assistant Studies Program.

PREREQUISITES

The following 41 credits are required for admission to the Master of Physician Assistant Studies Program. All listed courses must have been completed at an institutionally accredited post-secondary academic institution in the United States. Additionally, courses must fulfill all college requirements regarding acceptance of transfer credit. Coursework completed at institutions outside the United States is not accepted, even after the use of a transcript evaluation service. A final grade of C or better is required in each of the prerequisite courses. Fulfillment of the prerequisite courses for the Master of Physician Assistant Studies Program does not guarantee admission. Candidates who meet all requirements except for up to two prerequisite courses may be conditionally accepted. However, all remaining prerequisite coursework must be completed with a grade of C or better before matriculation. Actual course titles may vary among institutions. If in doubt about the suitability of the following prerequisite courses, please contact the College of Health Professions Admissions Office.

Area/Typical Course Title	Minimum Credits
General/Principles of Biology I and II with Laboratories[1]	8
Human Anatomy with Laboratory[2]	4
Human Physiology with Laboratory[2]	4
Microbiology with Laboratory	4
Medical Genetics or Genetics	3
General Chemistry I and II with Laboratories	8
Organic Chemistry I with Laboratory	4
General Psychology	3
Biostatistics or Statistics	3
TOTAL	**41**

[1] If General Biology II is unavailable at the educational institution of attendance, General Zoology with lab or Cell Biology with lab may be substituted.

[2] A combined full-year Anatomy and Physiology I and II with laboratories will meet this requirement.

Survey Courses and Online Courses

Survey courses do not meet the prerequisite requirements. The Master of Physician Assistant Studies Program will accept online laboratory courses for the prerequisite course requirements. The program expects applicants to enter the program with proficiency in utilizing a

microscope, handling a scalpel, and exercising the tactile skills and dexterity needed to perform clinical and lab procedures in the program. Therefore, online laboratory courses utilizing these techniques may be helpful in preparation for program entrance. Experience with dissection techniques and laboratory chemicals fosters the importance of understanding laboratory protocols and safety issues and fosters an understanding of the unpleasant smells and environments that are a part of science and medicine. Face-to-face laboratory courses are recommended to help foster this understanding but are not exclusive to program acceptance.

Seven-Year Requirement for Anatomy, Physiology and Microbiology
The Master of Physician Assistant Studies Program has specific prerequisite courses that are required of all applicants entering the program. This requirement is to ensure that all applicants enter into the program with the same general background. To meet this requirement, the anatomy, physiology and microbiology courses must have been taken within seven years of enrollment into the program or later. The seven-year requirement for anatomy, physiology and microbiology is to ensure that the knowledge of the applicants is fairly recent. The Master of Physician Assistant Studies Program has a very intense and condensed curriculum and expects the students to enter the program with a solid foundational background. This is to ensure student success in the program and reduce attrition. While work experience in specific areas will be an advantage to the applicant, it will not substitute for the required coursework.

Transfer Credit
No didactic or clinical phase courses will be waived and no transfer credit for any previous coursework will be permitted even though it may be similar or identical to coursework in the UAMS Master of Physician Assistant Studies Program.

Pass/Fail Prerequisite Grades
Prerequisite coursework graded as pass/fail will not be accepted by the program.

Credit by Examination
The Master of Physician Assistant Studies Program will not accept Advanced Placement, International Baccalaureate, or College Level Examination Program credits to fulfill any of the prerequisite coursework.

Advanced Standing
The Master of Physician Assistant Studies Program does not grant advanced standing to any applicant admitted to the program.

GPA REQUIREMENT

- A cumulative undergraduate GPA of 3.0 on a 4.0 scale (as calculated by the Centralized Application Service for Physician Assistants)
- A cumulative undergraduate **science** GPA of 3.0 on a 4.0 scale (as calculated by the Centralized Application Service for Physician Assistants). Please refer to CASPA's Course Subject List for more information.

TECHNICAL STANDARDS
Technical Standards can be found on the program website.

CURRICULUM
The following 128 credits are required in the program:

Didactic Phase		
Year 1		
Course #	**Title**	**Credits**
Summer		
PHAS 51001	Professional Issues I	1
PHAS 51061	Clinical Reasoning I	1
PHAS 51091	Patient Communication I	1
PHAS 53003	Clinical Physiology	3
PHAS 53033	Clinical Pharmacology	3
PHAS 54004	PA Gross Anatomy	4
PHAS 55005	Physical Assessment	5
		18
Fall		
PHAS 51031	Professional Issues II	1
PHAS 51071	Clinical Reasoning II	1
PHAS 51101	Patient Communication II	1
PHAS 52062	Introduction to Evidence Based Medicine	2
PHAS 52032	Pharmacotherapy I	2
PHAS 53043	Diagnostic Assessment I	3
PHAS 53063	Behavioral Medicine	3
PHAS 58008	Principles of Medicine I	8
		21
Spring		
PHAS 51081	Clinical Reasoning III	1
PHAS 51141	Medical Genetics	1
PHAS 52042	Pharmacotherapy II	2

PHAS 52072	Foundations of Evidence Based Medicine	2
PHAS 53053	Diagnostic Assessment II	3
PHAS 53073	Emergency Medicine	3
PHAS 58038	Principles of Medicine II	8
		20

Year 2

Summer (6 weeks)

PHAS 51041	Professional Issues III	1
PHAS 51051	Professional Issues IV	1
PHAS 51451	Introduction to Lifestyle Medicine	1
PHAS 52002	Medical Ethics	2
PHAS 52052	Surgical Medicine	2
PHAS 53083	Principles of Medicine III	3
		10
TOTAL DIDACTIC PHASE		**69**

Clinical Phase

Course #	Title	Credits
PHAS 58101	Summative Evaluation	1
PHAS 58202	Capstone Project	2
PHAS 59003	Elective Rotation I	3
PHAS 59033	Elective Rotation II	3
PHAS 59045	Clinical Rotation I	5
PHAS 59055	Clinical Rotation II	5
PHAS 59065	Clinical Rotation III	5
PHAS 59075	Clinical Rotation IV	5
PHAS 59085	Clinical Rotation V	5
PHAS 59095	Clinical Rotation VI	5
PHAS 59105	Clinical Rotation VII	5
PHAS 59135	Clinical Rotation VIII	5
PHAS 59145	Clinical Rotation IX	5
PHAS 59155	Clinical Rotation X	5
TOTAL CLINICAL PHASE		**59**

TOTAL PROGRAM **128**

A grade of "C" or better must be achieved in all courses. A minimum GPA of 2.75 is required to earn the degree. One unsatisfactory course grade of grade D with documented remediation may be accepted with consent of the Progress and Advancement Committee. See program handbook for more information.

Clinical Rotations

The clinical rotations listed above include core rotations in the following areas:

- Behavioral Health
- Emergency Medicine
- Family Medicine
- Geriatric Medicine
- Inpatient Medicine
- Internal Medicine Outpatient
- Orthopedic Medicine
- Pediatric Medicine
- Surgical Medicine
- Women's Health

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 3-5 hours of service learning activities across the life span (seniors, children, adults). Students complete 3-5 hours per semester during the first three semesters (total of 9-15 hours). 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 Admissions Office
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 three enrollment options: a Bachelor of Science in Radiologic Imaging Sciences, and an online Bachelor of Science Degree Advancement program for those who hold an Associate's Degree and completed an accredited radiography program. 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.

Traditional On-Campus Program: The Traditional On-Campus Program is a full-time, day program with a cohort of 40-43 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.

Online Degree Advancement: The Online Degree Advancement Program consists of 35 semester credits of prerequisite course work, an associate degree, and successful completion of an accredited radiography program. Students with an Associate of Science in Medical Radiography from UAMS are required to successfully complete 25 credits in the B.S. degree advancement program. Students from other accredited colleges or universities are required to successfully complete 30-40 credits in the B.S. degree advancement program. All B.S. degree advancement 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.

Short Track Examination Preparation (STEP): The Radiologic Imaging Sciences Short Track Examination Preparation Program is available for technologists who are eligible for certification and registration with the American Registry of Radiologic Technologists and who also wish to prepare for a specialty examination. The STEP program offers short tracks in areas such as CT, MRI, cardiac and 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 in radiologic imaging sciences. Students who completed a non-degree certification/hospital-based program and are currently in CE compliance with the ARRT should contact the program 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: https://www.jrcert.org/.

APPLICATION PROCEDURES
Traditional On-Campus Program
The application deadline for the Bachelor of Science in Radiologic Imaging Science Program is March 15. To be considered for admission, the College of Health Professions must receive your completed application, all required transcripts, a professional observation form and your biographical essay uploaded into Workday by the application deadline. Applications not completed by this date may not be considered for admission to the program. Applicants must provide:
UAMS Online Admissions Application Through Workday: To apply to a UAMS College of Health Professions degree program, you must complete the online admission application through Workday. You will find this application under "UAMS CHP Applicant Home (Undergraduate)". Please note that a non-refundable fee of $40 is required and must be submitted along with your application. Please make sure to upload all requirement documents before clicking "Submit". Applications missing required documents will be marked incomplete and will not move forward for review.

Official Transcripts: Arrange for each college or university you have attended to forward an official transcript of your coursework. If college courses were taken concurrently while in high school through an accredited institution of higher education, please be sure to include a transcript from that school as well. Official transcripts should be sent directly to the UAMS College of Health Professions Admissions Office either electronically or via mail. Your application will be considered incomplete if we have not received all transcripts from all institutions you've attended by the application deadline. Note: If you are admitted to the On-Campus Bachelor of Science in Radiologic Imaging Science Program, you will also need to provide official transcripts reflecting the completion of any courses that were in progress at the time of the application deadline.
Professional Observation Form: Applicants to the Bachelor of Science in Radiologic Imaging Science Traditional Program must complete a minimum of four hours of observation in a busy diagnostic radiology department. This observation must be conducted under the supervision of a registered technologist in radiography. Observation hours must be completed within the current admissions cycle and can be completed at any facility of your choosing. If you need assistance in find a location, you may contact the program for guidance. During the observation, applicants should gain an understanding of the responsibilities and duties of a radiologic technologist. This includes experiencing the typical environment encountered by an entry-level technologist, including routine and fluoroscopic procedures. Additionally, applicants are encouraged to discuss the profession with current radiographers in the field. To fulfill the observation requirement, applicants must observe at least five of the following procedures:

- Chest
- Upper extremity (3)
- Lower extremity (3)
- Kidney, ureter, and bladder
- Fluoroscopic procedure
- Spine

This observation time must be recorded on the Professional Observation Form, which can be found on the website. Once completed, the form should be submitted using our online Professional Observation Submission Form.
Biographical Essay: The submission of a written essay is required as part of the application process and must be submitted in Workday before the application deadline for all applicants. Important: The biographical essay is a required component of your application and must be submitted at the time you apply. You will not be able to add or upload the essay after your application has been submitted. The essay should include topics related to your academic career, your work background and how you became interested in radiography. Please also tell us what earning a bachelor's degree would mean to you and your family. You may also include your future career goals, relevant achievements and any military service. The biographical essay should be between 250 and 500 words in length.
Interview: The most qualified applicants will be contacted to arrange an interview. Interviews are conducted using video conferencing software such as Zoom. Applicants will need a computer with a webcam and microphone to attend an interview.
TOEFL scores as applicable. See International Applicants in the Admissions/Academic Information section of this catalog.

Online Degree Advancement Program

The Online Bachelor of Science in Radiologic Imaging Sciences Degree Advancement Program has the following application deadlines:

- Fall Admission: June 1
- Spring Admission: Nov. 1
- Summer Admission: March 15

Applications not submitted by these dates will not be considered for admission to the program.

UAMS Online Admissions Application Through Workday: To apply to a UAMS College of Health Professions degree program, you must complete the online admission application through Workday. You will find this application under "UAMS CHP Applicant Home (Undergraduate)". Please note that a non-refundable fee of $40 is required and must be submitted along with your application. Please make sure to upload all requirement documents before clicking "Submit". Applications missing required documents will be marked incomplete and will not move forward for review.
Official Transcripts: Arrange for each college or university you have attended to forward an official transcript of your coursework. If college courses were taken concurrently while high school through an accredited institution of higher education, please be sure to include a transcript from that school as well. Official transcripts should be sent directly to the UAMS College of Health Professions Admissions Office either electronically or via mail. Your application will be considered incomplete if we have not received all transcripts from all institutions you've attended by the application deadline. Note: If you are admitted to the Online Bachelor of Science in Radiologic Imaging Sciences Degree Advancement Program, you will also need to provide official transcripts to UAMS reflecting the completion of any courses that were in progress at the time of the application deadline.
TOEFL scores as applicable. See International Applicants in the Admissions/Academic Information section of this catalog.

ADMISSION FACTORS

Criteria

Admission to the Bachelor of Science in Radiologic Imaging Science Traditional Program is highly selective and competitive. Selection is based on a combination of the following criteria:

- Academic performance
- Professional observation
- Biographical essay
- Interview

Competitive Attributes

A competitive applicant for the Bachelor of Science in Radiologic Imaging Science Program should possess the following attributes:

- Strong academic background
- Technical aptitude
- Excellent communication skills

- Attention to detail
- Problem-solving skills
- Interpersonal skills
- Commitment to continuing education
- Professionalism
- Organizational skills

Special Considerations

During admission reviews, 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 groups.

Non-Discrimination Policy

Applicants are considered without regard to race, color, gender, age, sexual orientation, religion, national origin or disability status as a criterion in deciding against any individual in matters of admission, placement, transfer, hiring, dismissal, compensation, fringe benefits, training, tuition assistance and other personnel or educationally-related actions.

International Students

The Bachelor of Science in Radiologic Imaging Sciences Program is unable to accept applications from international students with F-1 visas.

PREVIOUS DEGREE REQUIREMENT (ONLINE DEGREE ADVANCEMENT PROGRAM ONLY)

Prospective students applying to the Online Bachelor of Science in Radiologic Imaging Science Degree Advancement Program must have earned an associate degree in any field **AND** have completed an accredited radiography program, either as part of the associate degree or through a separate certificate program from an institutionally accredited post-secondary academic institution in the United States. Transcripts from institutions outside the United States are not accepted, even after the use of an evaluation service.

PREREQUISITES

All listed courses are required from an institutionally accredited post-secondary academic institution and must fulfill all college requirements regarding acceptance of transfer credit. Fulfillment of the prerequisite courses for the Bachelor of Science in Radiologic Imaging Science Program does not guarantee admission. A final grade of C or better is required in each of the prerequisite courses. All prerequisite courses must be completed before enrolling in the program. Actual course titles may vary among institutions. If in doubt about the suitability of the following prerequisite courses, please contact the College of Health Professions Admissions Office.

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[1]	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[2,3]	8
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
TOTAL	**35**

Credit by Examination

The Bachelor of Science in Radiologic Imaging Science Program **will not** accept Advanced Placement, International Baccalaureate, or College Level Examination Program credits to fulfill the required math and science coursework. The program will accept AP, IB or CLEP credits awarded by other

institutionally accredited post-secondary academic institutions to fulfill the general education coursework. To be considered for credit transfer, the official transcript from the awarding institution must reflect the AP, IB or CLEP credits.

Notes

[1] An additional humanities or fine arts course may be substituted for speech communication.
[2] Anatomy and physiology courses must cover all body systems and include accompanying laboratory sections.
[3] Applicants to the Bachelor of Science in Radiologic Imaging Science Program must have completed or be currently enrolled in Anatomy and Physiology I before the March 15 application deadline.

GPA REQUIREMENT

- A cumulative undergraduate GPA of at least 2.5 on a 4.0 scale at the time of application
- A cumulative undergraduate prerequisite GPA of at least 2.5 on a 4.0 scale at the time of application

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
Year 1		
Fall		
RISP 31231	Basic Patient Care Lab	1
RISP 31241	Radiographic Procedures I Laboratory	1
RISP 31232	Radiologic Anatomy	3
RISP 31262	Clinic Practicum I	2
RISP 31233	Radiographic Procedures I	3
RISP 31333	Imaging Foundations	3
RISP 31234	Basic Patient Care	3
		16
Spring		
RISP 32344	Image Production	3
RISP 32333	Radiographic Procedures II	3
RISP 32353	Clinic Practicum II	3
RISP 32543	Radiation Protection and Radiobiology	3
RISP 32533	Special Imaging Procedures	3
		15
Summer		
ISHP 33103	Multicultural Health	3
RISP 33132	Radiographic Sectional Anatomy	2
RISP 33434	Clinic Practicum III	4
		9
Year 2		
Fall		
ISHP 43033	Healthcare Systems in America	3
RISP 41533	Radiographic Procedures III	3
RISP 41545	Clinic Practicum IV	5
RISP 41943	Current Issues in Healthcare	3
RISP 41XXX	Specialty I*	3-4**
		17-18
Spring		
RISP 42432	Professional Development	3
RISP 42633	Radiologic Pathology	3
RISP 42635	Clinic Practicum V	5
RISP 42833	Imaging of Special Populations	3
RISP 42XXX	Specialty II*	3-4**
		17-18
Summer		
RISP 43833	Advanced Patient Care	3
RISP 42533	Advanced Radiographic Procedures	3
RISP 45XXX	Specialty Clinical Practice*	3-5**
		9-11

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 The Advanced Diagnostic, Mammography, Cardiovascular, Computed Tomography, and Magnetic Resonance Imaging.
**The Advanced Diagnostic track requires 4-semester credits of specialty courses in the fall and spring semesters. Specialty courses for this track are ISHP 42053 and ISHP 31031 in the fall. RISP 42533 and ISHP 31041 in the spring. In place of a specialty clinic in the summer, students in this track will complete ISHP 43983.

Bachelor of Science Online Degree Advancement Program

The following courses are offered in the Bachelor of Science degree advancement program.*

Course #	Title	Semester Credit
RISP 42533	Advanced Radiographic Procedures	3
RISP 42833	Imaging of Special Populations	3
RISP 43833	Advanced Patient Care	3
RISP 41943	Current Issues in Health Care	3
RISP 33132	Radiographic Sectional Anatomy	2
RISP 41753	Mammographic Fundamentals	3
RISP 42763	Mammographic Procedures & Techniques	3
RISP 41773	Cardiovascular Interventional I	3
RISP 42783	Cardiovascular Interventional II	3
RISP 41863	Physics of CT	3
RISP 42873	CT Procedures	3
RISP 41933	Physics of MRI	3
RISP 42933	MR Procedures	3
RISP 42553	Imaging Informatics	3
RISP 45795	Cardiac Interventional Practicum	5
RISP 45855	Mammography Practicum	5
RISP 45885	CT Practicum	5
RISP 45945	MRI Practicum	5
RISP 45975	Vascular Interventional Practicum	5
ISHP 43033	Healthcare Systems in America	3
ISHP 33103	Multicultural Health	3
ISHP 43983	Managerial Leadership	3
ISHP 31041	Healthcare Management Issues for Allied Health Professions	1
ISHP 31031	Legal and Ethical Issues for Allied Health Professionals	1
ISHP 42053	Intro to Healthcare Administration	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 a 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
- Email
- 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 and Master of Science Degree

Department of Respiratory Care
Respiratory Care Website
CHP Admissions Office
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 mission of the Respiratory Care programs is to develop practitioners of influence who demonstrate the value of our profession and lead it forward to meet the needs of a dynamic healthcare community. The respiratory care program is available for 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 On-Campus Bachelor's Degree Program: Each fall semester, the traditional program admits a full-time (5 semesters) and a part time (8 semesters) cohort who attend live, on-campus classes. 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 20 regular clinical slots available. The program consists of 60 semester credits of prerequisite course work and 60 credits in the respiratory care curriculum for a total of 120 credits.

Online Bachelor of Science in Respiratory Care Degree Advancement Program: The Online Bachelor of Science in Respiratory Care Degree Advancement Program is offered only to applicants who have successfully completed a CoARC accredited Associate's Degree RT program and who hold (or are testing for) the NBRC Registered Respiratory Therapist credential. The 30-semester-credit professional program is offered in a 100% online format. The curriculum allows students to pursue study in specific areas of interest or professional specialty through various projects, papers and/or directed study. Students have the opportunity to prepare for advanced levels of specialty credentialing, if desired. The maximum number of students accepted to the degree advancement 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 cohorts. The full time cohort begins with the summer term. The part time cohort begins each fall.

Traditional Master's Degree Program: Each fall semester, the master's degree program admits a full-time (5 semesters) cohort who attend live, on-campus classes. The number of students in each cohort depends upon clinical slot availability. There are 20 regular clinical slots available. The program consists of 26 semester credits of prerequisite course work, 29 credits of undergraduate professional course work, and 34 credits in the respiratory care curriculum for a total of 89 credits. The MSRC program is only offered full time.

Students in the traditional bachelor's and master's degree programs 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.
Program Goals:
1. To prepare graduates with demonstrated competence in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains of respiratory care practice as performed by registered respiratory therapists (RRTs).
2. To prepare leaders for the field of respiratory care by including curricular content with objectives related to the acquisition of skills in one or more of the following: management, education, research, and advanced clinical practice (which may include an area of clinical specialization).

ACCREDITATION
The traditional bachelor's degree program (#200176) is accredited by the Commission on Accreditation for Respiratory Care Education (CoARC). Website: www.coarc.com.

The traditional master's degree program (#220176) holds Provisional Accreditation from the Commission on Accreditation for Respiratory Care . Website: www.coarc.com.

APPLICATION PROCEDURES
Traditional On-Campus Program
Applications to the Bachelor of Science in Respiratory Care Program should be received by **May 1**. Applicants are encouraged to apply early, as qualified applicants may receive conditional acceptance prior to the deadline. In the event the class is not filled from those applicants, the application deadline may be extended to as late as June 1. Applicants should begin the process the previous fall. Applicants who wait until April to begin the process often do not meet the application deadline. Applicants must submit the following:

- **UAMS Online Admissions Application Through Workday**: To apply to a UAMS College of Health Professions degree program, you must

complete the online admission application through Workday. You will find this application under "UAMS CHP Applicant Home (Undergraduate)". Please note that a non-refundable fee of $40 is required and must be submitted along with your application. Please make sure to upload all requirement documents before clicking "Submit". Applications missing required documents will be marked incomplete and will not move forward for review.

- **Official Transcripts**: Arrange for each post-secondary academic institution you have attended to forward an official transcript of your coursework. If college courses were taken concurrently while in high school through an accredited institution of higher education, please be sure to include a transcript from that school as well. Official transcripts should be sent directly to the UAMS College of Health Professions Admissions Office either electronically or via mail.
- **Professional Observation:** Documentation of observation of and discussion with a practicing professional in the field is required for applicants to the On-Campus Bachelor of Science in Respiratory Care Program. More information will be sent via email upon receipt of the online application.
- **TOEFL scores as applicable**. See International Applicants in the Admissions/Academic Information section of the catalog.
- **Interview**: After completing their application, all applicants will receive an email from the program to arrange a required admission interview.

Online Bachelor of Science in Respiratory Care Degree Advancement Program

The application deadline for the Online Bachelor of Science in Respiratory Care Degree Advancement Program is **April 15** for summer admission, while the deadline for fall admission **May 1**. Applicants are encouraged to apply early, as qualified applicants may receive conditional acceptance prior to the deadline. In the event the class is not filled from those applicants, the fall application deadline may be extended to as late as June 1. Applicants should begin the process the previous fall. Applicants who wait until the month before the deadline to begin the process often do not meet the application deadline. Applicants must submit the following:

- **UAMS Online Admissions Application Through Workday**: To apply to a UAMS College of Health Professions degree program, you must complete the online admission application through Workday. You will find this application under "UAMS CHP Applicant Home (Undergraduate)". Please note that a non-refundable fee of $40 is required and must be submitted along with your application. Please make sure to upload all requirement documents before clicking "Submit". Applications missing required documents will be marked incomplete and will not move forward for review.
- **Official Transcripts**: Arrange for each post-secondary academic institution you have attended to forward an official transcript of your coursework. If college courses were taken concurrently while in high school through an accredited institution of higher education, please be sure to include a transcript from that school as well. Official transcripts should be sent directly to the UAMS College of Health Professions Admissions Office either electronically or via mail.
- **National Board for Respiratory Care Registered Respiratory Therapist Credential:** Applicants to the Online Bachelor of Science in Respiratory Care Degree Advancement Program who are new graduates of an associate degree program must have obtained the National Board for Respiratory Care Registered Respiratory Therapist credential within six months from graduation. If not completed within six months from graduation, the student will be allowed to complete the semester in which they are currently enrolled, but will not be allowed to enroll in the next academic term or future academic terms until the credential is obtained. The submission of proof of registered respiratory therapist credentials is required as part of the application process and must be submitted in Workday before the application deadline for all applicants. **Important:** The proof of registered respiratory therapist credentials is a required component of your application and must be submitted at the time you apply. You will not be able to add or upload the essay after your application has been submitted.
- **Career Summary and Goals:** Applicants to the Online Bachelor of Science in Respiratory Care Degree Advancement Program must submit a typed statement that summarizes the applicant's career thus far and explains how completion of the Online Bachelor of Science in Respiratory Care Degree Advancement Program will assist him or her in the completion of career goals. The submission must include a traditional resume of educational and professional achievements using a chronological or functional format. The written personal statement of career summary and goals is required as part of the application process and must be submitted in Workday before the application deadline for all applicants. **Important:** The personal statement of career summary and goals is a required component of your application and must be submitted at the time you apply. You will not be able to add or upload the essay after your application has been submitted.
- **Letter of Recommendation:** Applicants to the Online Bachelor of Science in Respiratory Care Degree Advancement Program who apply prior to graduation from their associate degree program must submit a letter of recommendation from their program director. The letter of recommendation should be emailed by the person writing the recommendation directly to the UAMS College of Health Professions Admissions Office at CHPAdmissions@UAMS.edu. The letter should not be turned in by the applicant.
- **TOEFL scores as applicable**. See International Applicants in the Admissions/Academic Information section of the catalog.
- **Interview**: After completing their application, all applicants will receive an email from the program to arrange a required admission interview.

Master of Science in Respiratory Care Program

The application deadline for the Master of Science in Respiratory Care Program is **May 1**. Applicants are encouraged to apply early, as qualified applicants may receive conditional acceptance prior to the deadline. In the event the class is not filled from those applicants, the application deadline may be extended to as late as June 1. Applicants should begin the process the previous fall. Applicants who wait until April to begin the process often do not meet the application deadline. Applicants must submit the following:

- **UAMS Online Admissions Application Through Workday**: To apply to a UAMS College of Health Professions degree program, you must complete the online admission application through Workday. You will find this application under "UAMS CHP Applicant Home (Graduate and Professional)". Please note that a non-refundable fee of $40 is required and must be submitted along with your application. Please make sure to upload all requirement documents before clicking "Submit". Applications missing required documents will be marked incomplete and will not move forward for review.
- **Official Transcripts**: Arrange for each post-secondary academic institution you have attended to forward an official transcript of your coursework. If college courses were taken concurrently while in high school through an accredited institution of higher education, please be sure to include a transcript from that school as well. Official transcripts should be sent directly to the UAMS College of Health Professions Admissions Office either electronically or via mail.
- **Professional Observation:** Documentation of observation of and discussion with a practicing professional in the field is required. More information will be sent via email upon receipt of the online application.

- **TOEFL scores as applicable**. See International Applicants in the Admissions/Academic Information section of the catalog.
- **Interview**: After completing their application, all applicants will receive an email from the program to arrange a required admission interview.

ADMISSION FACTORS

Criteria

Admission to the various Respiratory Care programs is competitive and based on the following criteria:

- Academic achievement
- Academic aptitude
- Academic experience
- Math and science aptitude

Special Considerations

During admission reviews, 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.

Non-Discrimination Policy

Applicants are considered without regard to race, color, gender, age, sexual orientation, religion, national origin or disability status as a criterion in deciding against any individual in matters of admission, placement, transfer, hiring, dismissal, compensation, fringe benefits, training, tuition assistance and other personnel or educationally-related actions.

International Students

The Online Bachelor of Science in Respiratory Care Degree Advancement Program and the Master of Science in Respiratory Care Program are unable to accept applications from international students with F-1 visas.

PREVIOUS DEGREE REQUIREMENT

A bachelor's degree from an institutionally accredited university (or equivalent foreign degree as evaluated by Education Credential Evaluators or World Education Services) is required to apply to the Master of Science in Respiratory Care Program. The program has no required, or preferred, undergraduate major. UAMS recognizes that the study and practice of respiratory therapy are 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 program's curriculum.

GPA REQUIREMENTS

The Traditional On-Campus Bachelor's Degree Program and the Online Bachelor of Science in Respiratory Care Degree Advancement Program have the following GPA requirements:

- A cumulative undergraduate GPA of at least 2.5 on a 4.0 scale
- A cumulative undergraduate **prerequisite** GPA of at least 2.5 on a 4.0 scale

PREREQUISITES – TRADITIONAL ON-CAMPUS BACHELOR'S DEGREE PROGRAM

The following 60 credits are required for admission to the full-time or part-time tracks of the Bachelor of Science in Respiratory Care Program. All listed courses are required from an institutionally accredited post-secondary academic institution and must fulfill all college requirements regarding acceptance of transfer credit. Fulfillment of the prerequisite courses for the Bachelor of Science in Respiratory Care Program does not guarantee admission. A final grade of C or better is required in each of the prerequisite courses. Documentation of successful completion is required by the date of registration for the first semester. Actual course titles may vary among institutions. If in doubt about the suitability of the following prerequisite courses, please contact the College of Health Professions Admissions Office.

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 (eight semester credit hours) before beginning the first semester of the program. Applicants to the full-time program track must successfully complete all prerequisites before beginning the first semester of the program. Applicants to the part-time track must successfully complete at least 35 semester credit hours of prerequisite coursework before the first semester of the program. All credits must be completed prior to graduation.

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
SCIENCE	
Biology	
Two-semester sequence of Anatomy and Physiology with laboratories[1,2]	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[3]	1
ELECTIVES	16
TOTAL	**60**

Credit by Examination

The On-Campus Bachelor of Science in Respiratory Care Program **will not** accept Advanced Placement, International Baccalaureate, or College Level Examination Program credits to fulfill the required math and science coursework. The program **will** accept AP, IB or CLEP credits awarded by other institutionally accredited post-secondary academic institutions to fulfill the general education coursework. To be considered for credit transfer, the official transcript from the awarding institution must reflect the AP, IB or CLEP credits.

Notes

Science courses must be suitable for science or health professions majors and include a laboratory.

[1] 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.

[2] Anatomy and physiology courses must cover all body systems and include accompanying laboratory sections.

[3] A course substitution with demonstration of competency may be approved for medical terminology with consent of the program director.

TECHNICAL STANDARDS

Technical Standards expected of students and graduate therapists for successful employment may be found on the program website.

CURRICULUM – TRADITIONAL ON-CAMPUS BACHELOR'S DEGREE PROGRAM – FULL-TIME

The following 60 credits are required in the traditional program two-year track (full-time):

Course #	Title	Credits
Year 1		
Fall		
RESP 31131	Equipment and Techniques I Laboratory	1
RESP 31151	Basic Assessment and Diagnosis Laboratory	1
RESP 31161	Pharmacology I	1
RESP 31171	Clinical Practicum I	1
RESP 33143	Basic Assessment and Diagnosis	3
RESP 34104	Cardiopulmonary Anatomy and Physiology	4
RESP 34134	Equipment and Techniques I	4
		15
Spring		
RESP 31281	Pulmonary Function Testing	1
RESP 32232	Equipment and Techniques II Laboratory	2
RESP 32262	Clinical Practicum II	2
RESP 33203	Equipment and Techniques II	3
RESP 33273	Neonatal Cardiopulmonary Care	3
RESP 34204	Cardio-Respiratory Disorders	4
		15
Summer		
RESP 31301	Pharmacology II	1
RESP 32302	Clinical Internship I	2
RESP 43313	Evidence-based Inquiry	3
		6
Year 2		

Fall		
RESP 42402	Advanced Assessment and Diagnosis	2
RESP 42432	Pediatric Cardiopulmonary Care	2
RESP 43403	Critical Care Practices	3
RESP 44454	Clinical Practicum III	4
RESP 41401	Legal and Ethical Issues	1
		12
Spring		
RESP 41461	Foundations of Respiratory Care Education	1
RESP 42552	Respiratory Care Seminar	2
RESP 43553	Leadership and Management	3
RESP 43563	Clinical Internship II	3
RESP 44503	Disease Management	3
		12
TOTAL		**60**

A minimum GPA of 2.0 is required to earn the degree.

CURRICULUM – TRADITIONAL ON-CAMPUS BACHELOR'S DEGREE PROGRAM – PART-TIME

The following 60-61 credits are required in the traditional program three-year track (part-time):

Course #	Title	Credits
Year 1		
Fall		
RESP 31161	Pharmacology I	1
RESP 33143	Basic Assessment and Diagnosis	3
RESP 34104	Cardiopulmonary Anatomy and Physiology	4
		8
Spring		
RESP 31281	Pulmonary Function Testing	1
RESP 34204	Cardio-Respiratory Disorders	4
		5
Summer		
RESP 31301	Pharmacology II	1
		1
Year 2		
Fall		
RESP 31131	Equipment and Techniques I Laboratory	1
RESP 31151	Basic Assessment and Diagnosis Laboratory	1
RESP 31171	Clinical Practicum I	1
RESP 34134	Equipment and Techniques I	4
		7
Spring		
RESP 32232	Equipment and Techniques II Laboratory	2
RESP 32262	Clinical Practicum II	2
RESP 33203	Equipment and Techniques II	3
RESP 33273	Neonatal Cardiopulmonary Care	3
		10
Summer		
RESP 32302	Clinical Internship I	2
RESP 43313	Evidence Based Inquiry	3
		5
Year 3		
Fall		
RESP 42402	Advanced Assessment and Diagnosis	2
RESP 42432	Pediatric Cardiopulmonary Care	2
RESP 43403	Critical Care Practices	3
RESP 44454	Clinical Practicum III	4
RESP 41401	Legal and Ethical Issues	1
		12
Spring		
RESP 41461	Foundations of Respiratory Care Education	1

RESP 42552	Respiratory Care Seminar	2
RESP 43553	Leadership and Management	3
RESP 43563	Clinical Internship II	3
RESP 44503	Disease Management	3
		12
TOTAL		**60**

A minimum GPA of 2.0 is required to earn the degree.

PREREQUISITES – ONLINE BACHELOR OF SCIENCE IN RESPIRATORY CARE DEGREE ADVANCEMENT PROGRAM The following 55 credits are required for admission to the Online Bachelor of Science in Respiratory Care Degree Advancement Program. All listed courses are required from an institutionally accredited post-secondary academic institution and must fulfill all college requirements regarding acceptance of transfer credit. The Online Bachelor of Science in Respiratory Care Degree Advancement Program requires a total of 120 semester credits for successful completion. Upon completion of all 55 credit hours of prerequisite coursework and the program's 30-credit hour professional curriculum, the balance of ungraded course credit is awarded in recognition of the courses completed in the entry-level associate's degree program. Fulfillment of the prerequisite courses for the Online Bachelor of Science in Respiratory Care Degree Advancement Program does not guarantee admission. A final grade of C or better is required in each of the prerequisite courses. Documentation of successful completion is required by the date of registration for the first semester. Actual course titles may vary among institutions. If in doubt about the suitability of the following prerequisite courses, please contact the College of Health Professions Admissions Office.
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 (eight semester credit hours) before beginning the first semester of the program. Applicants to the full-time program track must successfully complete all prerequisites before beginning the first semester of the program. Applicants to the part-time track must successfully complete at least 35 semester credit hours of prerequisite coursework before the first semester of the program. All credits must be completed prior to graduation.

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[1]	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
ELECTIVES (Non-Respiratory Care Coursework)	9
TOTAL	**55**

Credit by Examination

The Online Bachelor of Science in Respiratory Care Degree Advancement Program **will not** accept Advanced Placement, International Baccalaureate, or College Level Examination Program credits to fulfill the required math and science coursework. The program **will** accept AP, IB or CLEP credits awarded by other institutionally accredited post-secondary academic institutions to fulfill the general education coursework. To be considered for credit transfer, the official transcript from the awarding institution must reflect the AP, IB or CLEP credits.

Notes

Science courses must be suitable for science or health professions majors and include a laboratory.

[1] One four-credit anatomy and physiology course with lab plus one four-credit hour science course with lab may be accepted, with approval from the program director.

CURRICULUM – ONLINE BACHELOR OF SCIENCE IN RESPIRATORY CARE DEGREE ADVANCEMENT PROGRAM – FULL-TIME

The following 30 credits are required in the Online Degree Advancement Program full-time track:

Course #	Title	Credits
Summer		
ISHP 33103	Multicultural Health	3
RESP 43303	Research and Evaluation	3
		6
Fall		
ISHP 43033	Healthcare Systems in America	3
RESP 41401	Legal and Ethical Issues	1
RESP 42402	Advanced Assessment and Diagnosis* (or RESP 42502 – Integration Project)	2
RESP 42571	Literature Review	3
RESP 43403	Critical Care Practices* (or RESP 43603 – Special Topics in Acute Respiratory Symptoms)	3
		12
Spring		
RESP 41461	Foundations of Respiratory Care Education	1
RESP 42441	Scholarship Project	1
RESP 43553	Leadership and Management	3
RESP 44503	Disease Management	3
ISHP 4700V	Directed Study in Professional Practice	4
		12
TOTAL		**30**

* The appropriateness of course substitution is determined in consultation with the student's faculty advisor.

A grade of "C" or higher or a mark of "S"—Satisfactory in all professional coursework is required for graduation. A minimum GPA of 2.0 is required to earn the degree.

CURRICULUM – ONLINE BACHELOR OF SCIENCE IN RESPIRATORY CARE DEGREE ADVANCEMENT PROGRAM – PART-TIME

The following 30 credits are required in the Online Degree Advancement Program part-time track:

Course #	Title	Credits
Year 1		
Fall		
RESP 41401	Legal and Ethical Issues	1
RESP 42402	Advanced Assessment and Diagnosis* (or RESP 42502 – Integration Project)	2
RESP 43403	Critical Care Practices* (or RESP 43603 – Special Topics in Acute Respiratory Symptoms)	3
		6
Spring		
RESP 43553	Leadership and Management	3
RESP 44503	Disease Management	3
		6
Summer		
ISHP 53103	Multicultural Health	3
RESP 43303	Research and Evaluation	3
		6
Year 2		
Fall		
ISHP 43033	Healthcare Systems in America	3
RESP 42571	Literature Review	3

		6
Spring		
RESP 41461	Foundations of Respiratory Care Education	1
RESP 42441	Scholarship Project	1
ISHP 4700V	Directed Study in Professional Practice	4
		6
TOTAL		**30**

* The appropriateness of course substitution is determined in consultation with the student's faculty advisor.
A grade of "C" or higher or a mark of "S"—Satisfactory in all professional coursework is required for graduation. A minimum GPA of 2.0 is required to earn the degree.

For Online Degree Advancement Program students, credit will be given for the following courses upon documentation of successful attainment of the National Board for Respiratory Care Registered Respiratory Therapist credential:

Course #	Title	Credits
RESP 31131	Equipment and Techniques I Laboratory	1
RESP 31151	Basic Assessment and Diagnosis Laboratory	1
RESP 31161	Pharmacology I	1
RESP 31171	Clinical Practicum I	1
RESP 33143	Basic Assessment and Diagnosis	3
RESP 34104	Cardiopulmonary Anatomy and Physiology	4
RESP 34134	Equipment and Techniques I	4
RESP 31281	Pulmonary Function Testing	1
RESP 32232	Equipment and Techniques II Laboratory	2
RESP 32262	Clinical Practicum II	2
RESP 33203	Equipment and Techniques II	3
RESP 33273	Neonatal Cardiopulmonary Care	3
RESP 34204	Cardio-Respiratory Disorders	4
RESP 32262	Clinical Practicum III	4
RESP 42432	Pediatric Cardiopulmonary Care	2
Total		**36**

Students who are admitted under a specific articulation agreement with another college will have credit awarded as outlined in the agreement to meet degree requirements.

PREREQUISITES – MASTER OF SCIENCE IN RESPIRATORY PROGRAM
The following 26 general education credits are required for admission to the program. All listed courses are required from an institutionally accredited post-secondary academic institution and must fulfill all college requirements regarding acceptance of transfer credit. Fulfillment of the prerequisite courses for the Master of Science in Respiratory Care Program does not guarantee admission. A final grade of C or better is required in each of the prerequisite courses. Actual course titles may vary among institutions. If in doubt about the suitability of the following prerequisite courses, please contact the College of Health Professions Admissions Office.

Area/Typical Course Title	Minimum Credits
SPEECH/COMMUNICATIONS	
Fundamentals of Speech or Speech Communication	3
MATHEMATICS	
College Algebra (or higher-level Mathematics)	3
Statistics	3
SCIENCE[1]	
Biology	
Two-semester sequence of Anatomy and Physiology w/ laboratories	8
Microbiology	
Microbiology w/ laboratory	4
Chemistry	
Chemistry w/ laboratory	4
OTHER	
Medical Terminology[2]	1

TOTAL	**26**

Credit by Examination

The Master of Science in Respiratory Care Program **will not** accept Advanced Placement, International Baccalaureate, or College Level Examination Program credits to fulfill the required math and science coursework. The program **will** accept AP, IB or CLEP credits awarded by other institutionally accredited post-secondary academic institutions to fulfill the general education coursework. To be considered for credit transfer, the official transcript from the awarding institution must reflect the AP, IB or CLEP credits.

Notes

[1] Science courses must be suitable for science or health professions majors and include a laboratory.

[2] A course substitution with demonstration of competency may be approved for medical terminology with consent of the program director.

CURRICULUM – MASTER OF SCIENCE IN RESPIRATORY CARE PROGRAM

The following 63 professional credits are required in the Master of Science program:

Course #	Title	Credits
Year 1		
Fall		
RESP 34104	Cardiopulmonary Anatomy and Physiology	4
RESP 34134	Equipment and Techniques I	4
RESP 31131	Equipment and Techniques I Laboratory	1
RESP 33143	Basic Assessment and Diagnosis	3
RESP 31151	Basic Assessment and Diagnosis Laboratory	1
RESP 31161	Pharmacology I	1
RESP 31171	Clinical Practicum I	1
		15
Spring		
RESP 34204	Cardio-Respiratory Disorders	4
RESP 33203	Equipment and Techniques II	3
RESP 32232	Equipment and Techniques II Laboratory	2
RESP 53273	Neonatal Cardiopulmonary Care	3
RESP 31281	Pulmonary Function Testing	1
RESP 32262	Clinical Practicum II	2
		15
Summer		
RESP 53343	Research and Evaluation	3
RESP 51341	Pharmacology II	1
RESP 52323	Master's Internship I	2
		6
Year 2		
Fall		
RESP 51441	Legal and Ethical Issues in Respiratory Care	1
RESP 52442	Advanced Assessment and Diagnosis	2
RESP 53443	Critical Care Practices	3
RESP 52452	Pediatric Cardiopulmonary Care	2
RESP 52573	Literature Review	1
RESP 54454	Clinical Practicum III	4
		13
Spring		
RESP 51461	Foundations in Respiratory Care Education	1
RESP 54543	Disease Management	3
RESP 52461	Scholarship Project	1
RESP 53543	Leadership and Management	3
RESP 42552	Respiratory Care Seminar	2
RESP 54464	Master's Internship II	4
		14
TOTAL		**63**

A grade of "C" or higher or a mark of "S" - Satisfactory in all professional coursework is required 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 the required Interprofessional Education (IPE) Milestones as prescribed by 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 estimated program costs 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.

Speech-Language Pathology – Master of Science Degree

Department of Audiology and Speech Pathology
Speech-Language Pathology Website
CHP Admissions Office
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.) in Speech-Language Pathology Program is a full-time, two-year program that integrates academic and clinical resources from a major medical sciences campus in the Little Rock metro area of central Arkansas. Each fall, a cohort of 24 students begins the five-semester program, which includes one summer term. The program's mission, goals, and objectives can be found on the program website.

Applicants must have a bachelor's degree from an institutionally accredited college or university. Those with a bachelor's degree in a field other than Communication Sciences and Disorders must complete prerequisite coursework in the field. 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 4 calendar years of initial admission. A minimum of 57 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 American Speech-Language-Hearing Association (ASHA) for national certification and to the Arkansas of Board of Examiners in Speech Pathology and Audiology (ABESPA) for a license to practice speech-language pathology in the state following completion of a Clinical Fellowship Year. It is the student's responsibility to be familiar with state licensure and national certification requirements.

ACCREDITATION
The Master of Science (M.S.) education program in speech-language pathology {residential] 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, MD 20850, 800-498- 2071 or 301-296-5700.

APPLICATION PROCEDURES
Before starting the Communication Sciences and Disorders Centralized Application System (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 1**. Late applications may not be reviewed after this date. Early application is strongly recommended. Official transcripts must be received by CSDCAS before **January 11** 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 1** deadline.

1. By **February 1**, complete the online application located on the UAMS website.
2. By **January 11**, applications in CSDCAS must be completed (e-submitted, payment received, and transcripts received). To access this system log on at: https://www.csdcas.org/; create your application, and monitor your application status.

You will need to submit the following documents via CSDCAS to complete your application:

1. **Application Fee**
2. **Transcripts (By January 11)**
   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 11 in order to be verified by the February 1 deadline. All other application materials (letters of recommendation, personal essay, and resume must be submitted by February 1.)

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 1)

Submit via CSDCAS:

3. **Three Letters of Recommendation**. Three letters of recommendation are required when applying to the Speech-Language Pathology Program. Among these, at least two should be from academic faculty members who are well-acquainted with the applicant's coursework in the major.
4. **Personal Essay:** Prospective students applying to the Master of Science in Speech-Language Pathology Program will be required to compose a letter to the Speech-Language Pathology Admissions Committee detailing the following:
    - 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?

    The essay must be one page long and written using a 12-point font.
5. **Resume**: Prospective students applying to the Speech-Language Pathology Program will be required to submit a personal resume that details their extracurricular activities, including but not limited to the following:
    - Community service
    - Relevant work experience
    - Research and clinical interests
    - Awards and scholarships

    The resume or CV must be one page long and written using a 12-point font.
6. **TOEFL scores** as applicable. See International Applicants in the Admissions/Academic Information section of this catalog.
7. **Submit via UAMS Online Admissions Application Through Workday:** To apply to a UAMS College of Health Professions degree program, you must complete the online admission application through Workday. Be sure to choose the "Communication Sciences and Disorders (Master of Science)" program. You must "submit" this application by February 1 to be considered for admission.
8. **Pay Workday Application Fee:** The cost of the Workday application fee is $40.00 and is paid within the application.
   Note: This is a separate application and fee in addition to CSDCAS. You will be asked to provide the date you completed your Workday Admissions Application to complete the CSDCAS application.

Application Process Summary

By January 11, submit all transcripts to CSDCAS and pay the fee.
By February 1, submit to CSDCAS: (a) letters of recommendation, (b TOEFL Scores, (c) Personal Essay, and (d) Resume.
By February 1, submit the Workday application and pay the fee.
The OAA application must be submitted and the CSDCAS application must be verified by February 1 in order to be considered for admissions. Applications not completed/verified by this date will not be considered in the application process.

Student Worker Positions: A limited number of student worker positions are available in the Department of Audiology and Speech Pathology and with our clinical partners. Please note that decisions regarding awards are not made until after an offer of admission is accepted.

CSDCAS Customer Service is available Monday through Friday, 9:00 AM to 5:00 PM EST. Phone: 617-612-2030; Email: csdcasinfo@csdcas.org.

ADMISSION FACTORS

Criteria

Admission to the Master of Science in Speech-Language Pathology Program is competitive and based on the following criteria:

- Grade-point average in Communication Sciences and Disorders courses
- Overall undergraduate GPA (for those who will have a Bachelor's in Communication Sciences and Disorders)
- Post-baccalaureate GPA plus senior undergraduate GPA (for those who had a bachelor's degree in another major and took leveling courses after graduation)
- Three letters of recommendation (at least two must be from instructors of Communication Sciences and Disorders coursework)
- Personal Essay and Resume
- Answers to the general application questions
- Test of English as a Foreign Language scores (if applicable)

Competitive Attributes

A competitive applicant for the Master of Science in Speech-Language Pathology Program should possess the following attributes:

- An overall GPA or post-baccalaureate plus senior GPA of greater than a 3.0
- Grade-point average in Communication Sciences and Disorders courses greater than a 3.4
- Recommendation letters that strongly recommend the applicant
- Writing recommendations ratings of greater than a 4 (on a 5-point scale)
- Answers to the application questions that are specific, creative and well written.
- Additional life experiences including:
    - speaking multiple languages
    - experience working with diverse groups and marginalized populations
    - leadership experiences
    - research experiences

- volunteer endeavors
- employment in a related field.

Special Considerations
The Master of Science in Speech-Language Pathology Program does not have any special considerations it uses when making admissions decisions. The program is committed to admitting, supporting, and graduating qualified candidates with diverse life experiences.

PREVIOUS DEGREE REQUIREMENTS
Applicants to the Master of Science in Speech-Language Pathology Program must have earned at least a bachelor's degree from an institutionally accredited post-secondary academic institution (or equivalent foreign degree as evaluated by Education Credential Evaluators or World Education Services). If the bachelor's degree is not in communication sciences and disorders, the applicant will also be required to take additional coursework.

PREREQUISITES
The required coursework varies based on the applicant's previous degree.

For All Applicants
In addition to the Communication Sciences and Disorders course requirements listed below, there are two additional requirements.

- Twenty-five hours of guided clinical observation are required.
- Additional coursework required for certification: Specific general coursework is required to be certified as a speech-language pathologist and by some states to begin working as a speech-language pathologist. We require that these four courses be completed prior to enrolling in the Speech-Language Pathology Program. These include an undergraduate course in each of the following areas:
  - Biological sciences
  - Physical sciences
  - Social / behavioral sciences
  - Statistics

If in doubt about the suitability of the prerequisite courses, please contact the College of Health Professions Admissions Office at CHPAdmissions@UAMS.edu or 501-686-5730.

Applicants with a degree in Communication Sciences and Disorders or Speech-Language Pathology
Applicants whose bachelor's degree is in communication sciences and disorders or speech-language pathology, will not need to complete any additional communication sciences and disorders coursework to meet the prerequisite requirements.
If coursework is being completed during the fall semester before the application deadline, your submitted transcript must include posted grades for that semester (i.e., wait until grades are posted for the fall semester before submitting your transcript).

Applicants with a Degree in Other Majors
Students with an undergraduate degrees that is not in communication sciences and disorders or speech-language pathology must complete some foundational coursework before beginning the program.
Five specific communication sciences and disorders courses are required before starting the program:

- Language acquisition
- Phonetics
- Speech and hearing science
- Clinical methods
- Anatomy and physiology of speech and hearing

Additional communication sciences and disorders coursework is considered beneficial and will strengthen your application. At the time of application, you must have at least 12 credit hours of communication sciences and disorders coursework already completed with grades shown on 0your submitted transcript.

TECHNICAL STANDARDS
Please visit the program website to see the technical standards. These include the physical, cognitive, and behavioral abilities required for students to successfully complete the Speech-Language Pathology Program. These requirements must be met by all students entering the program, with or without reasonable accommodations. At the time of admission, you will be asked to verify that you can meet the technical standards.

CURRICULUM
A minimum of 57 semester credits (SC) are required in the program. This sample plan demonstrates a program that meets the credit minimum:

Course	Title	Credits
Year 1		
Fall		
CSDI 50501	Clinical Seminar	1
CSDI 55501	First Year Clinical Rotation	1
CSDI 50101	Introduction to Clinical Methods & Writing	1
CSDI 50933	Aphasia	3
CSDI 51153	Pediatric Language Disorders I	3
CSDI 51833	Spoken Sound Disorders	3
CSDI 53502	Voice Disorders	2

		14
Spring		
CSDI 50501	Clinical Seminar	1
CSDI 55501	First Year Clinical Rotation	1
CSDI 50201	Intermediate Clinical Methods & Writing	1
CSDI 52701	Principles of Assessment in Speech Pathology	1
CSDI 52133	Dysphagia	3
CSDI 51902	Motor Speech Disorders	2
CSDI 51252	Pediatric Language Disorders II	2
CSDI 50133	Research Methods & Evidenced Based Practice	3
		14
Summer		
CSDI 50501	Clinical Seminar	1
CSDI 55501	First Year Clinical Rotation	1
CSDI 50301	Advanced Clinical Methods & Writing	1
CSDI 50402	Augmentative and Alternative Communication	2
CSDI 51632	Aural Rehabilitation for SLP	2
CSDI 5363V or	Applications in Research & Leadership	1
CSDI 5200V	or (Thesis)	(1)
		8
Year 2		
Fall		
CSDI 50501	Clinical Seminar	1
CSDI 55602	Second Year Clinical Rotation	2
CSDI 52903	Culturally Responsive Practice	2
CSDI 51143	Cognitive Communication Disorders	3
CSDI 51702	Counseling in Speech-Language Pathology	2
CSDI 51202	Fluency Disorders	2
CSDI 5363V or	Applications in Research & Leadership	1
CSDI 5200V	or (Thesis)	(1)
		13
Spring		
CSDI 50501	Clinical Seminar	1
CSDI 55602	Second Year Clinical Rotation	2
CSDI 51502	Ethics & Professional Issues	2
	Select One:	
CSDI 5200V	Thesis (*no elective needed*) or	(3)
CSDI 5363V	Applications in Research & Leadership (*select two electives)*	1
	Electives:	
CSDI 52601	Genetic Syndromes in Communication & Swallowing Disorders	1
CSDI 52801	Literacy Disorders in Speech Pathology	1
CSDI 55701	Medical Speech-Language Pathology	1
CSDI 51401	Multilingualism in Clinical Practice	1
CSDI 5304V	Independent Study (LEND students only) Sec 01	1
CSDI 5304V	Independent Study Sec 02	1
CSDI 5203V	Topics in Speech-Language Pathology	1
		8
TOTAL		**57**

Students will demonstrate mastery by earning grades of “B” or better in all courses. Students must also maintain a minimum grade point average of 3.0 to remain in good academic standing. While students can progress in the program after earning a “C” in a course, they will have to complete a remediation plan to demonstrate competence in the content for that course. 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 program-specific 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.

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Holland, Angel, PT, DPT, Ed.D., GCS, 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. Biomechanics, University of Waterloo, 1987; Ph.D., Rocky Mountain University of Health Professions, 2010.
Myane, Andrea, PT, MS, PCS, Assistant Professor (2022). B.S. University of Arkansas, 1995; M.S., University of Central Arkansas, 1997.

Sexton, Laurel, PT, DPT, WCS, Assistant Professor (2017). B.S., University of Tulsa, 1995; M.S.P.T., Des Moines University, 1999; DPT, Des Moines University, 2004.
Stone, Sean, PT, DPT, NCS, Assistant Professor (2018). B.S., University of Arkansas, 2013; DPT, University of Arkansas for Medical Sciences, 2018.
Vincenzo, Jennifer, PT, M.P.H., Ph.D., CHES, GCS, Professor (2015). B.S, PT, Quinnipiac University, 1998; MPH, CHES, Southern Connecticut State University, 2003; Ph.D., University of Arkansas at Fayetteville, 2015.
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Karaduta, Oleg, M.D., Assistant Professor (2022). M.D., Volgograd State Medical University, College of Medicine, 2004.
Lawson, Samantha, M.P.A.S., PA-C, Assistant Professor (2022). B.S., Southern Methodist University, 2006; M.P.A.S., University of Arkansas for Medical Sciences, 2015.
Mayberry, Hillary, M.P.A.S, PA-C, Assistant Professor (2021). B.S., University of Arkansas – Fayetteville, 2013; M.P.A.S. University of Arkansas for Medical Sciences, 2018.
Siebenmorgen, Lachan E., Ph.D., M.P.A.S., PA-C, Assistant Professor (2020). B.S., University of Central Arkansas, 2014; M.P.A.S., University of Arkansas for Medical Sciences, 2016.
Vawryk Button, Nadja, M.H.S., PA-C, Assistant Professor (2013). B.S., University of Maryland, 1984; M.H.S., Lock Haven University, 2001.
Wilkerson, Brittany, M.P.A.S., PA-C, DipACLM, Assistant Professor (2021), B.S., Philander Smith College, 2010; M.P.A.S. University of Arkansas for Medical Sciences, 2016.
Williams, Edward, DMSc, M.P.A.S., M.Ed., PA-C, Associate Professor (2014). B.S., University of Nebraska, Omaha, 2003; M.P.A.S., University of Nebraska, Omaha, 2004; M.Ed., University of Phoenix, 2012; DMSc, University of Lynchburg, 2022.

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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.
Jones, Thomas D., Ed.D., RRT, CPFT, FAARC, Associate Professor (2006). A.S., University of Arkansas for Medical Sciences, 1988; B.S., University of Central Arkansas, 1988; M.Ed., University of Arkansas, 2008; Ed.D., Southeastern University, 2024.
McCraney, Kendra, MBA, MHA, RRT-NPS, Assistant Professor (2024). B.S., University of Arkansas, 2014; B.S., University of Arkansas for Medical Sciences, 2018; MBA/MHA, Texas Woman's University, 2024.
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.

College of Medicine

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Faculty Affairs	501-686-4661
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Little Rock Campus
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Jessica Snowden, M.D., M.S., M.H.P.T.T., Executive Associate Dean for Research
Deanna Stiles, B.A., Associate Dean for Finance and Administration
Molly Gathright, M.D., Executive Associate Dean, Graduate Medical Education
John Spollen M.D., Executive Associate Dean for Academic Affairs
Leslie Stone, M.D., Associate Dean for Northwest Arkansas
Rebecca Latch, M.D. Associate Dean, Student Affairs
Lindsey Sward, M.D., Assistant Dean for Clinical Education
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Brian W. Jones, DHSc, Vice Chancellor for Regional Campuses
Jesse A. Cargill, B.S., R.T.(R)(ARRT), Director of Admissions
Amy Widner, M.A., Medical School Recruiting Director
Tammy Henson-Platt, Administrator, Rural Practice Programs and Admissions

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 central campus of 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 northwest campus of the medical school began offering training to junior and senior medical students in 2009. In 2021, the campus accepted first year medical students and in 2022 the campus began offering all four years of training. Clinical training in Northwest Arkansas occurs with affiliated partners in the region at Arkansas Children's Northwest, the Veterans Healthcare System of the Ozarks, Washington Regional Medical Center, Willowcreek Women's Hospital, Mercy Healthcare System, Northwest Health, and multiple private practitioner practices. 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. The UAMS Northwest Campus in Fayetteville Arkansas opened in 2008 with junior and senior medical students first training there in 2009. In 2021, the Northwest Campus of the College of Medicine accepted first year medical students in both a 3 year and 4 year track M.D. program. In 2022, all four years of medical school will be offered in Fayetteville. The Northwest Regional Campus has expanded to train students in the Colleges of Pharmacy, Nursing, Health Care Professions including Physical Therapy, Occupational Therapy, Genetic Counseling, Medical Ultrasonography and Radiological Imaging.

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 their 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.

Core Competencies for Entering Medical Students

The 15 Core Competencies for Entering Medical Students (defined below) have been endorsed by the AAMC Group on Student Affairs (GSA) Committee on Admissions (COA) and the University of Arkansas for Medical Sciences Admissions Committee. The competencies fall into four categories: Interpersonal, Intrapersonal, Thinking and Reasoning, and Science.

Interpersonal Competencies

Service Orientation: Demonstrates a desire to help others and sensitivity to others' needs and feelings; demonstrates a desire to alleviate others' distress; recognizes and acts on his/her responsibilities to society; locally, nationally, and globally.
Social Skills: Demonstrates an awareness of others' needs, goals, feelings, and the ways that social and behavioral cues affect peoples' interactions and behaviors; adjusts behaviors appropriately in response to these cues; treats others with respect.

Cultural Competence: Demonstrates knowledge of socio-cultural factors that affect interactions and behaviors; shows an appreciation and respect for multiple dimensions of diversity; recognizes and acts on the obligation to inform one's own judgment; engages diverse and competing perspectives as a resource for learning, citizenship, and work; recognizes and appropriately addresses bias in themselves and others; interacts effectively with people from diverse backgrounds.
Teamwork: Works collaboratively with others to achieve shared goals; shares information and knowledge with others and provides feedback; puts team goals ahead of individual goals.
Oral Communication: Effectively conveys information to others using spoken words and sentences; listens effectively; recognizes potential communication barriers and adjusts approach or clarifies information as needed.

Intrapersonal Competencies
Ethical Responsibility to Self and Others: Behaves in an honest and ethical manner; cultivates personal and academic integrity; adheres to ethical principles and follows rules and procedures; resists peer pressure to engage in unethical behavior and encourages others to behave in honest and ethical ways; develops and demonstrates ethical and moral reasoning.
Reliability and Dependability: Consistently fulfills obligations in a timely and satisfactory manner; takes responsibility for personal actions and performance.
Resilience and Adaptability: Demonstrates tolerance of stressful or changing environments or situations and adapts effectively to them; is persistent, even under difficult situations; recovers from setbacks.
Capacity for Improvement: Sets goals for continuous improvement and for learning new concepts and skills; engages in reflective practice for improvement; solicits and responds appropriately to feedback.

Thinking and Reasoning Competencies
Critical Thinking: Uses logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems.
Quantitative Reasoning: Applies quantitative reasoning and appropriate mathematics to describe or explain phenomena in the natural world.
Scientific Inquiry: Applies knowledge of the scientific process to integrate and synthesize information, solve problems and formulate research questions and hypotheses; is facile in the language of the sciences and uses it to participate in the discourse of science and explain how scientific knowledge is discovered and validated.
Written Communication: Effectively conveys information to others using written words and sentences.

Science Competencies
Living Systems: Applies knowledge and skill in the natural sciences to solve problems related to molecular and macro systems including biomolecules, molecules, cells, and organs.
Human Behavior: Applies knowledge of the self, others, and social systems to solve problems related to the psychological, socio-cultural, and biological factors that influence health and well-being.

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. Successful applicants must be on track to earn a bachelor's degree before they matriculate to the UAMS College of Medicine. Applicants may apply before they have received their degree, but will be required to provide proof of completion by June 30 before beginning medical school.

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:
3 semesters of Biology (to include one semester of Genetics*)
3 semesters of Chemistry (to include Organic Chemistry and Biochemistry**)
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).
** Labs for Chemistry and Organic Chemistry are not required.
***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 their 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, provided the course is accepted and given credit/ letter grade on the applicant's academic transcript from an accredited university. Students may benefit from completing coursework in some of the following subjects prior to beginning medical school. These subjects are recommended but not required: Physiology, Microbiology, Neuroscience, Histology, Cell biology, Molecular biology, Immunology, Developmental biology

In addition to the specific pre-matriculation courses required for admission, the College of Medicine In addition to the specific pre-matriculation courses required for admission, the College of Medicine does not require but recommends consideration of taking Physiology, Microbiology, Cell Biology, Neuroscience, Histology, Immunology, Developmental Biology and/or Molecular Biology.

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. The Admissions Committee will consider applications from non-Arkansas residents with or without "strong ties" to Arkansas. Because the University of Arkansas Board of Trustees policy waives out-of-state tuition for non-Arkansas residents from any of the six border states (Louisiana, Mississippi, Missouri, Oklahoma, Tennessee, Texas), preference is given to non-Arkansas residents from any of these states.

To be invited to complete a secondary application and be invited for an interview, an applicant must meet the newly established minimum MCAT threshold. The current minimum MCAT for an Arkansas resident is 500 or greater and for a non-Arkansas resident, 505 or greater. An applicant whose MCAT is below the minimum threshold will not be considered. The minimum MCAT threshold may change in subsequent admissions cycles.

Applicants who indicate on the AMCAS application that their legal state of residence is Arkansas will be required to provide detailed information on the UAMS COM online Secondary 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 150 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 August 30.

MEDICAL COLLEGE ADMISSIONS TEST (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 2027 freshman class must have taken the MCAT after January 1, 2024. 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 website 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. Arkansas residents must score 500 or greater on the Medical College Admission Test (MCAT) to be considered for the College of Medicine. Non-Arkansas residents must earn 505 or greater on the MCAT.

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 their position in the freshman class will be given to the next highest-ranking applicant on the Alternate List.

UAMS COLLEGE OF MEDICINE SECONDARY APPLICATION
Upon notification from AMCAS you have applied, your application will be reviewed to determine if you meet the minimum MCAT threshold and are eligible to submit a secondary application. To be invited to complete the secondary application and be invited for a faculty interview, Arkansas

residents must have an MCAT score of 500 or better and non-Arkansas residents must have an MCAT score of 505 or better. The minimum MCAT threshold may change in subsequent admissions cycles. A non-refundable fee of $100.00 must accompany your Secondary Application. Applicants pre-approved for the AMCAS fee-assistance program (FAP) are eligible for a 50 percent discount on 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; and disciplinary action by a licensing agency, authority or board, etc. A criminal background check will be conducted on all applicants accepted for admission.

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 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, they 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

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. Beginning with the 2026 admissions cycle, applicants invited for an interview will have two interviews. The first 30-minute interview by one interviewer will be immediately followed by a second 30-minute interview by a second interviewer. Our interviews are "blind," meaning the interviewers do not have access to your records—they will not know your MCAT or GPA, etc.

To be invited for a faculty interview, applicants must meet the newly established minimum MCAT threshold. The current minimum MCAT for an Arkansas resident is 500 or greater and for a non-Arkansas resident, 505 or greater. An applicant whose MCAT is below the minimum threshold will not be invited to complete a secondary application or be invited for a faculty interview. The Admissions Committee will not consider their application. The minimum MCAT threshold may change in subsequent admissions cycles. Because of the large number of non-Arkansas residents who apply each year, approximately 2,500 – 3,000, preference is given to non-Arkansas residents who are from one of the six border states (Louisiana, Mississippi, Missouri, Oklahoma, Tennessee, Texas) or those non-Arkansas residents who have strong ties to Arkansas. When a student matriculates, faculty evaluations are shredded and not transferred to the student's educational record.

Technical Standards

The University of Arkansas College of Medicine 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, with or without reasonable accommodation. The UAMS standards are based on the recommendations of the Association of American Medical Colleges and the requirements for accreditation of medical schools by the Liaison Committee on Medical Education. These

technical standards are also included in the Student Handbook. A medical student must acquire substantial competence in the principles and facts of all the curriculum's required basic science courses, must understand and appreciate the principles and practice of all 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 as well as the ability to effectively practice medicine (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, people whose culture, sexual orientation, or spiritual beliefs are different than their own. A medical student must be able to examine and treat the entire patient 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 display this emotional health despite stressful work, changing environments, and clinical uncertainties. The medical student must be able to modify behavior in response to constructive criticism. They must be capable of being non-judgmental when caring for a patient and not let their own personal attitudes, perceptions, and stereotypes compromise care of the patient. An individual with a diagnosed medical condition may function as a medical student as long as the condition is sufficiently managed to allow accomplishment of the above goals.

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 effectively with patients, families, and healthcare staff in order to obtain a medical history. Medical students must be able to document in patients' records 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 tests, and document patient progress. Medical students must be able to prepare a legible, comprehensive patient work-up, and present a new patient's case in a focused manner to fellow classmates, resident physicians, and attending physicians as appropriate.

Observation

Medical students must be able to gather and interpret clinical information—whether through direct observation, appropriate assistive technologies, or reasonable accommodations. This includes recognizing physical findings (such as rashes or edema), interpreting non-verbal communication, analyzing microscopic specimens, and understanding diagnostic studies like radiologic imaging and electrocardiograms. Students must also be able to perform or accurately interpret findings from auscultation, including normal and abnormal heart, vascular, and abdominal sounds. Effective, respectful communication with patients is essential, and may be achieved through spoken language or supported communication methods.

Motor Skills

Medical students must be able to conduct and interpret physical examinations using direct techniques or appropriate assistive methods and accommodations. Students must also be capable of carrying out—or ensuring the effective performance of—essential clinical tasks. Evaluation of tissues, pulses, joints, and other structures through gross and fine sensory assessment may be completed directly or with reasonable supports that allow accurate clinical judgment.

General

Medical students must be able to manage a challenging workload, adapt to unpredictable clinical needs, and function effectively under stress. Academic and clinical responsibilities may require attendance during both day and evening hours throughout the week.

In evaluating applicants and candidates for the M.D. degree, the College of Medicine must preserve the integrity of the curriculum and ensure patient safety. Reasonable accommodations may be provided, but students must still be able to carry out the essential responsibilities of medical training with sufficient independence.

The College of Medicine will consider any candidate who can perform, or learn to perform, the skills outlined in these technical standards. Students are assessed regularly on both cognitive and non-cognitive abilities required to meet the curriculum's expectations.

Approved by the Academic Standards Committee
Approved by the Basic Science Chairs
Approved by the Clinical Clerkship Directors
Approved by the Executive Committee
Approved by the General Faculty, December 2000
Revisions approved by Executive Committee February 23, 2026

Medical Education Competencies and Associated Medical Education Program Objectives
The UAMS College of Medicine has established a set of competencies that the faculty believes are essential for graduates of the College to master before graduation. Each of the competencies, along with the listed knowledge, skills, and attitudes (Medical Education Program Objectives), comprise outcomes required of each student before graduation.

These competencies, which are consistent with those established nationwide for graduate medical education, guide the development of objectives for attaining the stated competencies along with assessment methodologies to ensure that the competencies are being achieved by our courses and clerkships. These competencies not only assess student knowledge, skills and attitudes, but they also offer forms of remediation should students fail to achieve a required course/clerkship objective. The eight competencies address the key elements of becoming a physician and set the stage for our students to transition into their graduate medical education programs. To this end, the University of Arkansas for Medical Sciences College of Medicine Curriculum Committee established the medical student competencies listed below.

Undergraduate Medical Education Competencies

- Patient Care
- Knowledge for Practice
- Practice Based Learning and Improvement
- Interpersonal and Communication Skills
- Professionalism
- Systems-based Practice
- Interprofessional Collaboration
- Personal and Professional Development

Medical Education Program Objectives

Patient Care

Competent graduates will know how to provide patient-centered care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health.

- Perform all medical, diagnostic, and surgical procedures considered essential for advancement to graduate medical education.
- Gather essential and accurate information about patients and their conditions through comprehensive history-taking, physical examination, and the use of laboratory data, imaging, and other tests.
- Describe and participate in care that is safe, effective, and efficient.
- Interpret laboratory data, imaging studies, and other tests considered essential for advancement to graduate medical education.
- Make informed decisions about diagnosis and therapy based on patient information and preferences, use up-to-date scientific evidence, and clinical judgment to develop and carry out patient management plans.
- Counsel and educate patients and their families to empower them to participate in their care and enable shared decision making.
- Provide health care services to patients, families, and communities aimed at preventing health problems or maintaining health.

Knowledge for Practice

Competent graduates will demonstrate knowledge of established and evolving biomedical, clinical, epidemiological and social-behavioral sciences, as well as the application of this knowledge to patient care.

- Apply established and emerging bio-medical scientific principles fundamental to health care for patients and populations.
- Apply established and emerging principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving, and other aspects of evidence-based health care.
- Apply principles of epidemiological sciences to the identification of health problems, risk factors, treatment strategies, resources, and disease prevention/health promotion efforts for patients and populations.
- Apply principles of social-behavioral sciences to provision of patient care, including assessment of the impact of psychosocial and group influences on health, disease, care-seeking, care adherence and barriers to and attitudes toward care.

Practice-based Learning and Improvement

Competent graduates will demonstrate the ability to investigate and evaluate one's care of patients, to appraise and assimilate scientific evidence, and to continuously improve patient care based on constant self-evaluation and life-long learning.

- Identify strengths, deficiencies, and limits in one's knowledge and expertise; be able to set learning and improvement goals.
- Locate, appraise, and assimilate evidence from scientific studies related to patients' health problems.
- Use information technology effectively to manage information and support their own education and clinical practice.

Interpersonal and Communication Skills

Competent graduates will demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals.

- Communicate effectively with patients, families, and the public, as appropriate, across a broad range of backgrounds and in sensitive and difficult communication situations, including the ability to counsel patients regarding the accuracy of health information sources.
- Communicate effectively with colleagues within one's profession or specialty, other health professionals, and health-related agencies.
- Document patient encounters in a comprehensive, timely, and logical manner.

Professionalism

The competent graduate will demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles.

- Demonstrate compassion, integrity, accountability to patients, respect for patient privacy and autonomy, and respect for others.
- Demonstrate responsiveness to patient needs that supersedes self-interest.

- Demonstrate sensitivity and responsiveness to all patients and health care team members, regardless of background.
- Demonstrate a commitment to ethical principles in clinical practice, including but not limited to pertaining to provision or withholding of care, confidentiality, ethical business practices, and informed consent.

Systems-based Practice

The competent graduate will demonstrate an awareness of and responsiveness to the larger context and system of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care.

- Describe/demonstrate primary concepts of quality and safety in patient care.
- Participate in identifying system errors and implementing potential systems solutions.
- Describe the main elements of practice management and business principles, including cost awareness, as it applies to medicine.

Interprofessional Collaboration

The competent graduate will demonstrate the ability to engage in an interprofessional team in a manner that optimizes safe, effective patient- and population-centered care.

- Describe and demonstrate ability to establish and maintain a climate of mutual respect, dignity, integrity, and trust on a healthcare team.
- Use the knowledge of one's own role and the roles of other health professionals to appropriately assess and address the health care needs of the patients and populations served.
- Describe and demonstrate interprofessional teamwork concepts to provide patient- and population-centered care that is safe, timely, efficient, effective, and equitable.

Personal and Professional Development

The competent graduate will describe the qualities required to sustain lifelong personal and professional growth.

- Describe healthy coping mechanisms to respond to stress and prevent burnout.
- Identify effective strategies to manage clinical uncertainty and ambiguity while developing professional resilience.

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 will begin meeting in October of the admissions cycle to begin reviewing outstanding applicants for possible early acceptance. The Committee screens applicants to determine who will be invited to come to UAMS for faculty interviews. 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. 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 Arkansas resident 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.

The congressional district allocation of enrollment positions in the freshman class was changed with the passage of Act 806 of 2025. Arkansas Code 6-64-406 (b), concerning the allocation of enrollment positions at the University of Arkansas College of Medicine for the freshman medical class among congressional districts is amended to read as follows: The Board shall allocate twenty-five (25) positions to each congressional district. If there are not twenty-five (25) applicants from a congressional district who meet published admissions standards and accept an offer of acceptance, the remaining positions for that congressional district first shall be filled by qualified applicants who are Arkansas residents; and then by applicants that are most likely to complete the program and reside in Arkansas. An additional twenty-five (25) positions shall be allocated to applicants who are Arkansas residents. If there are not twenty-five (25) applicants who are Arkansas residents who meet published admissions standards and accept an offer of acceptance, then the remaining positions first shall be filled by qualified applicants who have ties to Arkansas, and then by applicants who are most likely to complete the program and reside in Arkansas. Positions in excess of the positions provided under the Act may be filled with applicants at large. 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.

After acceptance, an applicant is expected to complete their 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.

Individuals accepted to the College of Medicine by the admissions committee are given the opportunity to apply for the 3-year track M.D. program offered on the Northwest Campus designed for highly competitive applicants who are pursuing careers in primary care (family medicine, internal medicine and/or pediatrics). The Primary Care Scholars Admissions Sub-committee reviews applicants and makes recommendations for acceptance to the College of Medicine Admissions Committee for final approval.

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, M.D., D.O., Ph.D., 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 their application from consideration as soon as they enroll, matriculate, or start 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 they were 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 provided 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 their 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 their 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 their 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 their 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 their 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. James Graham, M.D., Executive Associate Dean for Academic Affairs, and Rebecca Latch, M.D., 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.

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. In 2022, the ceremony was held for entering medical students at the central and northwest campuses.

Program Curriculum

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 teamwork 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 began 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 nationally and internationally, 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 catalog.

***Note on Curriculum and Semester Hour Changes**
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.

Doctor of Medicine (4-Year Program)

Year 1

Course ID	Title	Credit Hours
MODU 8104V	Human Structure	9
MODU 8105V	Molecules to Cells	8
MODU 81553	Practice of Medicine I Part 1	5
MODU 8106V	Hematology	4
MODU 8103V	Disease and Defense	5
MODU 8100V	Brain and Behavior	8
MODU 81564	Practice of Medicine I Part 2	3
	Total Credit Hours	**42**

Year 2

Course ID	Title	Credit Hours
MODU 8208V	Cardiovascular	4
MODU 8200V	Musculoskeletal/Skin	3
MODU 8205V	GI/Nutrition	4
MODU 8209V	Pulmonary	3
MODU 82554	Practice of Medicine II Part 1	2
MODU 8206V	Endocrine/Reproduction	5
MODU 8210V	Renal	3
MODU 82562	Practice of Medicine II Part 2	2
MODU 82131	Independent Step I Study	1
	Total Credit Hours	**27**

Year 3

Course ID	Title	Credit Hours
INTM 83008	Internal Medicine	8
SGRY 83008	Surgery	8
PEDI 83008	Pediatrics	8
MODU 83551	Practice of Medicine III Part 1	1
MODU 8302	Transition to Clerkships	3
NEUR 83004	Neurology	4
PSCH 83006	Psychiatry	6
FMED 83104	Family Medicine	4
OBGN 83006	Obstetrics/Gynecology	6
MODU 83561	Practice of Medicine III Part 2	1
(varies)	Two 2-Week Selectives (2 credit hours each)	4
	Total Credit Hours	**48**

Year 4

Course ID	Title	Credit Hours
GERI 8440V	Geriatrics	4
MODU 84551	Residency Prep Part 1	1
MODU 84561	Residency Prep Part 2	1
(varies)	Acting Internship	4
(varies)	M4 Electives	24
	Total Credit Hours	**34**

Total Program Credit Hours: 151

Doctor of Medicine (3-Year Program)

Year 1

Course ID	Title	Credit Hours

MODU 81073	Introduction to Primary Care	3
MODU 8104V	Human Structure	9
MODU 8105V	Molecules to Cells	8
MODU 81553	Practice of Medicine I Part 1	5
MODU 8106V	Hematology	4
MODU 8103V	Disease and Defense	5
MODU 8100V	Brain and Behavior	8
MODU 81564	Practice of Medicine I Part 2	3
	Total Credit Hours	**45**

Year 2

Course ID	Title	Credit Hours
FMED 82108	Primary Care Clerkship	8
MODU 8208V	Cardiovascular	4
MODU 8200V	Musculoskeletal/Skin	3
MODU 8205V	GI/Nutrition	4
MODU 8209V	Pulmonary	3
MODU 82554	Practice of Medicine II Part 1	2
MODU 8206V	Endocrine/Reproduction	5
MODU 8210V	Renal	3
MODU 82562	Practice of Medicine II Part 2	2
MODU 82131	Independent Step I Study	1
	Total Credit Hours	**35**

Year 3

Course ID	Title	Credit Hours
INTM 83008	Internal Medicine	8
SGRY 83008	Surgery	8
PEDI 83008	Pediatrics	8
MODU 83551	Practice of Medicine III Part 1	1
MODU 8302	Transition to Clerkships	3
NEUR 83004	Neurology	4
PSCH 83006	Psychiatry	6
FMED 83104	Family Medicine	4
OBGN 83006	Obstetrics/Gynecology	6
MODU 83561	Practice of Medicine III Part 2	1
(varies)	Two 2-Week Selectives (2 credit hours each)	4
	Total Credit Hours	**48**

Total Program Credit Hours: 128

Master of Science in Applied Health Sciences

Year 1

Course ID	Title	Credit Hours
MODU 8104V	Human Structure	9
MODU 8105V	Molecules to Cells	8
MODU 81553	Practice of Medicine I Part 1	5
MODU 8106V	Hematology	4
MODU 8103V	Disease and Defense	5
MODU 8100V	Brain and Behavior	8
MODU 81564	Practice of Medicine I Part 2	3
	Total Credit Hours	**42**

Year 2

Course ID	Title	Credit Hours
MODU 8208V	Cardiovascular	4

MODU 8200V	Musculoskeletal/Skin	3
MODU 8205V	GI/Nutrition	4
MODU 8209V	Pulmonary	3
MODU 82554	Practice of Medicine II Part 1	2
MODU 8206V	Endocrine/Reproduction	5
MODU 8210V	Renal	3
MODU 82562	Practice of Medicine II Part 2	2
MODU 82131	Independent Step I Study	1
	Total Credit Hours	**27**

Total Program Credit Hours: 69

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.

Northwest Campus

The UAMS Northwest campus in Fayetteville, Arkansas, was launched in 2008 as the first regional medical campus for UAMS, and enabled the UAMS College of Medicine to expand its class size while providing community-based education for students completing their M3 and M4 clinical years of training in Northwest Arkansas. In 2021, a 3-Year Primary Care Scholars MD Training Track was approved and launched exclusively on the Northwest Campus. An admissions sub-committee reviews and selects candidates for the program. Characteristics of successful applicants include maturity, experience in primary care, and an expressed dedication to a career in internal medicine, family medicine, pediatrics, med-peds or obstetrics and gynecology. Selected students are highly competitive, emotionally intelligent, academically gifted individuals felt to be equipped to manage the rigors of the focused 3-year medical school curriculum. A full 4-year track was also launched in 2021 on the Northwest Campus for UAMS COM medical students who wished to complete all four years of medical school training in Fayetteville. The 3-year M.D. pathway requires mastery of the same educational goals and objectives as the 4-year pathway, but through an intensely focused and condensed schedule. The 3-year curriculum begins two weeks prior to the 4-year basic science courses with primary care focused clinical content, includes an anatomy boot camp over fall break and a primary care focused 8-week clinical course over the summer between the first and second years of medical school. Much of the curriculum is taught in sync between campuses, with some of the content being delivered in person and some virtually. Northwest Campus medical students learn anatomy utilizing resources (3D virtual reality cadavers and plastinated cadavers) that do not require dissection. Northwest campus students have had more open study time woven throughout the semester while Little Rock campus students spend that time in wet anatomy lab.

The M3 and M4 clinical training previous to 2023-24 utilized a longitudinally integrated curriculum but now is done in block rotations exactly the same as the Little Rock students. Training is accomplished in community-based medical facilities and private practices where students work more directly with physicians in practice in the Northwest Arkansas area. Some of the training takes place within resident teaching teams in the local UAMS-affiliated Family Medicine and Internal Medicine residency programs. Although in two geographically different sites, student services available on the main campus are available at the Northwest 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 training on the Northwest Campus each year is approximately 20 per class. Students training in Northwest Arkansas make up the Compton Academic House.

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 ensuring 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 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, to 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. Students 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 sixth 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 concerns or complaints regarding any policy, procedure or practice prohibited by these acts should be addressed to the College of Medicine Dean's Office. UAMS has established a special grievance procedure for any student who alleges the existence of any policy, procedure, or practice prohibited by these laws. The UAMS Grievance Policy can be found in the Academic Policies section of this catalog.

Transcripts

Transcripts and other items submitted by (or on 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 (FERPA) 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 UAMS 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 at UAMS can be made and released only upon the written authorization of the student, or as stipulated in the policy noted above. More information regarding UAMS transcripts can be found in the Enrollment Services section of this catalog and at https://registrar.uams.edu/transcripts. UAMS policy related to FERPA can be found in the Academic Policies section of this catalog, and at https://registrar.uams.edu/ferpa.

Privacy of Student Records

The College of Medicine ensures 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 goodwill 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 45 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 provide for the refurbishment of medical student lounges at UAMS and the Arkansas Children's Hospital.

The Parents Club contributed $50,000.00 to furnish the medical student lounge 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 family medicine physician with a robust obstetrical practice and a celebrated 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 a 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.

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 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 are 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 their 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 College of Medicine sponsors 69 core residency and fellowship programs with approximately 915 trainees. 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.

Information about graduate medical education programs within the UAMS COM is available at: https://medicine.uams.edu/gme/.

Regional Programs/Campuses

The UAMS Regional Campuses division is an integral component of the University of Arkansas for Medical Sciences, with a central program office on the UAMS campus in Little Rock. However, unlike other UAMS programs, Regional Campuses are located in nine 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 Campuses 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 seven 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 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.

Programs sponsored through UAMS Regional Campuses

- Seven fully accredited Family Medicine residency programs and one Sports Medicine Fellowship
- Honors Program in Rural & Urban Underserved Primary Care
- 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 the UAMS campus library in Little Rock as well as the National Library of Medicine in Washington, D.C.
- Family Medicine Interest Group (FMIG)
- Rural Medicine Student Leadership Association (RMSLA)

For more information, contact Jessica Bursk, Program Coordinator, at JLBursk@uams.edu, 501-686-5260, or visit the UAMS Regional Programs website at https://regionalcampuses.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 Nursing

Contact Information

Little Rock campus:
4301 W. Markham St. #529
Little Rock, AR 72205-7199
501-686-5224
Northwest campus:
1125 N. College Ave.
Fayetteville, AR 72709
479-332-0605
https://nursing.uams.edu/

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 Nursing. Additional policies on a variety of topics can be found in the *College of Nursing Student Handbook* and in the general information section of this catalog.

Policy Statement Regarding This 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 Nursing (CON) reserve the right to change policies at any time and without prior notice. All students in the College of Nursing 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.

Dean, Associate Deans, Directors, Assistant Directors, and Coordinators

Sarah J. Rhoads, Ph.D., DNP, WHNP-BC, APRN, FAWHONN, FAAN, Dean
Teresa Whited, DNP, RN, APRN, CPNP-PC, Associate Dean for Academic Programs and Accreditation
Tracie Seidl, MPA, Associate Dean for Administration
Nickolas Zaller, Ph.D., Associate Dean for Research
TBA (currently vacant), Associate Dean for Practice and Community Engagement
Larronda Rainey, DNP, RN, CNE, Chair, Department of Nursing Education
Laura Hays, PhD, APRN, CPNP-PC, FAHA, FAAN, Chair, Department of Nursing Science and Practice
Jamie Jones, Ph.D., RN, CNE, Director, Accelerated BSN Program
Elizabeth Riley, DNP, APRN, CPNP-AC, PED-BC, RNC-NIC, CNE, ANEF, Director, Traditional BSN Program
Albrey Love, DNP, APRN, CNPC-PC, Director, MNSc and DNP Programs
Neal Reeves, MBA, DNP, CNE, NI-BC, Interim Assistant Director, MNSc and DNP Programs
Martina Steed, Ph.D., MSN, CRNA, NSPM-C, CHSE, FAANA, Interim Director, Nurse Anesthesia Program
Mark Dunavan, DNP, CRNA, Assistant Director, Nurse Anesthesia Program
Samantha Crouch, DNP, CNM, FACNM, IBCLC, Director, Nurse-Midwifery Program
Dominique DuBois, Ph.D., CNM, RN, Assistant Director, Nurse-Midwifery Program
Martha Rojo, Ph.D., BSN, Director, Ph.D. in Nursing Science Program
Corey Nagel, Ph.D., MPH, RN, Director, Hartford Center of Geriatric Nursing Excellence
Amanda Spinks, MPA, Director, Student Services
Ava Coleman, MS, Assistant Director, Student Enrollment
Kellie Bishop, DNP, APRN, CPNP-PC, PMHNP-BC, PMHS, Coordinator, Primary and Acute Care Pediatric Nurse Practitioner Specialty
Kellie Bishop, DNP, APRN, CPNP-PC, PMHNP-BC, PMHS, Coordinator, Psychiatric Mental Health Nurse Practitioner Specialty
Laura Mayfield, DNP, APRN, FNP-BC, Coordinator, Family Nurse Practitioner Specialty
Bridget McCarty, DNP, APRN, AG-ACNP-BC, Coordinator, Adult Gerontology Acute Care Specialty
Neal Reeves, MBA, DNP, CNE, NI-BC, Alumnus CCRN, Coordinator, Nursing Administration Specialty
Elizabeth Riley, DNP, RNC-NIC, CNE, Coordinator, Nurse Educator Specialty
Janice Taylor, DNP, APRN, GNP-BC, AGPCNP-BC, Coordinator, Adult Gerontology Primary Care
Pam LaBorde, DNP, APRN, CNE, Coordinator, Post-Masters DNP
Fermin Renteria, DNP, APRN, CPNP-PC, CNE, Coordinator, Innovative Practice and Simulation Center
Nicole Ward, PhD, RN, APRN, WHNP-BC, Coordinator, ATI
Natalie Capps, PhD, MNSc, RN, Coordinator, BSN Honors Research Program

Faculty

Michael Agbor, 2024, Adjunct Instructor
BSN, Southern University and A&M College; MSN.Ed, Western Governors University; DNP, University of Arkansas for Medical Sciences

Jocelyn Anderson, 2023, Associate Professor
BSN; St. Cloud State University; MSN, Ph.D., Johns Hopkins University

Maeghan Arnold, 2016, Assistant Professor
BSN, University of Central Arkansas; MNSc, DNP, University of Arkansas for Medical Sciences

Britni Ayers, 2024, Assistant Professor
BA, Northern Arizona University; MA, Ph.D., University of Arkansas

Claudia Barone, 1991, Professor
BSN, Russell Sage College; MSN, University of Virginia; EdD, University of Arkansas at Little Rock; DNP, University of Arkansas for Medical Sciences

Brittany Beasley, 2018, Assistant Professor
BSN, Ph.D., University of Arkansas for Medical Sciences

Kellie Bishop, 2021, Assistant Professor
BSN, University of Central Arkansas; MNSc, DNP, University of Arkansas for Medical Sciences

Natalie Pate Capps, 2003, Assistant Professor
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Samantha Crouch, 2024, Assistant Professor
BA, BSN, University of Arkansas; MS, DNP, Oregon Health and Science University

Leonie DeClerk, 2013, Professor
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BA, University of California Los Angeles; MNS, Oregon Health and Science University; Ph.D., University of Arkansas for Medical Sciences

Mark Dunavan, 2019, Assistant Professor
BSN, University of Arkansas for Medical Sciences; MNA, CRNA, University of Alabama-Birmingham; MSN, DNP, Union University

Beverly English, 2011, Assistant Professor
BSN, Baylor University; MNSc, University of Arkansas for Medical Sciences

Michelle Gonzalez, 2019, Associate Professor
BSN, North Park College; MSN, DePaul University/Ravenswood Hospital and Medical Center, BS, MSOM, Midwest College of Oriental Medicine; Ph.D., Trident University International; Teaching in Nursing and Health Professions Certificate, University of Maryland, School of Nursing.

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Laura Hays, 2019, Associate Professor
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Marilyn Faye Hughes, 2011, Assistant Professor
BSN, MNSc, DNP, University of Arkansas for Medical Sciences

Heather Hunter, 2023, Instructor
BSN, MSN, University of Arkansas

Jamie Jones, 2022, Assistant Professor
BSN, University of Arkansas Monticello; MSN, Walden University; Ph.D., University of Arkansas for Medical Sciences

Christie Keller, 2022, Instructor
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Emily Koelsch, 2025, Instructor
BSN, MSN, Boston College

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BSN, University of Arkansas for Medical Sciences; MSN, Vanderbilt University; DNP, University of Arkansas for Medical Sciences

Carley Lueken, 2025, Instructor
BSN, DNP, University of Arkansas at Fayetteville

Albrey Love, 2017, Associate Professor
BSN, Arkansas Tech University; MNSc, University of Arkansas for Medical Sciences; DNP, East Carolina University

Margaret Love, 2021, Assistant Professor
BSMT, University of Arkansas for Medical Sciences; BSN, MNSc, DNP, University of Arkansas for Medical Sciences

Laura Mayfield, 2014, Assistant Professor
BS, University of Central Arkansas; ADN, University of Arkansas, Little Rock; MNSc, DNP, University of Arkansas for Medical Sciences

Bridget McCarty, 2022, Assistant Professor
BSN, MSN, DNP, University of South Florida

Rochelle McFerguson, 2019, Assistant Professor
BSN, University of Central Arkansas; MNSc, University of Arkansas for Medical Sciences

Corey Nagel, 2017, Associate Professor
BSN, University of Arkansas for Medical Sciences; MS, MPH, Ph.D., Oregon Health & Science University

Whitney Norris, 2025, Instructor
BA, MS, Harding University; PhD, University of Arkansas for Medical Sciences

Cara Osborne, 2025, Instructor
BA, Transylvania University; MSN, Vanderbilt University; MS, ScD, Harvard University

Megan Owen, 2022, Assistant Professor
BSN, University of Arkansas; MNSc, University of South Alabama; DNP, University of Arkansas

Pearman Parker, 2021, Assistant Professor
BSN, University of South Carolina; Ph.D., University of South Carolina

Brian Parks, 2024, Instructor
BS, Abilene Christian University; Ph.D., University of Arkansas for Medical Sciences

Casey Polk, 2023, Instructor
BA, Stanford University; Dipl PH, University of Western Australia; ADN, University of Arkansas at Little Rock; MSN, Duke University; DNP, University of Arkansas for Medical Sciences

Jennifer Rader, 2022, Instructor
LPN, St. Vincent Health System School of Practical Nursing; ADN, University of Arkansas at Little Rock; BSN, University of Arkansas for Medical Sciences; MSN, Anesthesia, Arkansas State University; DNAP, Missouri State University

Larronda Rainey, 2008, Assistant Professor
BSN, University of Central Arkansas; MNSc, University of Arkansas for Medical Sciences; DNP, American Sentinel University

Lakendra Ready, 2021, Instructor
AAS, Arkansas State University Beebe; RN, Baptist Health School of Nursing and Allied Health; BSN, University of Arkansas at Little Rock; MNSc, DNP, University of Arkansas for Medical Sciences

Doug (Neal) Reeves, 2018, Associate Professor
RN, Baptist School of Nursing; BS, Organizational Management, John Brown University; MBA, Kaplan University; MNSc, Walden University; DNP, University of Arkansas for Medical Sciences

Fermin Renteria, 2005, Assistant Professor
BSN, Henderson State University; MNSc, University of Arkansas for Medical Sciences, DNP, American Sentinel University

Sarah J. Rhoads, 2025, Dean and Professor
BSN, MNSc, Ph.D., University of Arkansas for Medical Sciences; DNP, University of Tennessee Health Science Center

Leah Richardson, 2014, Assistant Professor
BSN, Arkansas Tech University; MSN, University of Phoenix; Ph.D., University of Arkansas for Medical Sciences

Elizabeth Riley, 2019**,** Associate Professor
BSN, University of Arkansas for Medical Sciences; MNSc, University of Arkansas for Medical Sciences; DNP, American Sentinel University

Martha Rojo, 2015, Assistant Professor
BSN, California State University; MSN, University of Southern California; Ph.D., University of Arkansas for Medical Sciences

Brook Scalzo, 2022, Instructor
BSN, University of Arkansas at Little Rock; MNSc, University of Arkansas for Medical Sciences

Martina Steed, 2025, Assistant Professor
BSN, University of Arkansas for Medical Sciences; MSN, Southern Illinois University—Edwardsville; Ph.D., Walden University

Taylor Steele, 2019, Assistant Professor
BSN, MNSc, DNP, University of Arkansas for Medical Sciences

Kimberly Stickley, 2017, Assistant Professor
BSN, University of Arkansas for Medical Sciences; DNP, University of Tennessee Health Science Center

Janice Taylor, 2019, Assistant Professor
BSN, MNSc, University of Arkansas for Medical Sciences; DNP, University of Tennessee Health Science Center

Stephanie Trotter, 2018, Assistant Professor
BA, Kansas State University; Ph.D., University of Arkansas for Medical Sciences

Kinsey Troxler, 2024, Instructor
BSN, Chamberlain University; MSN, Capella University; DNP, University of Arkansas for Medical Sciences

Cesalie Wallace, 2021, Instructor
BSN, University of Central Arkansas; DNP, University of Tennessee Health Science Center

Nicole Ward, 2013, Associate Professor
BSN, Arkansas Tech University; MNSc, Ph.D., University of Arkansas for Medical Sciences

Rebecca Webb, 2022, Assistant Professor
BA, University of Arkansas; MNSc, BSN, University of Arkansas for Medical Sciences

Suzanne White, 2025, Instructor
BSN, MNSc, University of Arkansas for Medical Sciences

Teresa Whited, 2015, Associate Professor
BSN, MS, University of Oklahoma; DNP, Texas Christian University

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

Patricia Cowan, 2025, Dean and Professor
BSN, University of Missouri; MSN, University of Kansas; Ph.D., University of Tennessee Health Science Center

Donna Gullette, 2023, Professor
Ph.D., University of Alabama at Birmingham

Melodee Harris, 2025, Associate Professor
Ph.D., University of Arkansas for Medical Sciences

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

Donna Middaugh, 1988, Clinical Associate Professor
BSN, University of Nebraska, Omaha; MSN, University of Texas at San Antonio; Ph.D., Kennedy Western University

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

Sharon Stevenson, 2025, Associate Professor
DNP, University of Tennessee Health Science Center

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

Judith Weber, 2025, Professor
Ph.D., University of Arizona

Sophronia Williams, 1997, Associate Professor
BSN, MSN, Washington University

Patricia Wright, 1998, Associate Professor
Ph.D., University of Arkansas for Medical Sciences; MPH, University of Arkansas for Medical Sciences; RN, Harding 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
Tiffany Huitt, Ph.D., Associate Professor
Pearl McElfish, Ph.D., MBA, MA, BA, Assistant Professor
Amy Leigh Overton-McCoy, Ph.D., MNSc, BSN, Clinical Assistant Professor
Kimberly Stephens, Ph.D., MPH, Assistant Professor

Organization and History

The College of Nursing includes two departments: Nursing Education and Nursing Science and Practice, and seven programs: Traditional Bachelor of Science in Nursing, Accelerated Bachelor of Science in Nursing, RN-BSN/MNSc, Master of Nursing Science (includes Nursing Administration, Nursing Education, Nurse-Midwifery, and seven Nurse Practitioner tracks), Doctor of Nursing Practice (includes Nurse Anesthesia, Leadership, and seven Nurse Practitioner tracks), post-graduate certificate (seven Nurse Practitioner tracks), and Doctor of Philosophy in Nursing. For more information about the college, please visit the College of Nursing website.

History

In March, 1953, the College of Nursing was established as an independent professional school of the University of Arkansas for Medical Sciences 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. The accelerated baccalaureate program was established on the UAMS Northwest Arkansas campus in May 2022, with the first class graduating in August 2023. Further details are provided in the section of this catalog describing the program leading to the Bachelor of Science in Nursing degree.

In 1991, the CON implemented an educational pathway for registered nurses (RNs) to obtain their BSN degrees. Admission to the RN-to-BSN track was suspended in Fall 2022. In 2024, a RN-to-MNSc program was initiated, enabling RNs to seamlessly earn both their BSN and MNSc degrees.

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 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 inaugural class began fall semester 2013 with the first cohort graduating May, 2015. The Doctor of Nursing Practice (DNP) program blends clinical, organizational, economic and leadership skills to prepare nurses at the highest level of practice to lead health care innovation and influence policy. Graduates of the DNP program are prepared to lead interprofessional teams to identify, implement, and evaluate innovative health care models to improve quality outcomes for individuals, families, and populations.

The Doctor of Philosophy program with a major in nursing science, 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*.

Accreditation

The University of Arkansas for Medical Sciences is a member of and accredited by the Higher Learning Commission. The baccalaureate program of the College of Nursing is approved by the Arkansas State Board of Nursing. The baccalaureate, master's, doctor of nursing practice, and post-graduate APRN programs of the College are fully accredited by the Commission on Collegiate Nursing Education (CCNE). The DNP Nurse Anesthesia program is fully accredited by the Council on Accreditation (COA). The MNSc Nurse-Midwifery program is pre-accredited by the Accreditation Commission for Midwifery Education (ACME).

College of Nursing Mission Statement

The UAMS College of Nursing is committed to scholarly excellence in (1) undergraduate 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 CON embraces and practices the philosophies of cultural humility and cultural proficiency. Cultural humility and proficiency is an expected standard in healthcare, and the combination of these philosophies advocates the practice of acceptance and affirmation. Cultural humility incorporates a lifelong commitment to self-evaluation and critique, to redressing the power imbalances in the healthcare provider-patient dynamic, and to developing mutually beneficial and non-paternalistic partnerships with communities on behalf of individuals and defined populations. Cultural proficiency is recognized as the knowledge, skills, attitudes and beliefs that enable people to work well with, respond effectively to, and be supportive of people in cross-cultural settings.

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. Additionally, preparing and supporting a culturally humble, proficient, and responsive workforce that demonstrates the attitudes, knowledge and skills necessary to work effectively with diverse populations is an important strategy to reduce disparities in the areas of health care, academics, and research.

College of Nursing Core Values

In alignment with the University of Arkansas for Medical Sciences core values, the College of Nursing is committed to promoting excellence in nursing education, research, and service through:

Caring: promoting health through protection, enhancement, and preservation of dignity in response to the human condition.

Integrity: adherence to the principles of the nursing profession while respecting the moral wholeness, dignity, and diversity of every person.

Diversity and Respect: fostering a climate of mutual respect and equity through affirmation of the uniqueness and differences among persons, beliefs, values, ideas, practices, and ethnicities.

Excellence: continually striving for nursing excellence through innovative, evidence-based approaches that facilitate learning and the advancement of the nursing practice.

Safety: commitment to the protection, safety, and high-quality health outcomes of all persons we serve through education, research, and service.

Teamwork and Creativity: interprofessional collaboration characterized by flexibility, imagination, resourcefulness, and vision for the advancement of nursing education and practice.

Student Services

The Student Services Office assists the Dean and the academic programs in the recruitment, selection, and admission of students, the maintenance of student admission records, and other student affairs. The Student Services Office is located on the fifth floor of the Rahn Building. The office is

open 8:00 a.m. – 4:30 p.m. Monday through Friday. Appointments may be made by calling (501) 686-5224, emailing **conadmissions@uams.edu**, or by using the online request form found on the College of Nursing website.

Student Services Personnel

Amanda Spinks, MPA, Director of Student Services
Ava Coleman, MS, Assistant Director of Student Enrollment
Marla Harris, Administrative Coordinator

Admissions

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 program to which the application is being made. Each program establishes predetermined selection criteria and admits no more than the total class capacity.

UAMS is committed to providing equal access to learning opportunities to students with disabilities. Please refer to Section 4.5 – Student Disability Support Services in this catalog for more information.

It is the policy of UAMS that members of the University community neither commit nor condone acts of bigotry, racism or discrimination. Please refer to Section 2.1.1 – Non-Discrimination Statement in this catalog for more information.

Deferred Action for Childhood Arrivals (DACA) Applicants

For information regarding DACA applicants please visit: https://healthy.arkansas.gov/wp-content/uploads/Final.17ADH-SBN_121Licensure.pdf

Application Deadlines 2026–2027

Program	Date
Traditional Baccalaureate in Nursing (BSN)	March 1
Accelerated Baccalaureate in Nursing (BSN)	March 1
RN-BSN/MNSc (Completion Program)	September 1 (spring matriculation); March 1 (fall matriculation)
Master of Nursing Science (MNSc)	September 1 (spring matriculation); March 1 (fall matriculation)
Nurse-Midwifery (MNSc)	September 1, 2026 (spring 2027 matriculation); March 1, 2027 (fall 2027 matriculation) **Beginning in spring 2028:** spring matriculation only (September 1, 2027 deadline for January 2028 start)
Doctor of Nursing Practice (DNP)	September 1 (spring matriculation); March 1 (fall matriculation)
Nurse Anesthesia (DNP)	September 1

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 Checklist

Application Fee—The application fee is $50.00 for all programs **except** the DNP Nurse Anesthesia program, which requires a $150 application fee.

Transcripts—Official transcripts from all previously attended institutions are required. Transfer credit is only accepted from accredited institutions.

Official transcripts (in sealed envelopes) of course work from **ALL** institutions attended should be forwarded to the College of Nursing, ATTN: Director of Student Services, for review. Upon request, an accompanying catalog for the years covered by the transcript may be requested before evaluation can take place.

Mail all transcripts to:

UAMS College of Nursing
Student Service Office
4301 W. Markham, **Slot 529**
Little Rock, Arkansas 72205

Electronic transcripts sent directly to the College of Nursing are considered official.

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), 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.

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). Refer to catalog section 5.10.1 – English Fluency and Literacy Requirement: TOEFL

Health Insurance—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 CON students with various clinical sites.

Programmatic Admission Requirements—All applicants should review the requirements for the program for which application is being made. Requirements are the essential abilities and characteristics that are required for admission to, participation in, and completion of the specific academic program. Requirements can be located on each CON program's webpage. Should you have any questions, please contact the individual program.

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 of Academic Programs and Accreditation or the Directors of the TBSN or ABSN programs advise 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, the specialty coordinator or program director for that specialty will serve as the student's advisor. The specialty coordinator or program director will meet with the student, design a program of study and review pertinent policies, procedures, and requirements of the program. The student should meet with the specialty coordinator or program director prior to the first semester of enrollment to update and/or revise the program of study. The student receives 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/program director to revise and/or change the program of study. The Director of DNP/MNSc Programs is available to assist after the student has met with the specialty coordinator/program director.

DNP Students

Once the student is admitted to the DNP program, the specialty coordinator or program director for that specialty will serve as the student's advisor. The program director or specialty coordinator will meet with the student, design the program of study, and review pertinent policies and procedures required of the program. The student should meet with the program director or specialty coordinator prior to the first semester of enrollment to update and/or revise the program of study. The student receives a copy of the program of study. If changes are necessary in the program of study, the student should make an appointment with the program director or specialty coordinator to revise and/or change the program of study. The Director of DNP/MNSc Programs is available to assist after the student has met with the specialty coordinator/program 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. Students receive a copy of the program of study from the Director the Ph.D. Program. If changes are necessary in the program of study, each student is expected to update their program of study with the Director of the Ph.D. Program and their advisor.

Auditing a Course

A student may audit a course with permission from the program on a space-available basis. To audit a course, a student must submit to the Office of the University Registrar a completed add/drop form indicating "audit" for the selected course, and pay the appropriate tuition and fees. Tuition and fee charges for audited courses are equal to those of regularly enrolled courses, and audited courses are not eligible for financial aid consideration. The last day to change from audit to credit is the fifth day of class. Students are not permitted to audit any course with 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 graduate 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 graduate 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 graduate 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 that student has met the following qualifications:

1. The student completed ≥12 hours for the whole semester (both fall and spring) in the BSN program, **or**

2. The student completed at least five (5) hours for the whole semester (both fall and spring) in the RN-BSN program, **or**
3. The student completed at least five (5) hours for the whole semester (both fall and spring) in the MNSc Program, **or**
4. The student completed at least five (5) hours for the whole semester (both fall and spring) in the DNP or Ph.D. programs; **and**
5. The student had at least a 3.75 grade point average for the semester; **and**
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 Honors" from the College of Nursing, a student must have a program grade point average of 3.50 to 3.69. Those students whose program grade point averages are 3.70 or higher will graduate with "With High Honors." Grade point averages are not rounded up; thus, a student must have a >/= 3.50 or >/= 3.70 in order to receive the "honors" or "high honors" designations.

The program grade point average 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). They will be recognized at the Pinning, Hooding, and Recognition Ceremony based off the fall calculation. Students who achieve honors during the spring semester will not be recognized at the Pinning, Hooding, and Recognition Ceremony.

Certification/Licensure/Registry Requirements

Successful completion of a nursing program does not itself ensure 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 must make 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 (and preceptor, as applicable) 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, unless the student is participating in an Earn to Learn program. 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 standard calculation of a credit hour outlined in Policy 2.1.5 is used for didactic courses that meet face-to-face and online. 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. 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.

3 Semester credit hours = 1 hour instruction * 3 x p/wk * 15 weeks = 45 hours effort
+ 2 hours study/prep * 3 x p/wk * 15 weeks = 90 hours effort

For clinical courses in the College of Nursing (CON), the ratio of credit hours to clock hour is 1:3 for baccalaureate courses and 1:6 for clinical courses in the Doctor of Nursing Practice and master's program (MNSc), except for the nursing administration practicum and nursing education practicum, which are 1:3, and the nurse practitioner specialty practicum courses which are 1:4.

For example:

- A baccalaureate clinical course that is 2.5 credits will require 112.5 clock hours in a 15-week period.
- A graduate clinical course of 3 credits will require 270 clock hours in a 15-week period.
- For DNP clinical courses, the ratio of credit hours to clock hours is 1:6. For example, a DNP clinical course of three hours will require 210 clock hours in the 15-week semester.

Course Syllabi and Equipment

Course syllabi are located in each respective course's Blackboard site. 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 and Simulation Center.

Students in all College of Nursing Programs 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 both the traditional and accelerated BSN programs will be required to use a laptop (tablets are **not** acceptable) for testing and accessing resources needed for clinical and coursework. Details regarding the minimum device specifications needed will be included in an information packet sent out after acceptance to the program.

CPR and Advanced Life Support Certifications

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 course is the American Heart Association (Health Care Provider). 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. The Nurse Anesthesia Program requires Advanced Cardiac Life Support (ACLS), Basic Cardiac Life Support (BCLS), and Pediatric Advanced Life Support (PALS) certifications at the time of application, and these must be maintained throughout the program. Current CPR and programmatic certification(s) will be required annually.

Criminal Background Check and Drug Screen

The College of Nursing will require criminal background checks to be performed annually on all students and will utilize the services of VerifyStudents (www.verifystudents.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 VerifyStudents (www.verifystudents.com) as a condition of matriculation into the University of Arkansas for Medical Sciences College of Nursing or, if applicable, the UAMS 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 of Academic Programs and Accreditation;
    b. Director of Student Services; and
    c. An associate dean, program director, or designee (if needed).
2. Upon receipt of a criminal background check report from VerifyStudents, 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 of Academic Programs and Accreditation (Ex-officio, committee chair)
    c. Associate Dean for Practice and Community Engagement
    d. Directors of TBSN and ABSN programs
    e. Director of DNP/MNSc programs
    f. Director of Nurse-Midwifery program
    g. Director of Nurse Anesthesia program
2. The committee also includes the following non-voting members:
    a. Director of Student Services
    b. Legal Counsel
3. The Associate Dean of Academic Programs and Accreditation 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 of Academic Programs and Accreditation 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 or rescind the offer of conditional admission. 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 of Academic Programs and Accreditation 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 of Academic Programs and Accreditation 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 of Academic Programs and Accreditation 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 of Academic Programs and Accreditation will advise the student that they have 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.

Drug Screen Policy
In the event of a positive drug screen, the Associate Dean for Academic Programs will meet with the student to review findings. Depending on the specifics of the positive result, the student may be placed under a for-cause drug testing contract, which would require that all further drug screens be negative, or the student may be administratively withdrawn or dismissed from the program. Positive drug screens while the student is under a for-cause drug testing contract can result in withdrawal of conditional admission and/or dismissal from the program.

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 screening 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 titer 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)
- Two-Step TB Skin test (Tests must be a minimum of 1 week apart from placements) or A QuantiFERON-tb Gold Plus or T-spot blood test (The tests must be within 1 year of start date)

Clinical agencies and UAMS also require annual flu vaccines for all students, regardless of location. The University of Arkansas for Medical Sciences mandates certain vaccinations for all of its employees and students. Each request for exemption, regardless of the reason, will be evaluated individually by Student Employee Health Services, and if needed, the Office of Human Resources. To submit a request for a medical or religious exemption from vaccination, please follow the link below:

https://uamshealth.com/university-healthcare/student-and-employee-health/vaccinations/flu/exemptions/

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 their 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 they 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.

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.

Arkansas Graduate Nursing Education Student Loan and Scholarship Program (AGNSLS)
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 5 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 five 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 five 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 criteria 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, are 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, Arkansas State Board of Nursing, 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.

Student Activities and Organizations

Students in the College of Nursing are eligible to participate in all campus activities. Traditional and accelerated 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—Traditional BSN Students

Upon entry in the BSN program (Little Rock campus), students are placed in one of seven Academic Houses. Students are placed in an Academic House in the fall semester of their junior year. Each Academic House has two faculty advisors and is named after a former Dean

of the College of Nursing. Students are required to meet with their Academic House faculty advisor once per semester for academic advising.

Arkansas Nursing Student's Association (ANSA)—Traditional BSN students / Little Rock campus

The Arkansas Nursing Student's 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 Little Rock Campus and all traditional BSN students are members upon enrollment in the program. Meetings are held at least three times 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 late fall / early 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 "Academic Professionalism Standards" and in the *UAMS Code of Conduct* policies.

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, which can be found on the College of Nursing website. Re-admission may be granted on a space-available basis. Students have one academic year to submit the Request to Re-Enter Form. After one academic year, they will have to re-apply to the program.

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 and 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 enrollment fee. They will need to reapply to the program and pay the application fee. If accepted, they will pay a new enrollment 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 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, Little Rock beginning the July 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.

Eligibility to Take the NCLEX Exam

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 the approval of the Arkansas State Board of Nursing 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. Contact the Arkansas State Board of Nursing for further information.

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 State 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 slows down the application's processing time. 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;
§ 17-87-312: Criminal background checks;
§ 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, if the offense is a felony;
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 media 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. Possession or use of child sexual abuse material 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 et seq., 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) or subsection (e) 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.

(3) The waiver requirements of this section are not required for a renewal of a license if an individual has been convicted of a crime listed in subsection (a) of this section and has either:

(A) Completed the waiver requirements of this section at his or her initial licensure;

(B) Been licensed in this state before the enactment of subsection (a) of this section; or

(C) Attended a professional or occupational school, program, or training in pursuit of an occupational license before the enactment of subsection (a) of this section and would have been qualified to hold an occupational license on or before July 24, 2019.

(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 phrases “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 disqualification for licensure, regardless of the date of conviction or the date on which probation or incarceration ends unless a waiver is granted under subsection (b) of this section:

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;
12. Arson as prohibited in § 5-38-301; and
13. 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 media 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.

(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 disqualification for an offense listed in subsection (a) of this section and the disqualification for an offense listed in subsection (e) of this section do not apply to:

1. An individual who holds a valid license on July 24, 2019;
2. An individual who holds a valid license on or before July 24, 2019, but failed to renew his or her license for any reason; or

(3) An individual who was a student on or before July 24, 2019, in a professional or occupational school, program, or training in pursuit of an occupational license and would have been qualified to hold an occupational license on or before July 24, 2019.
(h) This section does not apply to licensure or certification:

1. Of professions not governed by this title;
2. Of polygraph examiners and voice stress analysis examiners under § 17-39-101 et seq.;
3. Of private investigators and private security agencies under the Private Security Agency, Private Investigator, and School Security Licensing and Credentialing Act, § 17-40-101 et seq.;
4. Of body artists under § 17-26-601 et seq. who hold a valid license on or before July 1, 2024; or
5. Of cosmetologists licensed under Title 17, Chapter 26, Subchapter 3.

Student Program Outcomes and AACN Essentials

Student Program Outcomes	AACN Essential Domains
1. Apply nursing's unique perspective, theory, clinical judgment, and evidence-based knowledge from various disciplines.	**Domain 1:** Knowledge for Nursing Practice
2. Establish caring relationships, rapport, effective communication, and assessment techniques to foster accountability for care delivery, support self-care, and care coordination for all persons.	**Domain 2:** Person-Centered Care
3. Implement advocacy strategies to support community health initiatives, form effective partnerships, and assess the socioeconomic impact on populations.	**Domain 3**: Population Health
4. Apply principles of nursing scholarship by integrating evidence-based practices and ethical reasoning in nursing practice.	**Domain 4:** Scholarship of Nursing Discipline
5. Apply fundamental quality improvement principles to enhance patient safety and support a safe healthcare environment for patients.	**Domain 5:** Quality and Safety
6. Demonstrate proficient communication and teamwork strategies using team dynamics, interdisciplinary knowledge, and collaboration to enhance quality, person-centered care.	**Domain 6:** Interprofessional Partnerships
7. Evaluate how health policy impacts healthcare delivery, system operations, and the cost and quality of healthcare.	**Domain 7:** Systems-Based Practice
8. Proficiently use information technology to support ethical, legal, professional, and regulatory compliance in nursing practice.	**Domain 8:** Informatics and Healthcare Technologies
9. Demonstrates ethical behavior, knowledge of legal and professional standards, and a strong professional identity that reflects respect for all individuals in nursing practice.	**Domain 9:** Professionalism
10. Prioritize personal health and well-being, develop adaptability in a dynamic healthcare environment, and apply foundational leadership skills for professional growth.	**Domain 10:** Personal, Professional, and Leadership Development

* Key concepts defined in *The Essentials: Core Competencies for Professional Nursing Education* (2021)

THE ESSENTIALS: CORE COMPETENCIES FOR PROFESSIONAL NURSING EDUCATION

- **Domain 1: Knowledge for Nursing Practice**
  Descriptor: Integration, translation, and application of established and evolving disciplinary nursing knowledge and ways of knowing, as well as knowledge from other disciplines, including a foundation in liberal arts and natural and social sciences. This distinguishes the practice of professional nursing and forms the basis for clinical judgment and innovation in nursing practice
- **Domain 2: Person-Centered Care**
  Descriptor: Person-centered care focuses on the individual within multiple complicated contexts, including family and/or important others. Person-centered care is holistic, individualized, just, respectful, compassionate, coordinated, evidence-based, and developmentally appropriate. Person-centered care builds on a scientific body of knowledge that guides nursing practice regardless of specialty or functional area.
- **Domain 3: Population Health**
  Descriptor: Population health spans the healthcare delivery continuum from public health prevention to disease management of populations and describes collaborative activities with both traditional and non-traditional partnerships from affected communities, public health, industry, academia, health care, local government entities, and others for the improvement of equitable population health outcomes.
- **Domain 4: Scholarship for Nursing Practice**
  Descriptor: The generation, synthesis, translation, application, and dissemination of nursing knowledge to improve health and transform health care.
- **Domain 5: Quality and Safety**
  Descriptor: Employment of established and emerging principles of safety and improvement science. Quality and safety, as core values of nursing practice, enhance quality and minimize risk of harm to patients and providers through both system effectiveness and individual performance.
- **Domain 6: Interprofessional Partnerships**
  Descriptor: Intentional collaboration across professions and with care team members, patients, families, communities, and other stakeholders to optimize care, enhance the healthcare experience, and strengthen outcomes.

- **Domain 7: Systems-Based Practice**
  Descriptor: Responding to and leading within complex systems of health care. Nurses effectively and proactively coordinate resources to provide safe, quality, equitable care to diverse populations.
- **Domain 8: Information and Healthcare Technologies**
  Descriptor: Information and communication technologies and informatics processes are used to provide care, gather data, form information to drive decision making, and support professionals as they expand knowledge and wisdom for practice. Informatics processes and technologies are used to manage and improve the delivery of safe, high-quality, and efficient healthcare services in accordance with best practice and professional and regulatory standards.
- **Domain 9: Professionalism**
  Descriptor: Formation and cultivation of a sustainable professional nursing identity, accountability, perspective, collaborative disposition, and comportment that reflects nursing's characteristics and values.
- **Domain 10: Personal, Professional, and Leadership Development**
  Descriptor: Participation in activities and self-reflection that foster personal health, resilience, and well-being, lifelong learning, and support the acquisition of nursing expertise and assertion of leadership

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 AND a cumulative GPA of 2.5 or greater on a 4.0 scale, including those with a previous baccalaureate or higher degree, on all completed college/university coursework. Entering prerequisite GPA is calculated using only general education prerequisite course grade, excluding elective hours. Grade replacement policy is in effect for entering prerequisite GPA calculation only. 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.) Applicants must complete 58 semester hours of general prerequisite education courses prior to admission. All general education prerequisites must be completed prior to the entry date each year and may be completed at any institutionally accredited higher education institution. See the College of Nursing website for more information.
2. An applicant who already has earned a bachelor's degree **or** has greater than a 3.4 cumulative and pre-requisite GPA will be exempt from the ATI TEAS. All other applicants 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 from ATITesting.com must be submitted by the application deadline. Minimum adjusted individual total score must be 60% 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 and/or an emotional intelligence assessment.
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 after 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 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 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) 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.
8. Official transcripts of course work from ALL institutions attended should be forwarded to the College of Nursing, Director of Student Services, for review. Upon request, an accompanying catalog for the years covered by the transcript may be requested 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 VerifyStudents www.VerifyStudents.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 www.VerifyStudents.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 authorized collection sites. Each student will be instructed via the www.VerifyStudents.com website regarding the specific approved collection 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 or received electronically via Parchment or National Student Clearinghouse. Candidates must provide official transcripts from every institution attended.
3. Applicants who have attended a previous nursing school or another health-profession-related 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 traditional baccalaureate program (Little Rock campus only), 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, **and**
3. Completed an emotional intelligence assessment administered by the College of Nursing, **and**
4. **TEAS or TEAS Replacement (must complete 1 of the following):**
    a. Achieve an adjusted individual total score of at least 60% on the TEAS exam, completed within the last two years of planned enrollment, **OR**
    b. Achieve a previous bachelor's degree, **OR**
    c. Achieve both a cumulative and pre-requisite GPA of 3.4.

Following review of all documents, applicants are notified of a decision by email. 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 ten (10) semester hours through advanced testing for *NURS 31185: Foundations for Professional Nursing Theory* **and** *NURS 31195: Foundations of Professional Nursing Clinical,* and three (3) 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 exams 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
Will be awarded at least 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 no more than 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 is not met.

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 NLN- 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 "Progression" section 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 the 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 Reenter Program form, found on the College of Nursing website. This must be completed within one academic year.
- In the event of significant illness or hospitalization, the dean or designee may choose to administratively withdraw a student who is past the "W" period with a "WA" until 1 week prior to completion of all course requirements or the end of the semester (whichever occurs first). Administrative withdraw will be considered on a case-by-case basis and must be supported by appropriate documentation from a healthcare provider stating that withdraw is required for the semester. If administrative withdraw is granted, the student will be withdrawn from all courses in that semester with a "WA". The student will be required to repeat all course work in a future semester.

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.
- Students may appeal a dismissal to the Admission and Progression Committee. A student should email the Associate Dean of Academic Programs to begin the appeal process. Appeals will be considered on a case-by-case basis. The Admissions and Progression Committee will then make a recommendation to the dean. The decision of the dean shall be final in all cases.

Computerized Web-Based Evaluations for Courses/Faculty

Please refer to *College of Nursing Student Handbook*.

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*.

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 or fewer semester hours 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 sixteen (16) 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 sixteen (16) weeks, or 6 hours per week for eight (8) 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 an eight-week (8) or sixteen-week (16) period. (Equals approximately 8 hours/week times 16 weeks or 15 hours/week times 8 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 traditional BSN students (Little Rock campus) only—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. Attend the Pinning, Hooding, and Recognition ceremony.

Drug Math Policy

Please refer to *College of Nursing Student Handbook*.

BSN Student Exam Policy

Please refer to *College of Nursing Student Handbook*.

Standardized Testing Guidelines

National Council Licensure Examination (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 schedule 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

Please refer to *College of Nursing Student Handbook*.

Interprofessional Education Requirements

BSN students are 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 must enroll in the IPE curriculum during the BSN program.

Curriculum Overview: Traditional BSN

Transferring Coursework for BSN program

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 grade point average (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 AND a cumulative GPA of 2.5 or greater on a 4.0 scale, including those with a previous baccalaureate or higher degree, on all completed college/university coursework. Entering GPA is calculated using every general education prerequisite course grade excluding elective hours. Grade replacement policy is in effect for entering prerequisite GPA calculation only. 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 who already has earned a bachelor's degree or has greater than a 3.4 cumulative and pre-requisite GPA will be exempt from the ATI TEAS. All other applicants must complete and successfully pass the Assessment Technologies Institute (ATI) Test of Essentials Academic Skills (TEAS), unless they meet the requirements of a previous bachelor's degree or present a cumulative and pre-requisite GPA of 3.4. If required, the ATI TEAS exam must be completed at the applicant's personal expense prior to March 1 of the year of application, and an official score report from ATITesting.com must be submitted by the application deadline. Minimum adjusted individual total score must be 60% 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. (Licensed RNs returning for a BSN degree are exempt from this test.) Testing information is available on the College of Nursing website.

For all requests for course transfer equivalency, please email the request to the Student Services Office in the College of Nursing, at conadmissions@uams.edu.

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

HOURS	**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 ENGLISH COMPOSITION	
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	
12 hours	Electives	
58 hours	**TOTAL**	

Please contact the College of Nursing Student Services Office if you have questions regarding a specific course.

Note that the College of Nursing updated the required prerequisites for the BSN programs in Fall 2025.

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.

Traditional BSN Program of Study

Traditional BSN Program of Study—Junior Year

Course Number	Course Title	Semester and (Clinical) Hours
FALL Semester Rotation I (July – mid August)		
NURS 31146	Pathophysiologic Basis for Health Assessment	6 (90)
Regular Semester (August – December)		
NURS 31185	Foundations of Professional Nursing Theory	5 (0)
NURS 31195	Foundations of Professional Nursing Clinical	5 (225)
NURS 31153	Clinical Pharmacology in Nursing	3 (0)
	Total	19 (315)
SPRING Semester		
Junior Specialty Courses		
NURS 31165	Nursing Care of the Childbearing Family	5 (90)
NURS 31175	Nursing Care of Children	5 (90)
NURS 32103	Therapeutic Communication and Mental Health Nursing	3 (22.5)
NURS 32161	Capstone I	1 (0)
	Total	14 (202.5)
	Fall Remediation – by approval only	
NURS 32171	ATI Seminar	1 (0)

(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.)

Traditional BSN Program of Study—Senior Year

Course Number	Course Title	Semester and (Clinical) Hours
FALL Semester		
NURS 41143	Leadership and Professionalism in Nursing Practice	3 (0)
NURS 42146	Capstone II	1 (0)
NURS 42136	Care and Management of Adults Theory and Practicum	6 (112.5)
NURS 42146	Acute Care of Adults Theory and Practicum	6 (112.5)
	OR	
NURS 41143	Leadership and Professionalism in Nursing Practice	3 (0)
NURS 42146	Capstone II	1 (0)
NURS 41135	Community/Public Health Nursing Theory and Practicum	5 (90)
NURS 42105	Nursing Care of the Older Adult Theory and Practicum	5 (90)
	SPRING Semester	
NURS 49131	Senior Capstone (All Students)	1 (0)
NURS 42136	Care and Management of Adults Theory and Practicum	6 (112.5)
NURS 42146	Acute Care of Adults Theory and Practicum	6 (112.5)
NURS 41103	Introduction to Research and Evidenced Based Practice	2 (0)
	OR	
NURS 49131	Senior Capstone (All Students)	1 (0)
NURS 41103	Introduction to Research and Evidence-Based Practice	2 (0)
NURS 41135	Community/Public Health Nursing Theory and Practicum	5 (90)
NURS 42105	Nursing Care of the Older Adult Theory and Practicum	5 (90)

BSN Honors Research Program

Program Description

The BSN Honors Research Program is designed to cultivate the best Traditional 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; and
- Facilitate acquisition of research and leadership skills.

Potential research honors students will be identified after the spring semester of their junior year and invited to participate in the program at the beginning of their second year in the College of Nursing. Students meeting the stated criteria of excellence can apply for admission to this program. If accepted, students will complete required honors program components prior to graduation. Mentored by senior faculty throughout this educational experience, students can earn priority admission to the College's Ph.D. program. Honors students will be limited to five each year.

Admission Criteria

- Currently enrolled in the Traditional BSN program.
- A score of 75% or above on the TEAS pre-admission exam, if applicable.
- 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 they want 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.

Honors Project

From the students chosen area of emphasis, an honors project will be completed. Students will work on this honors project throughout the second 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. In addition to the honors project, additional activities may be available.

Examples of honors program activities 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 Honors Program

- The student will be required to present their honors project in a poster or podium format at the UAMS Research Day or commensurate conference. 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 HIPAA training for research.
- Attend at least one (1) dissertation proposal / defense.
- Attend Ph.D. Council and Nursing Science and Practice Department meetings as assigned.
- Attend and present project at Honors Student reception.

Students completing the honors program will have 'honors graduate' reflected on both their transcript and at graduation. Mentors will be matched based on availability. Students who exhibit a pattern of professionalism action reports (PAR) will be removed from the honors program.

Accelerated Bachelor of Science in Nursing (A-BSN)

The Accelerated BSN (A-BSN) program, located on the Northwest Arkansas campus, is a concept-based curriculum, with 62 credits of nursing-focused coursework. The A-BSN program recruits individuals who are bachelor's prepared in another field of study and wish to pursue their BSN in an accelerated fashion.

The additional 58 hours of pre-requisite course credits will be credited from their previous degree. If not all pre-requisites are completed from the previous degree, applicants will be required to complete any additional pre-requisites prior to entering the accelerated A-BSN program.

The A-BSN program is a 15-month program that starts in the summer and ends in the summer of the following year. Students engage in both didactic coursework and clinical experiences throughout the program, culminating in an intensive preceptorship during the final semester. Graduates of the program are eligible to sit for the NCLEX-RN® licensure examination and apply for licensure as a registered nurse.

Eligibility to Take the NCLEX Exam

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 the State Board'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 https://www.healthy.arkansas.gov/images/uploads/pdf/ACA17.3.102.pdf

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; § 17-87-312: Criminal background checks

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, if the offense is a felony;
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 media 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. Possession or use of child sexual abuse material 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 et seq., 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) or subsection (e) 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.

(3) The waiver requirements of this section are not required for a renewal of a license if an individual has been convicted of a crime listed in subsection (a) of this section and has either:

(A) Completed the waiver requirements of this section at his or her initial licensure;

(B) Been licensed in this state before the enactment of subsection (a) of this section; or

(C) Attended a professional or occupational school, program, or training in pursuit of an occupational license before the enactment of subsection (a) of this section and would have been qualified to hold an occupational license on or before July 24, 2019.

(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 phrases "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 disqualification for licensure, regardless of the date of conviction or the date on which probation or incarceration ends unless a waiver is granted under subsection (b) of this section:

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;
12. Arson as prohibited in § 5-38-301; and
13. 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 media 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.

(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 disqualification for an offense listed in subsection (a) of this section and the disqualification for an offense listed in subsection (e) of this section do not apply to:

1. An individual who holds a valid license on July 24, 2019;
2. An individual who holds a valid license on or before July 24, 2019, but failed to renew his or her license for any reason; or

(3) An individual who was a student on or before July 24, 2019, in a professional or occupational school, program, or training in pursuit of an occupational license and would have been qualified to hold an occupational license on or before July 24, 2019.

(h) This section does not apply to licensure or certification:

1. Of professions not governed by this title;
2. Of polygraph examiners and voice stress analysis examiners under § 17-39-101 et seq.;
3. Of private investigators and private security agencies under the Private Security Agency, Private Investigator, and School Security Licensing and Credentialing Act, § 17-40-101 et seq.;
4. Of body artists under § 17-26-601 et seq. who hold a valid license on or before July 1, 2024; or
5. Of cosmetologists licensed under Title 17, Chapter 26, Subchapter 3.

Student Program Outcomes and AACN Essentials

Student Program Outcomes	AACN Essential Domains
1. Apply nursing's unique perspective, theory, clinical judgment, and evidence-based knowledge from various disciplines.	**Domain 1:** Knowledge for Nursing Practice
2. Establish caring relationships, rapport, effective communication, and assessment techniques to foster accountability for care delivery, support self-care, and care coordination for all persons.	**Domain 2:** Person-Centered Care
3. Implement advocacy strategies to support community health initiatives, form effective partnerships, and assess the socioeconomic impact on populations.	**Domain 3**: Population Health
4. Apply principles of nursing scholarship by integrating evidence-based practices and ethical reasoning in nursing practice.	**Domain 4:** Scholarship of Nursing Discipline
5. Apply fundamental quality improvement principles to enhance patient safety and support a safe healthcare environment for patients.	**Domain 5:** Quality and Safety
6. Demonstrate proficient communication and teamwork strategies using team dynamics, interdisciplinary knowledge, and collaboration to enhance quality, person-centered care.	**Domain 6:** Interprofessional Partnerships
7. Evaluate how health policy impacts healthcare delivery, system operations, and the cost and quality of healthcare.	**Domain 7:** Systems-Based Practice

8. Proficiently use information technology to support ethical, legal, professional, and regulatory compliance in nursing practice.	**Domain 8:** Informatics and Healthcare Technologies
9. Demonstrates ethical behavior, knowledge of legal and professional standards, and a strong professional identity that reflects respect for all individuals in nursing practice.	**Domain 9:** Professionalism
10. Prioritize personal health and well-being, develop adaptability in a dynamic healthcare environment, and apply foundational leadership skills for professional growth.	**Domain 10:** Personal, Professional, and Leadership Development

* Key concepts defined in *The Essentials: Core Competencies for Professional Nursing Education* (2021)

THE ESSENTIALS: CORE COMPETENCIES FOR PROFESSIONAL NURSING EDUCATION

- **Domain 1: Knowledge for Nursing Practice**
  Descriptor: Integration, translation, and application of established and evolving disciplinary nursing knowledge and ways of knowing, as well as knowledge from other disciplines, including a foundation in liberal arts and natural and social sciences. This distinguishes the practice of professional nursing and forms the basis for clinical judgment and innovation in nursing practice.
- **Domain 2: Person-Centered Care**
  Descriptor: Person-centered care focuses on the individual within multiple complicated contexts, including family and/or important others. Person-centered care is holistic, individualized, just, respectful, compassionate, coordinated, evidence-based, and developmentally appropriate. Person-centered care builds on a scientific body of knowledge that guides nursing practice regardless of specialty or functional area.
- **Domain 3: Population Health**
  Descriptor: Population health spans the healthcare delivery continuum from public health prevention to disease management of populations and describes collaborative activities with both traditional and non-traditional partnerships from affected communities, public health, industry, academia, health care, local government entities, and others for the improvement of equitable population health outcomes.
- **Domain 4: Scholarship for Nursing Practice**
  Descriptor: The generation, synthesis, translation, application, and dissemination of nursing knowledge to improve health and transform health care.
- **Domain 5: Quality and Safety**
  Descriptor: Employment of established and emerging principles of safety and improvement science. Quality and safety, as core values of nursing practice, enhance quality and minimize risk of harm to patients and providers through both system effectiveness and individual performance.
- **Domain 6: Interprofessional Partnerships**
  Descriptor: Intentional collaboration across professions and with care team members, patients, families, communities, and other stakeholders to optimize care, enhance the healthcare experience, and strengthen outcomes.
- **Domain 7: Systems-Based Practice**
  Descriptor: Responding to and leading within complex systems of health care. Nurses effectively and proactively coordinate resources to provide safe, quality, equitable care to diverse populations.
- **Domain 8: Information and Healthcare Technologies**
  Descriptor: Information and communication technologies and informatics processes are used to provide care, gather data, form information to drive decision making, and support professionals as they expand knowledge and wisdom for practice. Informatics processes and technologies are used to manage and improve the delivery of safe, high-quality, and efficient healthcare services in accordance with best practice and professional and regulatory standards.
- **Domain 9: Professionalism**
  Descriptor: Formation and cultivation of a sustainable professional nursing identity, accountability, perspective, collaborative disposition, and comportment that reflects nursing's characteristics and values.
- **Domain 10: Personal, Professional, and Leadership Development**
  Descriptor: Participation in activities and self-reflection that foster personal health, resilience, and well-being, lifelong learning, and support the acquisition of nursing expertise and assertion of leadership

Admissions Requirements for Accelerated 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. Applicant GPAs will be calculated based upon the 58 hours of prerequisite coursework and also cumulative coursework.
2. Students who meet the minimum GPA requirements may be invited to an interview or to take an emotional-intelligence assessment.
3. 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.
4. 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.
5. 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.

6. 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.
7. 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.
8. 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 VerifyStudents, www.VerifyStudents.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 www.VerifyStudents.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 authorized collection sites. Each student will be instructed via the www.VerifyStudents.com website regarding the specific approved collection site closest to them.

Steps in Applying for Admission to the Accelerated 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 or received electronically via Parchment or National Student Clearinghouse. 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 Accelerated BSN Program

To be considered a candidate for admission to the accelerated 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.

Following review of all documents, applicants are notified of a decision by email. 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 Accelerated 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 33065: Foundations of Nursing Practice 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
Will be awarded at least 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 no more than 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.

Admission by Transfer from another Baccalaureate Nursing Program

A qualified student in good standing at any NLN CNEA- 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. 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 accelerated 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" form 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. Appeals will be considered on a case-by-case basis. The Admissions and Progression Committee will then make a recommendation to the dean. The decision of the dean shall be final in all cases.
- Accelerated 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 the Request to Re-Enter Program form, found on the College of Nursing website. This form must be completed within one academic year.
- In the event of significant illness or hospitalization, the dean or designee may choose to administratively withdraw a student who is past the "W" period with a "WA" until 1 week prior to completion of all course requirements or the end of the semester (whichever occurs first). Administrative withdraw will be considered on a case by case basis and must be supported by appropriate documentation from a healthcare provider stating that withdraw is required for the semester. If administrative withdraw is granted, the student will be withdrawn from all courses in that semester with a "WA". The student will be required to repeat all course work in a future semester.

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.
- Students may appeal a dismissal to the Admission and Progression Committee. A student should email the Associate Dean of Academic Programs to begin the appeal process. Appeals will be considered on a case-by-case basis. The Admissions and Progression Committee will then make a recommendation to the dean. The decision of the dean shall be final in all cases.

Computerized Web-Based Evaluations for Courses/Faculty

Please refer to *College of Nursing Student Handbook*.

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.*

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.

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. Accelerated BSN (A-BSN) students must complete a minimum of 58 approved prerequisite course and 62 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. Attend the Pinning, Hooding, and Recognition and Commencement ceremonies.

Drug Math Policy

Please refer to *College of Nursing Student Handbook*.

Accelerated BSN Student Exam Policy

Please refer to *College of Nursing Student Handbook*.

Standardized Testing Guidelines

National Council Licensure Examination (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 schedule 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

Please refer to *College of Nursing Student Handbook*.

Interprofessional Education Requirements

All A-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 must enroll in the IPE curriculum during the A-BSN program.

Curriculum Overview: Accelerated BSN

Transferring Coursework for A-BSN program

The curriculum leading to an Accelerated Bachelor of Science in Nursing (A-BSN) consists of 120 semester hours.

All applicants 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.

For all 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.

Accelerated BSN Program—General Education Requirements

HOURS	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 ENGLISH COMPOSITION	
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	
12 hours	Electives	
58 hours	**TOTAL**	

Please contact the College of Nursing Student Services Office if you have questions regarding a specific course. Appointments may be made by calling (501) 686-5224 or emailing **conadmissions@uams.edu.**

The College of Nursing updated the required prerequisites for the BSN programs in Fall 2025. 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.

Accelerated BSN (A-BSN) Program of Study

Semester I: Summer (10-week term) **NURS 31146:** Pathophysiologic Basis for Health Assessment **NURS 32901:** Professional Nursing I: Introduction to Professional Nursing Practice **NURS 33065:** Foundations of Nursing Practice	 6 credits (4/2) 1 credit (1/0) 5 credit (4/1) **12 credits**
Semester IIA: Fall (8-week term) **NURS 33002:** Professional Nursing II: Health Care Systems and Quality Care **NURS 33097:** Health and Illness Concepts I: Care of Clients with Common Health Problems **NURS 33072:** Basic Pharmacology 1	 2 credits (2/0) 7 credits (5/2) 2 credits (2/0) **11 credits**

Semester IIB: Fall (8-week term) **NURS 33033:** Professional Nursing III: Introduction to Evidence-Based Practice and Nursing Research **NURS 33105:** Health and Illness Concepts II: Care of the Childbearing and Childrearing Family **NURS 33082:** Basic Pharmacology II	3 credits (3/0) 5 credits (3/2) 2 credits (2/0) **10 credits**
Semester IIIA: Spring (8-week term) **NURS 33137:** Health and Illness Concepts III: Care of Clients with Complex Health Problems **NURS 33043:** Professional Nursing IV: Leadership and Management of Care Concepts	7 credits (5/2) 3 credits (2/1) **10 credits**
Semester IIIB: Spring (8-week term) **NURS 33144:** Health and Illness Concepts IV: Care of Vulnerable Populations **NURS 33157:** Health and Illness Concepts V: Care of Clients with Multi-System Health Problems	4 credits (3/1) 7 credits (4/3) **11 credits**
Semester IV: Summer (10-week term) **NURS 33168:** Capstone Transition to Practice	8 credits (3/5) **8 credits**
Summary of Program Plan of Study (based on a 15-week semester) Theory credits (contact hours) Clinical credits (contact hours) **Total nursing course credits (contact hours)**	 43 credits (645 contact hours) 19 credits (855 contact hours) **62 credits (1500 contact hours)**

Additional information regarding the Accelerated BSN Program

The Accelerated BSN program is exclusively offered at our Northwest Arkansas campus. For specific information regarding this facility and its accommodations, please visit the College of Nursing website and review the *College of Nursing Student Handbook*.

Baccalaureate Completion RN-BSN/MNSc Programs

Baccalaureate Completion Programs

The RN programs allow for students holding a current RN license to complete a BSN degree while pursuing their Master's degree (MNSc). The curriculum leading to the MNSc requires all candidates to complete the baccalaureate completion program. Prior to admission, they must 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, but the MNSc requirements may be hybrid.

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 follow all policies on progression, probation, suspension, withdrawal, and dismissal for the Bachelor of Nursing Science program while enrolled in 40000-level courses.*

Application for RN-BSN/MNSc Programs

The online application for admission is found at the College of Nursing website.

1. All applicants must have an unencumbered RN nursing license.
2. All applicants, including those with a previous baccalaureate or higher degree, must have a minimum cumulative GPA of 2.85 or greater on a 4.0 scale and a grade of "C" or better in the required general education prerequisite courses. Applicant GPAs will be calculated based upon the completed prerequisite coursework and also cumulative coursework. Grade replacement policy applies. 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.
3. 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 https://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 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.

4. 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.
5. F-1 students are not admissible to this program.
6. 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.
7. 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 VerifyStudents www.VerifyStudents.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 www.VerifyStudents.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 authorized collection sites. Each student will be instructed via the www.VerifyStudents.com website regarding the specific approved collection 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 Baccalaureate Completion program must score a cumulative GPA of 2.85 on a 4.0 scale.
3. The Baccalaureate Completion Program can be completed part-time or full-time.
4. **Students must have been awarded the BSN degree prior to starting the master's specialty program.**

Admission Requirements: Baccalaureate Completion RN-BSN/MNSc 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. **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 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 or sent electronically via Parchment or National Student Clearinghouse. 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.
5. All required admission documents must be received or postmarked by the College of Nursing Student Services Office by the due date.

Associate Degree and Diploma School Graduates

1. All applicants 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.

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 at least 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 no more than 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
No testing for progression required, although some programs may require math competency exam for progression. 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.

Progression, Probation, Suspension, Withdrawal, and Dismissal

Progression

1. Students must maintain a minimum cumulative GPA of "B" (3.0 on a 4.0 scale) to graduate.
2. If a student's cumulative GPA drops below 3.0 at any time, 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 a minimum of 3.0 with the next nine (9) credit hours of required coursework.
3. If a course is repeated, there is no grade forgiveness. All grades will be counted towards the cumulative GPA.
4. If a grade less than a "C" is earned in any course, the student will be dismissed from the College of Nursing.
5. If a student is dismissed for any reason, they must withdraw from all courses immediately and will earn a "WP" if passing or a "WF" if failing at the time of dismissal.
6. If a grade is not earned in a course after two registrations, the student may not enroll in the course a third time. Additionally, a student may not transfer a comparable course credit from another institution.
7. For progression in the nursing major, only grades of "C" or above will be accepted for nursing courses.
8. 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 the College of Nursing.

Probation, Suspension

- Baccalaureate Completion RN-MNSc students must maintain a GPA of 3.0 or higher each semester in the nursing major to remain in good academic standing. When a student fails to attain a 3.0 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 six (6) semester hours of work following probationary status; failure to attain a 3.0 GPA on the first six (6) hours of coursework after being placed on probation will result in suspension from the College of Nursing.
- A Baccalaureate Completion RN-MNSc student who has been on academic suspension from the College of Nursing must appeal to the Admissions and Progressions Committee of the College of Nursing for reentry. Any conditions stipulated by the Admissions and Progressions Committee 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 3.0 GPA on the courses taken during the semester in which the student is readmitted to the major. A student who does not achieve a 3.0 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 the Request to Re-Enter Program form found on the College of Nursing website. Students have one academic year to complete this form, after which time they will have to re-apply to the program.
- In the event of significant illness or hospitalization, the dean or designee may choose to administratively withdraw a student who is past the "W" period with a "WA" until 1 week prior to completion of all course requirements or the end of the semester (whichever occurs first). Administrative withdraw will be considered on a case by case basis and must be supported by appropriate documentation from a healthcare provider stating that withdraw is required for the semester. If administrative withdraw is granted, the student will be withdrawn from all courses in that semester with a "WA". The student will be required to repeat all course work in a future semester.

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.
- Students may appeal a dismissal to the Admission and Progression Committee. A student should email the Associate Dean of Academic Programs and Accreditation to begin the appeal process. Appeals will be considered on a case-by-case basis. The Admissions and Progression Committee will then make a recommendation to the Dean. The decision of the Dean shall be final in all cases.

Computerized Web-Based Evaluations for Courses/Faculty

Please refer to *College of Nursing Student Handbook*.

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.*

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 sixteen (16) 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 sixteen (16) weeks, or 6 hours per week for eight (8) 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 an eight (8) or sixteen (16) week period. (Equals approximately 8 hours/week times 16 weeks or 16 hours/week times 8 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 Baccalaureate Completion RN-BSN/MNSc students: complete at least 120 semester hours with a cumulative GPA of at least 3.0 on all work presented for graduation and at least 3.0 in all nursing courses with a cumulative GPA of 3.0 to graduate with Baccalaureate degree.
3. Attend the Pinning, Hooding, and Recognition ceremony.

Baccalaureate Completion RN-BSN/MNSc Program Student Exam Policy

See *College of Nursing Student Handbook*.

Baccalaureate Completion RN-BSN Student Program Outcomes and AACN Essentials

Student Program Outcomes	AACN Essential Domains
1. Apply nursing's unique perspective, theory, clinical judgment, and evidence-based knowledge from various disciplines.	**Domain 1:** Knowledge for Nursing Practice
2. Establish caring relationships, rapport, effective communication, and assessment techniques to foster accountability for care delivery, support self-care, and care coordination for all persons.	**Domain 2:** Person-Centered Care
3. Implement advocacy strategies to support community health initiatives, form effective partnerships, and assess the socioeconomic impact on populations.	**Domain 3**: Population Health
4. Apply principles of nursing scholarship by integrating evidence-based practices and ethical reasoning in nursing practice.	**Domain 4:** Scholarship of Nursing Discipline
5. Apply fundamental quality improvement principles to enhance patient safety and support a safe healthcare environment for patients.	**Domain 5:** Quality and Safety
6. Demonstrate proficient communication and teamwork strategies using team dynamics, interdisciplinary knowledge, and collaboration to enhance quality, person-centered care.	**Domain 6:** Interprofessional Partnerships
7. Evaluate how health policy impacts healthcare delivery, system operations, and the cost and quality of healthcare.	**Domain 7:** Systems-Based Practice
8. Proficiently use information technology to support ethical, legal, professional, and regulatory compliance in nursing practice.	**Domain 8:** Informatics and Healthcare Technologies
9. Demonstrates ethical behavior, knowledge of legal and professional standards, and a strong professional identity that reflects respect for all individuals in nursing practice.	**Domain 9:** Professionalism
10. Prioritize personal health and well-being, develop adaptability in a dynamic healthcare environment, and apply foundational leadership skills for professional growth.	**Domain 10:** Personal, Professional, and Leadership Development

* Key concepts defined in *The Essentials: Core Competencies for Professional Nursing Education* (2021)

THE ESSENTIALS: CORE COMPETENCIES FOR PROFESSIONAL NURSING EDUCATION

- **Domain 1: Knowledge for Nursing Practice**
  Descriptor: Integration, translation, and application of established and evolving disciplinary nursing knowledge and ways of knowing, as well as knowledge from other disciplines, including a foundation in liberal arts and natural and social sciences. This distinguishes the practice of professional nursing and forms the basis for clinical judgment and innovation in nursing practice.
- **Domain 2: Person-Centered Care**
  Descriptor: Person-centered care focuses on the individual within multiple complicated contexts, including family and/or important others. Person-centered care is holistic, individualized, just, respectful, compassionate, coordinated, evidence-based, and developmentally appropriate. Person-centered care builds on a scientific body of knowledge that guides nursing practice regardless of specialty or functional area.
- **Domain 3: Population Health**
  Descriptor: Population health spans the healthcare delivery continuum from public health prevention to disease management of populations and describes collaborative activities with both traditional and non-traditional partnerships from affected communities, public health, industry, academia, health care, local government entities, and others for the improvement of equitable population health outcomes.
- **Domain 4: Scholarship for Nursing Practice**
  Descriptor: The generation, synthesis, translation, application, and dissemination of nursing knowledge to improve health and transform health care.
- **Domain 5: Quality and Safety**
  Descriptor: Employment of established and emerging principles of safety and improvement science. Quality and safety, as core values of nursing practice, enhance quality and minimize risk of harm to patients and providers through both system effectiveness and individual performance.
- **Domain 6: Interprofessional Partnerships**
  Descriptor: Intentional collaboration across professions and with care team members, patients, families, communities, and other stakeholders to optimize care, enhance the healthcare experience, and strengthen outcomes.

- **Domain 7: Systems-Based Practice**
  Descriptor: Responding to and leading within complex systems of health care. Nurses effectively and proactively coordinate resources to provide safe, quality, equitable care to diverse populations.
- **Domain 8: Information and Healthcare Technologies**
  Descriptor: Information and communication technologies and informatics processes are used to provide care, gather data, form information to drive decision making, and support professionals as they expand knowledge and wisdom for practice. Informatics processes and technologies are used to manage and improve the delivery of safe, high-quality, and efficient healthcare services in accordance with best practice and professional and regulatory standards.
- **Domain 9: Professionalism**
  Descriptor: Formation and cultivation of a sustainable professional nursing identity, accountability, perspective, collaborative disposition, and comportment that reflects nursing's characteristics and values.
- **Domain 10: Personal, Professional, and Leadership Development**
  Descriptor: Participation in activities and self-reflection that foster personal health, resilience, and well-being, lifelong learning, and support the acquisition of nursing expertise and assertion of leadership

MNSc Student Program Outcomes

Graduates of the MNSc programs will:

1. Synthesize evidence from nursing and other sciences to guide decision-making and professional practice (Knowledge for Nursing Practice).
2. Implement person-centered care that improves patient outcomes across diverse settings (Person-Centered Care).
3. Translate population health strategies that address social, economic, and environmental factors influencing health outcomes (Population Health).
4. Implement evidence-based practice initiatives to improve quality and outcomes (Scholarship of Nursing Discipline).
5. Lead system-level interventions that advance safety and quality improvement (Quality and Safety).
6. Facilitate interprofessional collaboration to optimize care quality, safety, and innovation (Interprofessional Partnerships).
7. Integrate systems-level strategies that promote efficiency, effectiveness, and equity (Systems-Based Practice).
8. Employ technologies to improve clinical decision-making, safety, and data-driven outcomes (Informatics and Healthcare Technologies).
9. Model professional and ethical leadership that align with legal requirements and organizational standards (Professionalism).
10. Lead initiatives that promote personal and professional growth, resilience, and lifelong learning (Personal, Professional, and Leadership Development).

Interprofessional Education Requirements

Baccalaureate Completion RN-MNSC Program students are required to participate and meet the milestone requirements for interprofessional education (IPE). This will require phases of IPE curriculum *which are a graduation requirement for ALL Colleges at UAMS.* Students must enroll in the IPE curriculum during the Baccalaureate Completion program.

Curriculum Overview: Baccalaureate Completion RN-BSN/MNSc Programs

For all other requests for course transfer equivalency, please email the request to the Student Services Office in the College of Nursing, at conadmissions@uams.edu. 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 COMPLETION RN-BSN/MNSc PROGRAMS—GENERAL EDUCATION REQUIREMENTS

HOURS	**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	
12 hours	Electives	
58 hours	Total	

Please contact the College of Nursing Student Services Office if you have questions regarding a specific course. Appointments may be made by calling (501) 686-5224 or emailing **conadmissions@uams.edu.**

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 is required for all courses.

Baccalaureate Completion RN-BSN/MNSc Programs Plan 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 (All Courses Online)
NURS 41303: Professional Transition (3)
NURS 41393: Nursing Leadership and Management (3)
NURS 41383: Health and Cultural Assessment (3)
NURS 42404: Holistic Care of the Older Adult Theory and Practicum (4)
NURS 49404: Community Health Nursing Theory and Practicum (4)
***Graduate level courses**
*NURS 71053: Theoretical Foundations for Advanced Nursing Practice and Research (3)
*NURS 51003: Research Methodology (3)
*NURS 52063: Quantitative Epidemiology (3)
OR
*NURS 71153: Clinical Prevention and Health Promotion (3)

Total Semester Hours: 120

Master of Nursing Science (MNSc)

The Nursing Administration and Nurse Practitioner specialties for the MNSc are offered with **both fall and spring admissions**. The admission application deadline for all specialties is **March 1** for fall (August) admission and **September 1** for spring (January) admission. Students who choose Nursing Administration are not eligible to complete the nurse practitioner-focused post-BSN to DNP program. **The Nurse-Midwifery specialty, for the 2026-2027 academic year, will offer both fall and spring admissions, but only spring admissions in the following years.**

The program leading to the Master of Nursing Science degree is accredited by the Commission on Collegiate Nursing Education (CCNE). The Nurse-Midwifery program is pre-accredited by the Accreditation Commission for Midwifery Education (ACME). Nursing course requirements are completed in the College of Nursing, University of Arkansas for Medical Sciences. 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 roles in Nursing Administration, Nursing Education, Nurse-Midwifery, or Nurse Practitioner specialties. The MNSc program provides a foundation for doctoral study. APRNs are accountable to society and practice in the roles of nurse practitioner, administrator, midwife, and/or educator. The APRN is prepared to 1) provide and manage care of family/individual across lifespan (adult-gerontology, pediatrics, nurse-midwifery, 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 National Organization of Nurse Practitioner Faculties' 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.

MNSc Program Outcomes

Graduates of the UAMS graduate programs will:

1. Synthesize evidence from nursing and other sciences to guide decision-making and professional practice (Knowledge for Nursing Practice).
2. Implement person-centered care that improves patient outcomes across diverse settings (Person-Centered Care).
3. Translate population health strategies that address social, economic, and environmental factors influencing health outcomes (Population Health).
4. Implement evidence-based practice initiatives to improve quality and outcomes (Scholarship of Nursing Discipline).
5. Lead system-level interventions that advance safety and quality improvement (Quality and Safety).
6. Facilitate interprofessional collaboration to optimize care quality, safety, and innovation (Interprofessional Partnerships).
7. Integrate systems-level strategies that promote efficiency, effectiveness, and equity (Systems-Based Practice).
8. Employ technologies to improve clinical decision-making, safety, and data-driven outcomes (Informatics and Healthcare Technologies).
9. Model professional and ethical leadership that align with legal requirements and organizational standards (Professionalism).
10. Lead initiatives that promote personal and professional growth, resilience, and lifelong learning (Personal, Professional, and Leadership Development).

Additional Nurse-Midwifery Program Outcomes

In addition to the guidelines above, graduates of the UAMS nurse-midwifery graduate program will:

1. Prepare safe, culturally competent nurse-midwives to offer evidence-based care to women across the lifespan, according to the Core Competencies in Basic Midwifery Practice.
2. Prepare nurse-midwives who are knowledgeable and engaged in advocacy and policy efforts at the state and federal levels, in relation to the profession of nurse-midwifery and the associated patient population.
3. Foster nurse-midwives who recognize and honor the cultures, identities, and experiences that constitute their patients, and consciously work towards creating safe spaces for all.
4. Utilize midwifery management processes to offer independent care, thereby increasing access to care, particularly in rural settings.
5. Engage in meaningful interprofessional collaboration to optimize the safety and quality of care provided.
6. Conduct ongoing assessment of barriers to equitable access to quality care, and analyze how nurse-midwives can address those barriers.

Admission Requirements

All required admission documents must be postmarked by the College of Nursing Student Services Office by the listed deadline. 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 all colleges and universities attended.
3. Present proof of earned baccalaureate degree in nursing, accredited by an Accreditation Commission for Nursing in Education (ACEN; formerly known as 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 remain 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 is 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. Those with the highest GPA and interview scores are given priority consideration.
7. 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. Note that the 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.)
8. 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.**
9. A standardized entrance exam (GRE/MAT) is **NOT** required for entry.
10. Applicants who have attended a previous graduate nursing school or another health-profession-related 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 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 https://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.
13. F-1 students are not currently eligible for admission to this program.
14. **Additional requirements for applicants to the nurse-midwifery program include two letters of recommendation.**
    a. Two letters of recommendation are required from persons with knowledge of the applicant's work performance and experience.
    b. Referees must address the applicant's ability to successfully complete a graduate-level program and must speak to the applicant's academic potential, clinical skills, knowledge, and involvement in leadership or professional activities.
    c. A recommendation from the applicant's most recent supervisor as one of the referees is preferred.
    d. Reference names and email contact information must be provided as part of the application.
    e. A minimum of 2x the number of available admissions will be offered interviews.

NOTE:

1. The College of Nursing requires a student to have been employed 2000 hours as an RN in clinical practice prior to enrolling in (and not during) 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 Basic Life Support (BSL) for Health Care Providers, and cardiopulmonary resuscitation (CPR) certificate when registering for any practicum courses. The only acceptable courses are American Heart Association (Health Care Provider). ACLS will not be accepted for BLS certification. 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 and PALS certification.
3. Meet the UAMS health criteria for admission.
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 Director of the Practice Department 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-Graduate Certificate Program

Applicants holding a master's degree in nursing may be eligible for post-graduate certificate 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 post-graduate application found on the College of Nursing website. Official transcripts reflecting a graduate degree in nursing should be sent to the Student Services Office. Post-graduate students are admitted on a space available basis per specialty. A student seeking a post-graduate program of study must show evidence of 2000 hours of clinical practice as an RN.

Non-Degree Seeking Status

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.*

Steps in Applying for Admission

The College of Nursing does review for admission to the Masters of Nursing Science degree program.

1. Complete the online application process. The application is found on the College of Nursing website. **All** application materials must be received by the posted deadline for the semester 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 or submitted electronically via Parchment or National Student Clearinghouse. 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. All official transcripts.
4. Provide evidence of an academic or an ANCC-COA continuing education approved health assessment course.
5. Applicants to the nurse-midwifery program must also provide two letters of recommendation.
6. Applicants to the nurse-midwifery program will complete an interview prior to consideration for admission.

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 maintain a minimum cumulative GPA of "B" (3.0 on a 4.0 scale) to graduate.
4. If a student's cumulative GPA drops below 3.0 at any time, 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 a minimum of 3.0 with the next nine (9) credit hours of required coursework.
5. If a student earns a letter grade of "C" in any of the following courses, 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.
    - Advanced Health Assessment Theory/Practicum
    - Advanced Pharmacology
    - Advanced Pathophysiology
    - Nurse Practitioner Specialty Theory/Practicum
6. If a student must retake Advanced Health Assessment Theory or a nurse practitioner specialty course or a nurse anesthesia course, they must validate that they have remained current with the associated clinical skills by completing and passing a comprehensive physical exam check-off/write-up. Students must schedule a comprehensive physical exam check-off/write-up within four (4) weeks of the start date of the course they are repeating.
7. If a student must retake a specialty course, the student will be required to retake both the theory and practicum courses.
8. If a course is repeated, there is no grade forgiveness. All grades will be counted towards the cumulative GPA.
9. If a grade less than a "C" is earned in any course, the student will be dismissed from the College of Nursing.
10. If a student is dismissed for any reason, they must withdraw from all courses immediately and will earn a "WP" if passing or a "WF" if failing at the time of dismissal.
11. If a grade is not earned in a course after two registrations, the student may not enroll in the course a third time. Additionally, a student may not transfer a comparable course credit from another institution.
12. 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.
13. Graduates of the RN to 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.
14. 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.
15. In the event of significant illness or hospitalization, the dean or designee may choose to administratively withdraw a student who is past the "W" period with a "WA" until 1 week prior to completion of all course requirements or the end of the semester (whichever occurs first). Administrative withdraw will be considered on a case by case basis and must be supported by appropriate documentation from a healthcare provider stating that withdraw is required for the semester. If administrative withdraw is granted, the student will be withdrawn from all courses in that semester with a "WA". The student will be required to repeat all course work in a future semester.
16. Re-admission will not be automatic for any student dismissed from the College of Nursing at UAMS. Students may appeal to the Admission and Progression Committee. A student should email the Associate Dean of Academic Programs to begin the appeal process.

Appeals will be considered on a case-by-case basis. The Admissions and Progression Committee will then make a recommendation to the dean. The decision of the dean shall be final in all cases.

17. 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.
18. 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.
19. 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.
20. A student who wishes to transfer from one track within a program to another track within the same program (i.e. from DNP-FNP to DNP-AGACNP) should consult with their specialty coordinator. However, a student who wishes to transfer from one program to another program (i.e. from MNSc to DNP) must begin again as a new student and submit an application, with application fee, through Workday; this should be undertaken in consultation with the Office of Student Services.

Computerized Web-Based Evaluations for Courses/Faculty

Please refer to *College of Nursing Student Handbook*.

Grading Scale

The following grading scale is effective for the College of Nursing graduate nursing programs (50000, 60000, and 70000 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

- Full-time enrollment in the fall and spring semesters is nine (9) hours or more, and five (5) hours or more for summer term. Part-time enrollment, therefore, is eight (8) hours or fewer during fall and spring terms, and four (4) hours or fewer during summer term.
- The number of class days shall equal to fifteen (15) class weeks, plus one (1) finals week (16 weeks total).
- 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 sixteen (16) weeks or six (6) hours per week for eight (8) weeks.
- For a clinical course, the ratio of credit hour to clock hour is 1:70 for clinical courses in the master's program except for nursing education practicum which is 1:3. Nursing administration is currently 1:3 but will change to a 1:6 ratio for Practicum I and Practicum II. For example, a graduate clinical course of three (3) credits will meet 210 clock hours in a sixteen (16) week period.
- The faculty-to-student ratio for master's practicum courses will not exceed 1:8.

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 59951: 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 of Academic Programs and Accreditation 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 in *NURS 59951: Outcomes Portfolio*, the semester of graduation to complete the comprehensive exam. Exceptions to this timeline must be submitted to the Associate Dean of Academic Programs and Accreditation.

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.

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 fewer 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 *NURS 59951: Outcomes Portfolio* the semester of graduation to complete program requirements. Nursing post-master's completion or certificate is available for all specialties except nurse-midwifery.

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 their student clinical rotation. Students violating this policy may be dismissed from the master's program. Students are discouraged from having 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 two (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 (48 Semester Hours) &
Primary Care Pediatric Nurse Practitioner (48 Semester Hours)
(770 Clinical Hours)

NURS 71053: Theoretical Foundations for Advanced Nursing Practice and Research
NURS 51003: Research Methodology
NURS 72103: Evidence-Based Practice
NURS 51033: Advanced Physiology and Pathophysiology
NURS 51043: Clinical Pharmacology and Therapeutics in Advanced Practice Registered Nursing
NURS 71153: Clinical Prevention and Health Promotion
NURS 71163: Roles and Professional Practice for APRNs
NURS 53053: Advanced Health Assessment and Diagnostic Reasoning
NURS 51273: Pediatric Nurse Practitioner Theory I
NURS 52233: Acutely Ill Hospitalized Children Theory I
NURS 59951: Outcomes Portfolio

Acute Care PNP Track Courses

NURS 71203: Pediatric Acute Care Nursing Practicum I
NURS 52243: Acutely Ill/Hospitalized Child Theory II
NURS 72203: Pediatric Acute Care Nursing Practicum II
NURS 52303: Acutely Ill/Hospitalized Child Theory III
NURS 73206: Integrated Practicum for Acute Care Pediatric Nurse Practitioners

Primary Care PNP Track Courses

NURS 71253: Pediatric Primary Care Practicum I
NURS 52293: Pediatric Nurse Practitioner Theory II
NURS 72253: Pediatric Primary Care Practicum II
NURS 53293: Pediatric Nurse Practitioner Theory III
NURS 73256: Integrated Practicum for Primary Care Pediatric Nurse Practitioners

2. Adult-Gerontology Acute Care Nurse Practitioner (42 Semester Hours; 770 Clinical Hours)

NURS 71053: Theoretical Foundations for Advanced Nursing Practice and Research
NURS 51003: Research Methodology
NURS 51033: Advanced Physiology and Pathophysiology
NURS 51043: Clinical Pharmacology and Therapeutics in Advanced Practice Registered Nursing
NURS 71153: Clinical Prevention and Health Promotion
NURS 72103: Evidence-Based Practice
NURS 71163: Roles and Professional Practice for APRNs
NURS 53053: Advanced Health Assessment and Diagnostic Reasoning
NURS 51854: Adult-Gerontology Acute Care Nursing Theory I
NURS 71805: Adult-Gerontology Acute Care Nursing Practicum I
NURS 52853: Adult-Gerontology Acute Care Nursing Theory II
NURS 72802: Adult-Gerontology Acute Care Nursing Practicum II

NURS 53852: Adult-Gerontology Acute Care Nursing Theory III
NURS 73806: Adult-Gerontology Acute Care Nursing Practicum III
NURS 59951: Outcomes Portfolio

3. Adult-Gerontology Primary Care Nurse Practitioner (42 Semester Hours; 770 Clinical Hours)

NURS 71053: Theoretical Foundations for Advanced Nursing Practice and Research
NURS 51003: Research Methodology
NURS 51033: Advanced Physiology and Pathophysiology
NURS 51043: Clinical Pharmacology and Therapeutics in Advanced Practice Registered Nursing
NURS 71153: Clinical Prevention and Health Promotion
NURS 72103: Evidence-Based Practice
NURS 71163: Roles and Professional Practice for APRNs
NURS 53053: Advanced Health Assessment and Diagnostic Reasoning
NURS 51403: Adult-Gerontology Primary Care Nursing Theory I
NURS 72405: Adult-Gerontology Primary Care Psychiatric Nursing Practicum
NURS 52403: Adult-Gerontology Primary Care Nursing Theory II
NURS 71403: Adult-Gerontology Primary Care Nursing Practicum II
NURS 52463: Adult-Gerontology Primary Care Psychiatric Nursing Theory
NURS 73405: Adult-Gerontology Primary Care Nursing Practicum I
NURS 59951: Outcomes Portfolio

4. Family Nurse Practitioner (42 Semester Hours; 770 Clinical Hours)

NURS 71053: Theoretical Foundations for Advanced Nursing Practice and Research
NURS 51003: Research Methodology
NURS 51033: Advanced Physiology and Pathophysiology
NURS 51043: Clinical Pharmacology and Therapeutics in Advanced Practice Registered Nursing
NURS 71153: Clinical Prevention and Health Promotion
NURS 72103: Evidence-Based Practice
NURS 71163: Roles and Professional Practice for APRNs
NURS 53053: Advanced Health Assessment and Diagnostic Reasoning
NURS 72175: Clinical Management of Child & Family Practicum
NURS 51103: Clinical Management of Child & Family Theory
NURS 51143: Clinical Management of Family Reproductive Health Theory
NURS 72153: Clinical Management of Family Reproductive Health Practicum
NURS 51153: Clinical Management of Adult and Family Theory
NURS 72165: Clinical Management of Adult and Family Practicum
NURS 59951: Outcomes Portfolio

5. Nursing Administration (40 Semester Hours; 540 Clinical Hours)

NURS 51753: Theoretical Foundations of Nursing Education****
NURS 51783: Curriculum Development for the Nurse Educator
NURS 71053: Theoretical Foundations for Advanced Nursing Practice and Research
NURS 51003: Research Methodology
NURS 72103: Evidence-Based Practice
NURS 52063: Quantitative Epidemiology I
NURS 51783: Curriculum Development for the Nurse Educator
NURS 52703: Organizational Behavior in Nursing
NURS 52743: Personnel Management in Nursing
NURS 52753: Law, Policy & Procedure in Health Care
NURS 52763: Financial Management in Nursing
NURS 52693: Nursing Administration Practicum I
NURS 53693: Nursing Administration Practicum II
NURS 59951: Outcomes Portfolio
NURS 71133: Healthcare Informatics (note: DNP level)
Elective (3 semester hours)

***(Students may also complete the Nursing Education program of study with the addition of only two more courses, providing that NURS 51753 is used as the elective.)*

6. Nursing Education (12 Semester Hours)

NURS 51753: Theoretical Foundations for Nursing Education
NURS 51783: Curriculum Development for the Nurse Educators
NURS 51793: Teaching Strategies and Technology for Nurse Education
NURS 53953: Nursing Education Practicum

NOTE: Co-acceptance in one of the previously listed programs is required: Pediatrics, Adult-Gerontology Acute Care, Adult-Gerontology Primary Care, Nursing Administration, Family Nurse Practitioner, or Psych-Mental Health. Enrollment in nursing education courses are also available to Ph.D. students, or can be taken as a post-master's completion program. Students may enroll in one nurse education course as an

elective. If a minor in nursing education is desired, the student must take the full series of four education courses (12 credits). Didactic courses are pre-requisites to the associated education practicums.

7. Psychiatric-Mental Health Nurse Practitioner (49 Semester Hours; 770 Clinical Hours)

NURS 71053: Theoretical Foundations for Advanced Nursing Practice and Research
NURS 51003: Research Methodology
NURS 51033: Advanced Physiology and Pathophysiology
NURS 51043: Clinical Pharmacology and Therapeutics in Advanced Practice Registered Nursing
NURS 71153: Clinical Prevention and Health Promotion
NURS 72103: Evidence-Based Practice
NURS 71163: Roles and Professional Practice for APRNs
NURS 53053: Advanced Health Assessment and Diagnostic Reasoning
NURS 51513: Psychiatric-Mental Health Nursing Diagnosis and Psychopharmacology
NURS 51553: Psychiatric-Mental Health Nursing Theory I
NURS 75503: Psychiatric-Mental Health Nursing Practicum I
NURS 52574: Psychiatric-Mental Health Nursing Theory II
NURS 75533: Psychiatric-Mental Health Nursing Practicum II
NURS 53573: Psychiatric-Mental Health Nursing Theory III
NURS 75546: Psychiatric-Mental Health Nursing Practicum III
NURS 59951: Outcomes Portfolio

8. Nurse-Midwifery (47 Semester Hours; 840 Clinical Hours)

NURS 51003: Research Methodology
NURS 51033: Advanced Physiology and Pathophysiology
NURS 53053: Advanced Health Assessment and Diagnostic Reasoning
NURS 51043: Clinical Pharmacology and Therapeutics in Advanced Practice Registered Nursing
NURS 72103: Evidence-Based Practice
NURS 71053: Theoretical Foundations for Advanced Nursing Practice and Research
NURS 51302: Fundamentals of Midwifery (2)
NURS 51343: Fundamentals of Maternal-Neonatal Anatomy and Physiology (3)
NURS 51373: Midwifery Reproductive Health, Gynecology, and Primary Care Theory (3)
NURS 52372: Midwifery Management of Reproductive Health, Gynecology, and Primary Care Practicum (2)
NURS 51353: Midwifery Management of the Pregnant Woman Antepartum Theory (3)
NURS 52352: Midwifery Management of the Pregnant Woman Antepartum Practicum (2)
NURS 51364: Intrapartum, Postpartum, & Newborn Midwifery Care Theory (4)
NURS 52363: Intrapartum, Postpartum, & Newborn Midwifery Care Clinical (3)
NURS 59951: Outcomes Portfolio
NURS 52331: Complex Peripartum and Neonatal Conditions (1)
NURS 52385: Full Scope Midwifery Integration (5)

Doctor of Nursing Practice (DNP)

Nurse Practitioner Specialty (Post-BSN to DNP)
Second Nurse Practitioner Specialty (Post-Master's for APRNs)
Nurse Anesthesia Specialty (Post-BSN to DNP)
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.

In the fall semester of 2017, the College of Nursing opened its new post–Bachelor of Science in Nursing (BSN) to Doctor 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, Primary Care Pediatrics, or Dual Primary Care/Acute Care Pediatrics. Upon completion of required coursework, students will be eligible to sit for the national certification exam in their chosen specialty. The post-BSN to DNP program has a fall-only admission.

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 four 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, Acute Care Pediatrics, or Dual Primary Care/Acute Care Pediatrics*. Students will be eligible to sit for national certification in their chosen specialty upon completing the 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, Family Nurse Practitioner, Psychiatric-Mental Health, Acute Care Pediatrics, or Primary Care Pediatrics. Students will be eligible to sit for national certification in their chosen specialty upon completing the 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 completing 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 from nationally accredited institutions for leadership roles.

Program specific procedures, course requirements, and criteria for satisfactory academic progress apply to all students pursuing the Doctor of Nursing Practice degree.

DNP Program Outcomes

Graduates of the UAMS graduate programs will:

1. Synthesize evidence from nursing and other sciences to guide decision-making and professional practice (Knowledge for Nursing Practice).
2. Implement person-centered care that improves patient outcomes across diverse settings (Person-Centered Care).
3. Translate population health strategies that address social, economic, and environmental factors influencing health outcomes (Population Health).
4. Implement evidence-based practice initiatives to improve quality and outcomes (Scholarship of Nursing Discipline).
5. Lead system-level interventions that advance safety and quality improvement (Quality and Safety).
6. Facilitate interprofessional collaboration to optimize care quality, safety, and innovation (Interprofessional Partnerships).
7. Integrate systems-level strategies that promote efficiency, effectiveness, and equity (Systems-Based Practice).
8. Employ technologies to improve clinical decision-making, safety, and data-driven outcomes (Informatics and Healthcare Technologies).
9. Model professional and ethical leadership that align with legal requirements and organizational standards (Professionalism).
10. Lead initiatives that promote personal and professional growth, resilience, and lifelong learning (Personal, Professional, and Leadership Development).

Admission Requirements

For applicants seeking a DNP degree meeting requirements to sit for initial or second nurse practitioner certification, all required admission documents must be received by the College of Nursing Student Services Office or postmarked by the due date. For applicants seeking a DNP degree meeting requirements to sit for certification as a registered nurse anesthetist, all required admission documents must be received by the College of Nursing postmarked by the due date.

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 the due date. 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 College of Nursing application found on the College of Nursing website.
2. Provide official transcripts from any and all colleges and universities attended.
3. 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.
4. 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.
5. A standardized entrance exam (GRE/MAT) is **NOT** required for entry.
6. 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.
7. 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.

8. 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.
9. A student must show proof of current cardiopulmonary resuscitation (CPR) certificate. The only acceptable courses are American Heart Association (Health Care Provider). ACLS will not be accepted for CPR certification. **NOTE:** Nurse Anesthesia applicants are required to submit proof of BLS, ACLS, and PALS.
10. 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 https://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.
11. 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.
12. F-1 visa students are not eligible for admission to this program.

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. 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. Meet the UAMS health criteria for admission.
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. During advising, students may petition their specialty coordinator for approval of transfer credit. 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. Meet the UAMS health criteria for admission.
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 their 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 of Academic Programs and Accreditation or Doctor of Nursing Program Director 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:

1. **Course Work and Grades Point Average**
    a. ***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.
    b. ***Health assessment course***. Provide evidence of an academic or an ANCC-COA continuing education approved health assessment course.
    c. ***Basic statistics course.*** Applicants must have completed a course in basic statistics with a letter grade of "C" or better.
    d. ***Grade Point Average (GPA).*** Applicants must have a minimum cumulative GPA of 3.00 on a 4.0 scale to be considered for admission. In addition, applicants must have a minimum "last 60 GPA" of 3.25. For applicants whose highest degree is a BSN, the "last 60 GPA" will be calculated using the most recent 60 credit hours of undergraduate coursework. For applicants with a graduate degree in nursing, or who have completed graduate-level coursework, the "last 60 GPA" will be calculated using the most recent 60 credit hours of all coursework. Both cumulative GPA and "last 60 GPA" will be reviewed as part of the admissions process. Applicants must also demonstrate strong academic performance in the sciences, with a minimum science GPA of 3.25. The science GPA is calculated using coursework in the sciences, such as chemistry, physics, cell biology, anatomy, physiology, microbiology, genetics, immunology, biochemistry, and pharmacology.
    e. ***Official Transcripts:*** An official transcript from each institution previously attended or currently attending must be submitted either in a sealed envelope or electronically from the sending institution.
2. **Licensure**
    a. ***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.
    b. ***Critical care experience:***
        i. A minimum of one year of full-time critical care experience or its part-time equivalent. One year of full-time critical care experience is a Council on Accreditation of Nurse Anesthesia Educational Programs requirement for admission to all nurse anesthesia programs.
        i. 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. We evaluate each applicant on an individual basis to determine the quality as well as the quantity of critical care skill experience.
3. **Certifications**
    a. ***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.
    b. ***CCRN certification***. Active CCRN® certification is required for admission. Applicants must provide their CCRN examination score as part of the application process. Certification and score submission serve as indicators of advanced critical care knowledge and readiness for nurse anesthesia specialty education.
4. **Student Liability Insurance / Anesthesia Professional Liability Insurance***:*
    a. 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.
5. **References**
    a. Nurse Anesthesia Specialty applicants must submit two (2) letters of reference 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 letter from the applicant's most recent critical care area supervisor is required. 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.
6. **Essay and On-campus Interview**

a. 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.
    i. **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.
    ii. **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."

8. **Applicants without a High School Diploma or College Degree in the U.S.**
    a. 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 https://ets.org.
    b. ***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-profession-related 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. During advising, students may petition their specialty coordinator for approval of transfer credit. 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. During advising, students may petition their specialty coordinator for approval of transfer credit. 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

1. Course drop/withdrawal dates: See 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. DNP students in a nurse practitioner or nurse anesthesia track must show proof of 2000 hours of work experience as an RN before registering for any practicum course (NURS 53052: Advanced Health Assessment and Diagnostic Reasoning Theory and Practicum, and

specialty practicum courses). The Verification of Employment Form found on the College of Nursing website must be completed and notarized.

3. Students must maintain a minimum cumulative GPA of "B" (3.0 on a 4.0 scale) to graduate.
4. If a student's cumulative GPA drops below 3.0 at any time, 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 a minimum of 3.0 with the next nine (9) credit hours of required coursework.
5. If a student earns a letter grade of "C" in any of the following courses, 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:
    - Advanced Health Assessment Theory/Practicum
    - Advanced Pharmacology
    - Advanced Pathophysiology
    - Nurse Practitioner Specialty Theory/Practicum
    - Nurse Anesthesia Theory/Practicum
6. If a student must retake Advanced Health Assessment Theory or a nurse practitioner specialty course or a nurse anesthesia course, they must validate that they have remained current with the associated clinical skills by completing and passing a comprehensive physical exam check-off/write-up. Students must schedule a comprehensive physical exam check-off/write-up within four (4) weeks of the start date of the course they are repeating.
7. If a student must retake a specialty course, the student will be required to retake both the theory and practicum courses. If enrolled in DNP project courses, the student will retake these concurrently as well, **with the exception of nurse anesthesia courses**.
8. If a course is repeated, there is no grade forgiveness. All grades will be counted towards the cumulative GPA.
9. If a grade less than a "C" is earned in any course, the student will be dismissed from the College of Nursing.
10. If a student is dismissed for any reason, they must withdraw from all courses immediately and will earn a "WP" if passing or a "WF" if failing at the time of dismissal.
11. If a grade is not earned in a course after two registrations, the student may not enroll in the course a third time. Additionally, a student may not transfer a comparable course credit from another institution.
12. 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 Registrar's website. It is the student's responsibility to obtain the required advisor and Associate Dean for Academic Programs signatures on the form.
13. In the event of significant illness or hospitalization, the dean or designee may choose to administratively withdraw a student who is past the "W" period with a "WA" until 1 week prior to completion of all course requirements or the end of the semester (whichever occurs first). Administrative withdrawal will be considered on a case by case basis and must be supported by appropriate documentation from a healthcare provider stating that withdraw is required for the semester. If administrative withdraw is granted, the student will be withdrawn from all courses in that semester with a "WA." The student will be required to repeat all course work in a future semester.
14. Re-admission will not be automatic for any student dismissed from the College of Nursing at UAMS. Students may appeal to the Admission and Progression Committee. A student should email the Associate Dean of Academic Programs to begin the appeal process. Appeals will be considered on a case-by-case basis. The Admissions and Progression Committee will then make a recommendation to the dean. The decision of the dean shall be final in all cases.
15. 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 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.
16. 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.
17. 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.
18. 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.
19. A student who wishes to transfer from one track within a program to another track within the same program (i.e. from DNP-FNP to DNP-AGACNP) should consult with their specialty coordinator. However, a student who wishes to transfer from one program to another program (i.e. from MNSc to DNP) must begin again as a new student and submit an application, with application fee, through Workday; this should be undertaken in consultation with the Office of Student Services.

Computerized Web-Based Evaluations for Courses/Faculty

Please refer to *College of Nursing Student Handbook*.

Grading Scale

The following grading scale is effective for the College of Nursing graduate nursing programs (50000, 60000, and 70000 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)

This sample program of study reflects a hypothetical fall start. A spring start would look different; confer with the specialty coordinator for your program of study.

Fall I	**Semester Credits**
NURS 51003: Research Methodology	3
NURS 51033: Advanced Physiology and Pathophysiology	3
NURS 71053: Theoretical Foundations for Advanced Nursing Practice and Research	3
TOTAL	**9**

Spring I	**Semester Credits**
NURS 71143: Health Care Analytics for Nursing Practice	3
NURS 72103: Evidence-based Practice	3
NURS 51043: Clinical Pharmacology & Therapeutics in Advanced Practice Registered Nursing	3
TOTAL	**9**

Summer I	**Semester Credits**
NURS 52063: Quantitative Epidemiology I	3
NURS 71153: Clinical Prevention and Health Promotion	3
TOTAL	**6**

Fall II	**Semester Credits**
NURS 53053: Advanced Health Assessment & Diagnostic Reasoning	3
NURS 71103: Economics for Complex Organizational Systems	3
NURS 71133: Health Care Informatics	3
Additional theory specialty course (PNP and PMHNP)	3
TOTAL	**12**

Spring II	**Semester Credits**
NURS 71163: Roles & Professional Practice for APRNs	3
Specialty Theory I	3-4
Specialty Practicum I (210–280 clock hours)	3-4
TOTAL	**9-11**

Summer II	**Semester Credits**
Elective (FNP, AGACNP, AGPCNP)	3
Specialty Practicum II (140–210 clock hours)	2-3
Specialty Theory II	3
TOTAL	**5-9**

Fall III	**Semester Credits**
Specialty Theory III	2-3

Specialty Practicum III (350 clock hours)	5
NURS 72133: Quality Outcomes Management	3
TOTAL	**10-12**

Spring III	**Semester Credits**
NURS 71173: Leadership in Health Policy & Advocacy	3
NURS 72142: Integration of DNP Competencies	2
NURS 74004: Advanced Nursing Clinical Practice (350 clock hours)	5
TOTAL	**10**

Total Program Credits = 72-73 depending upon specialty
Total Practicum Clock Hours = 1120

Initial Nurse Practitioner Specialty (Post-BSN to DNP) Sample Program of Study (4-year)

This sample program of study reflects a hypothetical fall start. A spring start would look different; confer with the specialty coordinator for your program of study.

Fall I	**Semester Credits**
NURS 51003: Research Methodology	3
NURS 71053: Theoretical Foundations for Advanced Nursing Practice and Research	3
TOTAL	**6**

Spring I	**Semester Credits**
NURS 71143: Health Care Analytics for Nursing Practice	3
NURS 72103: Evidence-based Practice	3
TOTAL	**6**

Summer I	**Semester Credits**
NURS 52063: Quantitative Epidemiology I	3
NURS 71153: Clinical Prevention and Health Promotion	3
TOTAL	**6**

Fall II	**Semester Credits**
NURS 51033: Advanced Physiology and Pathophysiology	3
NURS 71133: Health Care Informatics	3
TOTAL	**6**

Spring II	**Semester Credits**
NURS 51043: Clinical Pharmacology & Therapeutics in Advanced Practice Registered Nursing	3
NURS 71173: Leadership in Health Policy & Advocacy	3
TOTAL	**6**

Summer II	**Semester Credits**
Elective (FNP, AGACNP, AGPCNP)	3
TOTAL	**0-3**

Fall III	**Semester Credits**
NURS 53053: Advanced Health Assessment & Diagnostic Reasoning	3
NURS 71103: Economics for Complex Organizational Systems	3
Additional specialty course (PNP and PMHNP)	3
TOTAL	**9**

Spring III	**Semester Credits**
NURS 71163: Roles & Professional Practice for APRNs	3
Specialty Theory I	3-4
Specialty Practicum I (210–280 clock hours)	3-4
TOTAL	**9-11**

Summer III	**Semester Credits**
Specialty Practicum II (140–210 clock hours)	2-3
Specialty Theory II	3
TOTAL	**5-6**

Fall IV	**Semester Credits**
Specialty Theory III	2-3
Specialty Practicum III (350 clock hours)	5

NURS 72133: Quality Outcomes Management	3
	10-12

Spring IV	**Semester Credits**
NURS 72142: Integration of DNP Competencies	2
NURS 74004: Advanced Nursing Clinical Practice (350 clock hours)	5
TOTAL	**7**

Total Program Credits = 72-73 depending upon specialty
Total Practicum Clock Hours = 1120

Theory & Practicums by Specialty

Adult-Gerontology Acute Care	**Semester Credits**
*Students in this specialty do take an elective.	
NURS 51854: Adult-Gerontology Acute Care Nursing Theory I	4
NURS 71805: Adult-Gerontology Acute Care Nursing Practicum I (280 clock hours)	4
NURS 52853: Adult-Gerontology Acute Care Nursing Theory II	3
NURS 72802: Adult-Gerontology Acute Care Nursing Practicum II (140 clock hours)	2
NURS 53852: Adult-Gerontology Acute Care Nursing Theory III	2
NURS 73806: Adult-Gerontology Acute Care Nursing Practicum III (350 clock hours)	5

Adult-Gerontology Primary Care	**Semester Credits**
*Students in this specialty do take an elective.	
NURS 51403: Adult-Gerontology Primary Care Nursing Theory I	3
NURS 72405: Adult-Gerontology Primary Care Nursing Practicum I (280 clock hours)	4
NURS 52463: Adult-Gerontology Primary Care Psychiatric Nursing Theory	3
NURS 71403: Adult-Gerontology Primary Care Psychiatric Nursing Practicum (140 clock hours)	2
NURS 52403: Adult-Gerontology Primary Care Nursing Theory II	3
NURS 73405: Adult-Gerontology Primary Care Nursing Practicum II (350 clock hours)	5

Family Nurse Practitioner	**Semester Credits**
*Students in this specialty do take an elective.	
NURS 51103: Clinical Management of the Child and Family Theory	3
NURS 72175: Clinical Management of the Child and Family Practicum (210 clock hours)	3
NURS 51143: Clinical Management of Family Reproductive Health Theory	3
NURS 72153: Clinical Management of Family Reproductive Health Practicum (210 clock hours)	3
NURS 51153: Clinical Management of Adult and Family Theory	3
NURS 72165: Clinical Management of Adult and Family Practicum (350 clock hours)	5

Primary Care PNP Courses	**Semester Credits**
*Students in this specialty **do not** take an elective.	
NURS 51273: Pediatric Nurse Practitioner Theory I	3
NURS 52233: Acutely Ill/Hospitalized Child Theory I	3
NURS 52293: Pediatric Nurse Practitioner Theory II	3
NURS 53293: Pediatric Nurse Practitioner Theory III	3
NURS 71253: Pediatric Primary Care Nursing Practicum I (280 clock hours)	4
NURS 72253: Pediatric Primary Care Nursing Practicum II (140 clock hours)	2
NURS 73256: Integrated Practicum for Primary Care Pediatric Nurse Practitioners (350 clock hours)	5

Acute Care PNP Courses	**Semester Credits**
*Students in this specialty **do not** take an elective.	
NURS 51273: Pediatric Nurse Practitioner Theory I	3
NURS 52233: Acutely Ill/Hospitalized Child Theory I	3
NURS 52243: Acutely Ill/Hospitalized Child Theory II	3
NURS 52303: Acutely Ill/Hospitalized Child Theory III	3
NURS 71203: Pediatric Acute Care Practicum I (280 clock hours)	4
NURS 72203: Pediatric Acute Care Practicum II (140 clock hours)	2
NURS 73206: Integrated Practicum for Acute Care Pediatric Nurse Practitioners (350 clock hours)	5

Dual Certification in Primary Care and Acute Care Pediatric Nurse Practitioner	**Semester Credits**
*Students in this specialty **do not** take an elective.	
NURS 51273: Pediatric Nurse Practitioner Theory I	3
NURS 52233: Acutely Ill/Hospitalized Child Theory I	3
NURS 52293: Pediatric Nurse Practitioner Theory II	3
NURS 53293: Pediatric Nurse Practitioner Theory III	3
NURS 52243: Acutely Ill/Hospitalized Child Theory II	3

NURS 52303: Acutely Ill/Hospitalized Child Theory III	3
NURS 71203: Pediatric Acute Care Practicum I (280 clock hours)	4
NURS 71253: Pediatric Primary Care Nursing Practicum I (280 clock hours)	4
NURS 72253: Pediatric Primary Care Nursing Practicum II (140 clock hours)	2
NURS 73256: Integrated Practicum for Primary Care Pediatric Nurse Practitioners (350 clock hours)	5
NURS 72203: Pediatric Acute Care Practicum II (140 clock hours)	2
NURS 73206: Integrated Practicum for Acute Care Pediatric Nurse Practitioners (350 clock hours)	5

Psychiatric-Mental Health Nurse Practitioner	**Semester Credits**
*Students in this specialty **do not** take an elective.	
NURS 51553: Psychiatric-Mental Health Nursing Theory I	3
NURS 51513: Psychiatric-Mental Health Nursing Diagnosis and Psychopharmacology	3
NURS 75503: Psychiatric-Mental Health Nursing Practicum I (280 clock hours)	4
NURS 52574: Psychiatric-Mental Health Nursing Theory II	3
NURS 75533: Psychiatric-Mental Health Nursing Practicum II (140 clock hours)	2
NURS 53573: Psychiatric-Mental Health Nursing Theory III	3
NURS 75546: Psychiatric-Mental Health Nursing Practicum III (350 clock hours)	5

Second Nurse Practitioner Specialty (Post-Masters for APRNs) Sample Program of Study

All DNP Students Seeking Second NP Specialty Take	**Semester Credits**
NURS 51003: Research Methodology	3
NURS 51033: Advanced Physiology & Pathophysiology	3
NURS 51043: Clinical Pharmacology and Therapeutics in Advanced Practice Registered Nursing	3
NURS 53053: Advanced Health Assessment & Diagnostic Reasoning	3
NURS 52063: Quantitative Epidemiology I	3
NURS 71053: Theoretical Foundations for Advanced Nursing Practice & Research	3
NURS 71103: Economics for Complex Organizational Systems	3
NURS 71133: Healthcare Informatics	3
NURS 71143: Healthcare Analytics for Nursing Practice	3
NURS 71153: Clinical Prevention & Health Promotion	3
NURS 71173: Leadership in Health Policy & Advocacy	3
NURS 72103: Evidence-Based Practice	3
NURS 72133: Quality Outcomes Management	3
NURS 72142: Integration of DNP Competencies	2
NURS 74004: Advanced Nursing Clinical Practice (350 clock hours)	4
NURS 71163: Roles & Professional Practice for APRNs	3
OR	
NURS 71183: Roles & Professional Development for DNP	3

Adult-Gerontology Primary Care Specialty Courses:	**Semester Credits**
Elective	3
NURS 53053: Advanced Health Assessment & Diagnostic Reasoning	3
NURS 51403: Adult-Gerontology Primary Care Nursing Theory I	3
NURS 52403: Adult-Gerontology Primary Care Nursing Theory II	3
NURS 52463: Adult-Gerontology Primary Care Psychiatric Nursing Theory	3
NURS 72405: Adult-Gerontology Primary Care Nursing Practicum I (280 clock hours)	4
NURS 71403: Adult-Gerontology Primary Care Psychiatric Nursing Practicum (140 clock hours)	2
NURS 73405: Adult-Gerontology Primary Care Nursing Practicum II (350 clock hours)	5

Adult-Gerontology Acute Care Specialty Courses:	**Semester Credits**
Elective	3
NURS 53053: Advanced Health Assessment & Diagnostic Reasoning	3
NURS 51854: Adult-Gerontology Acute Care Nursing Theory I	4
NURS 52853: Adult-Gerontology Acute Care Nursing Theory II	3
NURS 53852: Adult-Gerontology Acute Care Nursing Theory III	2
NURS 71805: Adult-Gerontology Acute Care Nursing Practicum I (280 clock hours)	4
NURS 72802: Adult-Gerontology Acute Care Nursing Practicum II (140 clock hours)	2
NURS 73806: Adult-Gerontology Acute Care Nursing Practicum III (350 clock hours)	5

Family Specialty Courses (not currently offered for Second Nurse Practitioner Specialty):	**Semester Credits**
Elective	3
NURS 53053: Advanced Health Assessment & Diagnostic Reasoning	3
NURS 51103: Clinical Management of the Child & Family Theory	3
NURS 51143: Clinical Management of Family Reproductive Health Theory	3
NURS 51153: Clinical Management of the Adult & Family Theory	3
NURS 72175: Clinical Management of the Child & Family Practicum (210 clock hours)	3

NURS 72153: Clinical Management of Family Reproductive Health Practicum (210 clock hours)	3
NURS 72165: Clinical Management of the Adult & Family Practicum (350 clock hours)	5

Psychiatric-Mental Health Specialty Courses:	**Semester Credits**
NURS 53053: Advanced Health Assessment & Diagnostic Reasoning	3
NURS 51513: Psychiatric-Mental Health Nursing Diagnosis & Psychopharmacology	3
NURS 51553: Psychiatric-Mental Health Nursing Theory I	3
NURS 52574: Psychiatric-Mental Health Nursing Theory II	3
NURS 53573: Psychiatric-Mental Health Nursing Theory III	3
NURS 75503: Psychiatric-Mental Health Nursing Practicum I (280 clock hours)	4
NURS 75533: Psychiatric-Mental Health Nursing Practicum II (140 clock hours)	2
NURS 75546: Psychiatric-Mental Health Nursing Practicum III (350 clock hours)	5

Primary Care Pediatric Nurse Practitioner Specialty Courses:	**Semester Credits**
NURS 51273: Pediatric Nurse Practitioner Theory I	3
NURS 52233: Acutely Ill/Hospitalized Child Theory I	3
NURS 52293: Pediatric Nurse Practitioner Theory II	3
NURS 53293: Pediatric Nurse Practitioner Theory III	3
NURS 71253: Pediatric Primary Care Nursing Practicum I (280 clock hours)	4
NURS 72253: Pediatric Primary Care Nursing Practicum II (140 clock hours)	2
NURS 73256: Integrated Practicum for Primary Care Pediatric Nurse Practitioners (350 clock hours)	5

Acute Care Pediatric Nurse Practitioner Specialty Courses:	**Semester Credits**
NURS 52233: Acutely Ill/Hospitalized Child Theory I	3
NURS 51273: Pediatric Nurse Practitioner Theory I	3
NURS 52243: Acutely Ill/Hospitalized Child Theory II	3
NURS 52303: Acutely Ill/Hospitalized Child Theory III	3
NURS 71203: Pediatric Acute Care Practicum I (280 clock hours)	4
NURS 72203: Pediatric Acute Care Practicum II (140 clock hours)	2
NURS 73206: Integrated Practicum for Acute Care Pediatric Nurse Practitioners (350 clock hours)	5

Total Credits = 72 with Total Clinical Practicum Hours = 1120

Nurse Anesthesia Specialty (Post-BSN to DNP) Program of Study	**Semester Credits**
Fall I	
NURS 51003: Research Methodology	3
NURS 51033: Advanced Physiology & Pathophysiology	3
NURS 71053: Theoretical Foundations for Advanced Nursing Practice & Research	3
NURS 71133: Health Care Informatics	3
NURS 75133: Scientific Foundations for Nurse Anesthesia	3
Spring I	
NURS 51043: Clinical Pharmacology and Therapeutics in Advanced Practice Registered Nursing	3
NURS 71143: Healthcare Analytics for Nursing Practice	3
NURS 75204: Principles of DNP Nurse Anesthesia Practice I	4
NURS 75234: Advanced Physiology for Nurse Anesthesia	4
Summer I	
NURS 75104: Advanced Human Anatomy for Nurse Anesthesia	4
NURS 75243: Clinical Pharmacology for Nurse Anesthesia	3
Fall II	
NURS 53053: Advanced Heath Assessment and Diagnostic Reasoning	3
NURS 71103: Economics for Complex Organizational Systems	3
NURS 75302: Pathophysiology for Specialty Populations	2
NURS 75265: Principles of DNP Nurse Anesthesia Practice II	5
Spring II	
NURS 71173: Leadership in Health Policy & Advocacy	3
NURS 72103: Evidence-Based Practice	3
NURS 75255: DNP Anesthesia Practicum I	4.5
NURS 75354: Principles of DNP Nurse Anesthesia Practice III	4
Summer II	
NURS 52063: Quantitative Epidemiology I	3
NURS 75344: DNP Anesthesia Practicum II	4

Fall III

NURS 72133: Quality Outcomes Management	3
NURS 75446: DNP Anesthesia Practicum III	6

Spring III

NURS 72142: Integration of DNP Competencies	2
NURS 74004: Advanced Nursing Clinical Practice	4
NURS 75553: DNP Anesthesia Practicum IV	3

Summer III

NURS 75363: Integration of Critical Nurse Anesthesia Concepts	3
NURS 75644: DNP Anesthesia Practicum V	4

Total Program Credits: 96.5
Total Practicum Clock Hours: 2295

Post-Master's Leadership Focus (APRNs and Nursing Administration) Sample Program of Study

This sample program of study reflects a hypothetical fall start. A spring start would look different; confer with the specialty coordinator for your program of study.

5-Semester Program of Study

Fall I	**Semester Credits**
NURS 71133: Health Care Informatics	3
NURS 71183: Roles and Professional Development for DNP	3
TOTAL	**6**

Spring I	**Semester Credits**
NURS 71143: Health Care Analytics for Nursing Practice	3
NURS 71173: Leadership in Health Policy & Advocacy (may be taken Spring II)	3
NURS 72103: Evidence-Based Practice	3
TOTAL	**9**

Summer I	**Semester Credits**
NURS 52063: Quantitative Epidemiology I*	3
NURS 7920V: Doctor of Nursing Practice Practicum (180 hours)	2
TOTAL	**5**

Fall II	**Semester Credits**
NURS 71103: Economics for Complex Organizational Systems	3
NURS 72133: Quality Outcomes Management	3
TOTAL	**6**

Spring II	**Semester Credits**
NURS 72142: Integration of DNP Competencies	2
NURS 7920V: Doctor of Nursing Practice Practicum (360 hours)	4
TOTAL	**6**

7-Semester Program of Study

Fall I	**Semester Credits**
NURS 71133: Health Care Informatics	3
NURS 71183: Roles and Professional Development for DNP	3
TOTAL	**6**

Spring I	**Semester Credits**
NURS 71143: Health Care Analytics for Nursing Practice	3
NURS 72103: Evidence-Based Practice	3
TOTAL	**6**

Summer I	**Semester Credits**
NURS 52063: Quantitative Epidemiology I *	3
TOTAL	**3**

Fall II	**Semester Credits**

NURS 71103: Economics for Complex Organizational Systems	3
TOTAL	**3**

Spring II	**Semester Credits**
NURS 71173: Leadership in Health Policy & Advocacy	3
NURS 7920V: Doctor of Nursing Practice Practicum (180 hours)	2
TOTAL	**5**

Summer II
NO COURSEWORK

Fall III	**Semester Credits**
NURS 72133: Quality Outcomes Management	3
TOTAL	**3**

Spring III	**Semester Credits**
NURS 72142: Integration of DNP Competencies	2
NURS 7920V: Doctor of Nursing Practice Practicum (360 hours)	4
TOTAL	**6**

Total Program Credits = 33
Total Practicum Hours = 530

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 Graduate School section of the *UAMS Academic 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

1. Engage in and conduct theory-guided research to test, generate, and extend knowledge that informs health care systems, health policy, and the evidence base for practice
2. Exhibit proficiency in the critical analysis of scientific research.
3. Follow professional and ethical principles of the discipline in the responsible conduct of research.
4. Contribute to the formal and informal education of current and future nurses through discovery, application, integration, and communication of knowledge

Admission Requirements

Applications are accepted by the UAMS Graduate School. The application deadline for fall admission for domestic applicants is January 15 for priority consideration, and May 30 for regular applicants. Students requiring an F-1 VISA should apply by March 1. Receipt of the completed applications and all documents for the Ph.D. program or for the BSN to Ph.D. program should be received by application deadline. *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 Workday admissions portal. The link to this portal 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 iBT score of at least 79 or above on the computer-based exam or a minimum score of 20 in each section of the TOEFL iBT is required. Alternatively, official scores above 6.5 on the International English Langue Testing System (IELTS) may be submitted. The test must have been taken within the last two (2) calendar years of admission. Official TOEFL exam score or official IELTS scores must be received no later than one (1) month past the application deadline date. Only TOEFL test scores received directly from the Educational Testing Services or IELTS scores received directly from IELTS will be accepted as valid. Testing information is available at https://www.ets.org and https://www.ielts.org.
6. Provide proof of two MMR vaccines or titer levels, Hepatitis B series (three vaccines) or evidence of hepatitis B surface antibodies, and two doses of varicella vaccine or evidence of titer levels.
7. Negative IGRA (T-spot or QuantiFERON-Gold) or a negative two-step TB skin tests within (12) months prior to enrollment.
8. COVID vaccination or approved medical or religious exemption.
9. Submit example of scholarly written work (see guidelines in application form).
10. 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.
11. The application packet requires written essay responses to questions regarding professional goals, research interests, and personal growth.
12. 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 Arkansas 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 (50000, 60000, and 70000 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 the 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

Please refer to *College of Nursing Student Handbook*.

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 nine (9) semester credits for the fall and spring semesters. Part-time study requires a minimum of six (6) semester credits for the fall and spring semesters. The program consists of a minimum of sixty (60) semester credits of coursework beyond the master's degree, including eighteen (18) semester credits of doctoral dissertation registration.

1. Scientific Perspective (8 semester credits)
NURS 61052: Issues Influencing Research
NURS 61183: Culture of Health
NURS 61193: Philosophies and Theories in Science and Research

2. Research Tools (14 semester credits)
NURS 61033: Qualitative Methodology in Nursing Research
NURS 61043: Quantitative Methodology in Nursing Research
BIOS 50133: Biostatistics I or approved course (replaces Data Management & Analysis I)
BIOS 52103: Biostatistics II or approved course (replaces Data Management & Analysis II)
SPSS or STADA, R or SAR labs for 2 credit hours

3. Research Experience (25 semester credits)
NURS 61143: Synthesizing the Literature
NURS 62153: Grant Writing and Development
NURS 62171: Research Practicum
NURS 6200V: 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.
NURS 6203V: Doctoral Dissertation **(16 credits)**

4. Support Courses (10 semester credits)
NURS 62103: Leadership in Health Care Systems (or approved course substitute)
NPHD 61161: Leadership in Health Care Systems Field Experience
NURS 6113VL Topics in Nursing
Electives: minimum of six (6) may include courses below or other electives:

d. HPMT 51053: Introduction to Health Economics
e. NURS 52063: Quantitative Epidemiology I (if not already taken with master's courses)
f. NURS 61083: 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. Nursing education courses may be added. 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.

Requirements for BSN to Ph.D.:

NURS 51003: Research Methodology
NURS 52063: Quantitative Epidemiology I
NURS 53903: Human Genetics (or approved course substitute)
NURS 71053: Theoretical Foundations for Advanced Nursing Practice and Research
NURS 71133: Health Informatics
Elective 6 hours minimum
PLUS Ph.D. core and elective courses as listed below:
NURS 61033: Qualitative Methodology in Nursing Research
NURS 61043: Quantitative Methodology in Nursing Research
NURS 61052: Issues Influencing Research
NURS 62103: Leadership in Health Care Systems **or approved course substitute**
NURS 61143: Synthesizing the Literature
NURS 62153: Grant Writing and Development
NURS 61161: Leadership in Health Care Systems – Field Experience
NURS 62171: Research Practicum
NURS 61183: Culture of Health
NURS 61193: Philosophies and Theories in Science and Research
BIOS 50133: Biostatistics I
BIOS 52103: Biostatistics II
NURS 6200V: Dissertation Seminar
NURS 6203V: Doctoral Dissertation
Electives 6 credit minimum
TOTAL CREDITS: 81

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 Associate Dean for Student Services 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, Pharm.D., Dean
David Caldwell, Pharm.D., Associate Dean of Academic Affairs
Seth Heldenbrand, Pharm.D., Associate Dean of Experiential Education
Tina Moskow, BS, Assistant Dean of Administration
Ashok Philip, Ph.D., Associate Dean of Student Services
Amit Tiwari, Ph.D., Associate Dean of Research
Scott Warmack, Pharm.D., Associate Dean, Northwest Campus
Amy Franks, Pharm.D., Chair, Department of Pharmacy Practice
John Imig, Ph.D., Chair, Department of Pharmaceutical Sciences
Marjan Boerma, Ph.D., Director, Division of Radiation Health
Aleda Chen, Pharm.D., Ph.D., Director, Assessment
Jacob Painter, Pharm.D., MBA, Ph.D., Director, Division of Pharmaceutical Evaluation and Policy
Geoff Curran, Ph.D., Director, Center for Implementation Research
Trey Gardner, Pharm.D., Director, Evidence-Based Prescription Drug Program
Howell Foster, Pharm.D., Director, Poison Control and Drug Information Center
Brigette Serfaty, Pharm.D., MS, BCNP, FAPhA, Dip-ACLM, Director, Nuclear Education Online
Charlotte Gass, MA, Director, Admissions
Willie Hicks, **MA**, Director, Student Recruitment

Department of Pharmaceutical Sciences

The Department of Pharmaceutical Sciences (PHSC) is responsible for the basic pharmaceutical sciences portion of the curriculum, which consists of the disciplines of biomedical sciences, medicinal chemistry, pharmacology, and pharmaceutics. These disciplines provide the pharmacy student with a basic science foundation for other courses in the pharmacy curriculum and also prepare the student for programs of advanced study. 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.

In addition to the professional 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. The Graduate School Handbook is available from the Graduate School Office or online at https://www.uams.edu/gradschool/.

Department of Pharmacy Practice

The Department of Pharmacy Practice (PHPR) is responsible for the practice-related, 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 Department of Pharmacy Practice contains two divisions, the Division of the Northwest Regional Campus and the Division of Pharmaceutical Evaluation and Policy, as well as the Center for Implementation Research.

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, 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, 2030. Additional accreditation information is available at https://pharmacy.uams.edu/about-us/accreditation/.

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.

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 an online centralized application service, PharmCAS (www.pharmcas.org). Detailed information regarding admissions policies can be found here.

Pharmacy College Admissions Test (PCAT)

The PCAT is not required or considered for admission to the UAMS College of Pharmacy.

UAMS College of Pharmacy Supplemental Application

Applicants must complete the free UAMS College of Pharmacy Supplemental Application as part of their application to the PharmD program. This is a supplemental application in addition to the PharmCAS application.

Selection

For Fall 2026, all applicants with a cumulative grade point average of 2.50 (as calculated by PharmCAS), or above, on their overall college record and are U.S. citizens or permanent residents are eligible for consideration for interview. Qualified applicants who meet minimum application requirements will be invited to the main campus in Little Rock for an in person interview. Admission to the program is based on the applicant's previous scholastic and aptitude records, personal interview, references, and personal statement. 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 June 1 before fall entry. On a case-by-case basis, 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.

Candidates who have been previously dismissed from a college or school of pharmacy are not eligible to apply. The College reserves the right to conduct additional review of applicants with academic or professional concerns, including academic or professional alerts, or a criminal background that could affect enrollment or eligibility for professional licensure.

Admission

Regular meetings of the Admissions Committee occur on an ongoing basis throughout the application cycle. If an applicant has been accepted, the applicant *may* be denied admission prior to or at the time of enrollment if (1) the applicant fails to keep the 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 the applicant's character 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 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 $200 tuition deposit.

English Proficiency

The TOEFL exam is strongly recommended 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 test (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: https://www.ets.org/toefl/. TOEFL scores must be received by the application deadline.

International Students

The UAMS College of Pharmacy will only consider applicants who are U.S. citizens or have a valid Permanent Resident/Resident Alien card. The applicant must submit a 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. Check the UAMS College of Pharmacy website for a checklist of prerequisite courses. Both in person and online courses are accepted for all prerequisites. All prerequisite courses must be taken for a letter grade and at a grade of C or better to fulfill course requirements. AP, IB, and CLEP credit will be accepted as long as these credits appear on official transcripts. There is no limit on the number of these credits. Online courses are accepted for all prerequisite courses including those with labs. 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. Credit for degrees or coursework earned at a foreign institution may be granted by an accredited undergraduate institution.

CORE Courses

- College Algebra - 3 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)
- Biology - 12 semester hours
    - General Biology I (3 hrs lecture & 1 hr lab)
    - General Biology II (3 hrs lecture & 1 hr lab)
    - Microbiology (3 hrs lecture & 1 hr lab)

Non-CORE Courses

- Selectives - 9 semester hours minimum, 3 classes chosen from the following list:
    - Anatomy
    - Physiology
    - Biochemistry
    - Cell Biology
    - Genetics
    - Quantitative Analysis
    - Pathophysiology
    - Statistics
    - Calculus I or II
    - Physics I or II
    - Logic
    - Critical Thinking
- General Electives - 20 hours of electives, applicant's choice

Courses may be used to satisfy the requirements in only one area. Admission to the College requires sixty semester hours of specific transfer credits. Applicants attending an institution using the quarter hour system must complete the equivalent number of semester hours. To convert semester hours to quarter hours, multiply semester hours by 1.5. More information on prerequisite coursework is available on our website. Transcript reviews are available by contacting the admissions office at copadmissions@uams.edu.

Credit Hours for Financial Aid

A matriculating student must have earned 72 semester credit hours of coursework to be eligible to receive graduate level federal financial aid. Applicants with less than 72 hours at matriculation will be designated at the undergraduate level for financial aid purposes until they acquire 72 credit hours after starting professional coursework.

Border State Tuition and Tuition Waivers for Non-resident Applicants:
Applicants from our six border states (MO, MS, LA, OK, TN, TX) pay resident (in-state) tuition rates. Non-resident applicants who do not reside in a border state may be eligible for an academic tuition waiver. The academic tuition waiver is granted to academically qualified non-resident applicants and will allow them to pay resident tuition rates throughout their PharmD program. For a detailed list of tuition and fees, visit the UAMS Student Financial Services website.

Non-Degree Seeking Students
Individuals enrolled in another ACPE-accredited PharmD program may be admitted as non-degree seeking students on a case-by-case basis to enroll in coursework as space allows with the approval of the Dean of the UAMS College of Pharmacy. A new application, accompanying items, and fee must be submitted each semester a non-degree seeking student seeks to enroll.

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. The student must submit a letter explaining their reasons for transfer, and a letter of good academic standing from their current Dean. 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 UAMS College of Pharmacy students. This may require transferring students 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 during the fall semester of their P1 year.

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.

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 by the Admissions Committee or Scholastic Standing Committee for all or part of that student's previous academic credits earned at the College.

UAMS College of Pharmacy Tuition and Fees
For current tuition rates and fees visit https://students.uams.edu/financial-services/tuition-and-fees/college-of-pharmacy/.

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. 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.

The last four years of the curriculum include the professional courses offered in the College of Pharmacy at UAMS. 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 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 institutionally 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 04-2012, 10-2015, and 8-2023. The most recent revision takes effect for students enrolled as P1s in the Fall 2025 semester and later. These outcomes align directly with the American Academy of Colleges of Pharmacy AACP Academic Affairs Committee's Guidance for Use of the Curricular Outcomes and Entrustable Professional Activities (COEPA) for Pharmacy Graduates and ACPE Standards 2025 Standard 2.

Domain 1. Knowledge

1.1 Scientific Thinking (Learner)
Seek, analyze, integrate, and apply foundational knowledge of medications and pharmacy practice (biomedical; pharmaceutical; social, behavioral, administrative; and clinical sciences; drug classes; and digital health).

1.1.1 **Biomedical Sciences** - Develop pharmacists who have solid foundational and practice-relevant knowledge of how physiological and pathological functions at system, organ, cellular, and molecular levels within humans and other organisms contribute to health and disease.
- *BMS1.* The student will demonstrate understanding of the relationship between structure and function of body systems within healthy individuals.
- *BMS2.* The student will demonstrate understanding of the relationship between structure and function of body systems within the pathophysiologic or diseased state.
- *BMS3.* The student will demonstrate understanding of the biochemical, genetic, molecular, and cellular mechanisms of biological processes relevant for human health and disease.
- *BMS4.* The student will demonstrate understanding of the structure and action of clinically relevant microbes in infectious pathophysiology including immune response to infectious diseases.

1.1.2 **Drug Action** - Develop pharmacists who have a fundamental knowledge of the development, structure, mechanism of action, pharmacokinetic/pharmacodynamic properties (absorption, distribution, metabolism, excretion), therapeutic function, and associated adverse effects/toxicity of clinically important therapeutic pharmacological agents.
- *DA1.* The student will describe the relationships among drug structures, mechanisms of action, and ADME.
- *DA2.* The student will predict therapeutic action and possible adverse effects and toxicities of pharmacological agents based on pharmacodynamic and pharmacokinetic properties.
- *DA3.* The student will compare and contrast the mechanism of action and pharmacokinetic properties of drug entities when considering drug selection, therapeutic intent, and side effect profiles for diverse patient populations.
- *DA4.* The student will calculate and interpret pharmacokinetic parameters required for clinically relevant decision-making.

1.1.3 **Drug Delivery** - Develop pharmacists who demonstrate the ability to assess, compound, and recommend products for patients based on 1) the physical and chemical properties of pharmaceutical products 2) characteristics of absorption, distribution, metabolism, and elimination for individual patients and specific formulations.
- *DD1.* The student will identify physical and chemical properties that influence drug solubility, drug action, stability, and tolerability.
- *DD2.* The student will analyze a drug product's active and inactive ingredients to identify potential applications, warnings, adverse effects, and contraindications.
- *DD3.* The student will recommend appropriate routes of administration, dosage forms, and drug delivery systems to optimize bioavailability and therapeutic efficacy and safety.
- *DD4.* The student will perform appropriate pharmaceutical calculations to ensure safe and effective medication use.
- *DD5.* The student will compound extemporaneous preparations and sterile products, utilizing appropriate techniques, procedures, and equipment for quality assurance.
- *DD6*. The student will recommend appropriate packaging, storage, handling, administration, and disposal of medications.

1.1.4 **Evidence-Based Practice** - Develop pharmacists who retrieve, assess, interpret, apply, and communicate medical information for use by individual patients, healthcare providers, and patient populations to promote evidence-based healthcare, appropriate medication use systems and resource management, and public health initiatives.
- *EBP1.* The student will demonstrate the ability to systematically retrieve drug information from available sources.
- *EBP2.* The student will apply evidence based principles to assess the scientific and clinical merit of drug information to make appropriate recommendations with other members of the healthcare team for individual patients and patient populations.

- *EBP3.* The student will describe the development of practice guidelines and evidence-based best practices and their use in individual situations.
- *EBP4.* The student will utilize knowledge of pharmacoeconomic principles to provide cost-effective care to improve patient health.
- *EBP5.* The student will describe the impact of and utilize digital health modalities in the provision of patient care.

Domain 2. Skills

2.1 Problem-solving Process (Problem-solver)
Use problem solving and critical thinking skills, along with an innovative mindset, to address challenges and to promote positive change.

- *PSP1.* The student will engage in creative thinking to accomplish goals.
- *PSP2.* The student will utilize knowledge and skills to aid patients and overcome barriers related to health and healthcare.

2.2 Communication (Communicator)
Actively engage, listen, and communicate verbally, nonverbally, and in writing, when interacting with or educating an individual, group, or organization.

- *COM1.* The student will effectively communicate to optimize the likelihood that patients will take responsibility for, and control of, their health (e.g., motivational interviewing).
- *COM2.* The student will demonstrate professional, ethical, and compassionate communication skills, including active listening, and appropriate written, verbal, and non-verbal techniques.
- *COM3.* The student will apply knowledge of culture, health literacy level, age, gender, disability, and other pertinent patient factors to achieve sensitive, individualized communication in a manner that will be best comprehended by the intended audience.
- *COM4.* The student will effectively collect information from a variety of patients, family members, caregivers, healthcare professionals, and members of the general public.
- *COM5.* The student will communicate clearly, accurately, concisely, and in a timely manner to a variety of audiences.
- *COM6*. The student will educate a variety of audiences with regard to pharmacologic and nonpharmacologic interventions, proper administration techniques, monitoring, follow-up, and adherence.
- *COM7.* The student will provide clear and accurate documentation of patient care activities to facilitate communication and collaboration.

2.3 Cultural and Structural Humility (Ally)
Mitigate health disparities by considering, recognizing, and navigating cultural and structural factors (e.g. social determinants of health, diversity, equity, inclusion, and accessibility) to improve access and health outcomes.

- *CSH1.* The student will demonstrate knowledge of structural and cultural factors that create health disparities and influence patient health.
- *CSH2.* The student will utilize knowledge of structural and cultural factors that create health disparities to improve access and health outcomes.

2.4 Person-Centered Care (Provider)
Provide whole person care to individuals as the medication specialist using the Pharmacists' Patient Care Process

- *PCC1.* The student will define and explain the terminology, lab findings, physical signs/symptoms, and risk factors related to diseases and medical conditions.
- *PCC2.* The student will analyze and compare drug therapies for safe, effective, and cost-effective and convenient use, including therapeutic benefits, potential adverse effects, contraindications, dosing, administration, and duration of therapy.
- *PCC3.* The student will collect, identify, interpret, and evaluate relevant individual patient factors including medical, genetic, social, cultural, and economic aspects to optimize patient care.
- *PCC4.* The student will assess appropriate information to diagnose medical problems within the scope of pharmacy practice.
- *PCC5.* The student will recommend and/or prescribe appropriate drug and non-drug therapies for prevention and treatment of diseases and medical conditions, including specific uses, indications, mechanisms of action, and drugs of choice.
- *PCC6.* The student will design a care plan that is person-centered and culturally sensitive, including goals of treatment, appropriate drug and non-drug therapies, and monitoring parameters for safety and efficacy.

2.5 Advocacy (Advocate)
Promote the best interests of patients and/or the pharmacy profession within healthcare settings and at the community, state, or national level.

- *ADV1.* The student will discuss the importance of and mechanisms for advocacy on behalf of the pharmacy profession and our patients.
- *ADV2.* The student will advocate for patient needs.

2.6 Medication-use Process Stewardship (Steward)
Optimize patient healthcare outcomes using human, financial, technological, and physical resources to improve the safety, efficacy, and environmental impact of medication use systems.

- *MUPS1.* The student will describe management principles for financial, personnel, and business operations including the environmental impact of medication use systems.
- *MUPS2.* The student will identify, discuss, and critique the types of government roles and policies that influence the delivery of healthcare.
- *MUPS3.* The student will identify and explain pharmacoeconomic factors that play a role in healthcare delivery for the patient, the healthcare provider, and the public as a whole.

- *MUPS4.* The student will describe and comply with legal and regulatory rules governing the provision of pharmacy services within diverse professional settings.
- *MUPS5.* The student will define ethical principles and apply a comprehensive process for analyzing an ethical situation to justify an appropriate course of action.
- *MUPS6.* The student will identify safety issues and safeguards to prevent adverse outcomes.
- *MUPS7.* The student will identify and utilize strategies to manage inventory.

2.7 Interprofessional Collaboration (Collaborator)

Actively engage and contribute as a healthcare team member by demonstrating core interprofessional competencies.

- *IPE1.* The student will work with individuals of other professions to maintain a climate of mutual respect and shared values.
- *IPE2.* The student will use the knowledge of one's own role and those of other professions to appropriately assess and address the health care needs of patients and to promote and advance the health of populations.
- *IPE3.* The student will communicate with patients, families, communities, and professionals in health and other fields in a responsive and responsible manner that supports a team approach to the promotion and maintenance of health and the prevention and treatment of disease.
- *IPE4.* The student will apply relationship-building values and the principles of team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient/population-centered care and population health programs and policies that are safe, timely, efficient, effective, and equitable.

2.8 Population Health and Wellness (Promoter)

Assess factors that influence the health and wellness of a population and develop strategies to address those factors.

- *PHW1* The student will assess factors that influence population health and wellness.
- *PHW2.* The student will design appropriate interventions to improve the management of chronic disease and improve population health and wellness.

2.9 Leadership (Leader)

Demonstrate the ability to influence and support the achievement of shared goals on a team, regardless of one's role.

- *LD1.* The student will demonstrate leadership qualities, including responsibility for creating and achieving shared goals, regardless of position or rank.

Domain 3. Attitudes

3.1 Self-awareness (Self-aware)

Examine, reflect on, and address personal and professional attributes (e.g., knowledge, metacognition, skills, abilities, beliefs, biases, motivation, help-seeking strategies, and emotional intelligence) that could enhance or limit growth, development, and professional identity formation.

- SA1. The student will examine and reflect on performance, personal knowledge, skills, abilities, beliefs, biases, motivation, and emotions that enhance or limit personal and professional growth.

3.2 Professionalism (Professional)

Exhibit attitudes and behaviors that embody a commitment to building and maintaining trust with patients, colleagues, other health care professionals, and society.

- *PRO1.* The student will exhibit attitudes and behaviors that embody a commitment to building and maintaining trust with patients, colleagues, other health care professionals, and society.

Domain 4. Practice Transformation

4.1 Practice Transformation (Transformer)

Develop pharmacists who have the tools to be pioneers and advocates for the future of pharmacy practice.

- *PT1.* The student will identify opportunities and challenges within the evolving healthcare system that serve as the impetus for advancement of services delivered by pharmacists.
- *PT2.* The student will utilize evidence-based change processes centered around advancing pharmacy services.

Entrustable Professional Activities (EPAs)

1. Collect information necessary to identify a patient's medication-related problems and health-related needs.
2. Assess collected information to determine a patient's medication-related problems and health-related needs.
3. Create a care plan in collaboration with the patient, others trusted by the patient, and other health professionals to optimize pharmacologic and nonpharmacologic treatment.
4. Contribute patient specific medication-related expertise as part of an interprofessional care team.
5. Answer medication related questions using scientific literature.
6. Implement a care plan in collaboration with the patient, others trusted by the patient, and other health professionals.
7. Fulfill a medication order.
8. Educate the patient and others trusted by the patient regarding the appropriate use of a medication, device to administer a medication, or self-monitoring test.
9. Monitor and evaluate the safety and effectiveness of a care plan.
10. Report adverse drug events and/or medication errors in accordance with site specific procedures.
11. Deliver medication or health-related education to health professionals or the public.
12. Identify populations at risk for prevalent diseases and preventable adverse medication outcomes.

13. Perform the technical, administrative, and supporting operations of a pharmacy practice site.

Doctor of Pharmacy Curriculum

The curriculum below was approved in January 2025 for students beginning their P1 year in Fall 2025 and later.

P1 Curriculum	
Course	**Credit Hours**
P1 Fall	
PSCI 71103 Basis for Drug Therapy I	3
PSCI 71303 Pharmaceutics I	3
PHPR 71143 Social & Admin Sciences I	3
PHPR 71133 Principles of Pharmacy Practice I	3
PHPR 71002 Pharmaceutical Calculations	2
PHPR 71101 Longitudinal Lab I	1
Term Total	*15*
P1 Spring	
PSCI 71403 Pharmaceutics II	3
PSCI 71034 Drug Action I	4
PSCI 71204 Basis for Drug Therapy II	4
PHPR 71232 Principles of Pharmacy Practice II	2
PHPR 71153 Therapeutics I	3
PHPR 71131 Longitudinal Lab II	1
Term Total	*17*
P1 Summer	
PHPR 71064 Community IPPE	4
Term Total	*4*
P1 Year Total	***36***

Other P1 Requirements
Interprofessional Education Activities
UNIV 11000-001 Exposure Workshop
UNIV 12000-001 Exposure Bridge Transition
Milestone Activities
Continuous Professional Development *Students document progress in knowledge and skill achievement from the previous academic year through activity logs and reflections and create related goals for the upcoming year.*

P2 Curriculum	
Course	**Credit Hours**
P2 Fall	
PSCI 72034 Drug Action II	4
PHPR 72134 Pharmacokinetics & Personalized Medicine	4
PHPR 72174 Therapeutics II	4
PHPR 72152 Social & Admin Sciences II	2
PHPR 72131 Longitudinal Lab III	1
Term Total	*15*
P2 Spring	
PSCI 72044 Drug Action III	4
PHPR 72184 Therapeutics III	4
PHPR 72143 Principles of Pharmacy Practice III	3
PHPR 72162 Social & Admin Sciences III	2
PHPR 72141 Longitudinal Lab IV	1
Term Total	*14*

P2 Summer	
PHPR 72034 Institutional IPPE	4
Term Total	*4*
P2 Year Total	***33***

Other P2 Requirements
Interprofessional Education Activities
UNIV 14000-001 Immersion Simulation
Milestone Activities
Milestone Exam 1 *This program-level exam covers the first two professional years of the curriculum and is used as a knowledge-based readiness assessment for progression to the P3 year.* **Continuous Professional Development** *Students document progress in knowledge and skill achievement from the previous academic year through activity logs and reflections and create related goals for the upcoming year.*

P3 Curriculum	
Course	**Credit Hours**
P3 Fall	
PHPR 73234 Therapeutics IV	4
PHPR 73183 Social & Admin Sciences IV	3
PSCI 73032 Drug Action IV	2
PHPR 73141 Longitudinal Lab V	1
Electives	4
Term Total	*14*
P3 Spring	
PHPR 73244 Therapeutics V	4
PHPR 73193 Social & Admin Sciences V	3
PHPR 73153 Principles of Pharmacy Practice IV	3
PHPR 73151 Longitudinal Lab VI	1
Electives	4
Term Total	*15*
P3 Year Total	***29***

Other P3 Requirements
Interprofessional Education Activities
UNIV 13000-001 Immersion Quadruple Aim Workshop
UNIV 15000-001 Competence Workshop
Milestone Activities
Milestone Exam 2 *This program-level exam covers material over the first three professional years of the curriculum and is used as a knowledge and skills-based readiness assessment for progression to Advanced Pharmacy Practice Experiences.* **Continuous Professional Development** *Students document progress in knowledge and skill achievement from the previous academic year through activity logs and reflections and create related goals for the upcoming year.*

P4 Curriculum	
Course	**Credit Hours**
P4 Fall & Spring	
PHPR74004 Advanced Pharmacy Practice Experience	4x9
PHPR 74251 Practice Readiness Longitudinal	1
P4 Year Total	***37***

Program Total	***135***

Other P4 Requirements
Interprofessional Education Activities
UNIV 16000-001 Competence Practice Activity
UNIV 17000-001 Competence Student Educator Activity
Milestone Activities
Milestone Exam 3 *This program-level exam covers material over the entire professorial curriculum and is used as a knowledge-based readiness assessment for licensure and practice.* **Continuous Professional Development** *Students document progress in knowledge and skill achievement from the previous academic year through activity logs and reflections and create related goals for the upcoming year.*

Required Courses

PHPR 71002 Pharmaceutical Calculations
PHPR 71064 Community IPPE
PHPR 71101 Longitudinal Lab I
PHPR 71131 Longitudinal Lab II
PHPR 71133 Principles of Pharmacy Practice I
PHPR 71143 Social & Admin Sciences I
PHPR 71153 Therapeutics I
PHPR 71232 Principles of Pharmacy Practice II
PHPR 72034 Institutional IPPE
PHPR 72131 Longitudinal Lab III
PHPR 72134 Pharmacokinetics & Personalized Medicine
PHPR 72141 Longitudinal Lab IV
PHPR 72143 Principles of Pharmacy Practice III
PHPR 72152 Social & Admin Sciences II
PHPR 72162 Social & Admin Sciences III
PHPR 72174 Therapeutics II
PHPR 72184 Therapeutics III
PHPR 73141 Longitudinal Lab V
PHPR 73151 Longitudinal Lab VI
PHPR 73153 Principles of Pharmacy Practice IV
PHPR 73183 Social & Admin Sciences IV
PHPR 73193 Social & Admin Sciences V
PHPR 73234 Therapeutics IV
PHPR 73244 Therapeutics V
PHPR 74004 Advanced Pharmacy Practice Experience
PHPR 74251 Practice Readiness Longitudinal
PSCI 71034 Drug Action I
PSCI 71103 Basis for Drug Therapy I
PSCI 71204 Basis for Drug Therapy II
PSCI 71303 Pharmaceutics I
PSCI 71403 Pharmaceutics II
PSCI 72034 Drug Action II
PSCI 72044 Drug Action III
PSCI 73032 Drug Action IV

Experiential Coursework

Introductory Pharmacy Practice Experiences

PHPR 71064 Community Introductory Pharmacy Practice Experience (160 clock hours)
PHPR 72034 Institutional Introductory Pharmacy Practice Experience (160 clock hours)
PHPR 73071 3rd Professional Year Longitudinal Introductory Pharmacy Practice Experience (40 hours)

Advanced Pharmacy Practice Experiences

The APPE program consists of 9 four-week experiences (minimum 160 clock 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. Experiences must include the following:

1. Six experiences in patient care (PC)
    a. 1 adult acute/primary care
    b. 1 ambulatory care
    c. 1 community enhanced pharmacy services
    d. 3 direct patient care selectives chosen from the three categories above
2. One experience is required in health-system pharmacy
3. 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.

Experiences are as follows, and each will appear on the transcript as PHPR 74004 Advanced Pharmacy Practice Experience:

- Acute care (PC)
- Ambulatory care (PC)
- Community enhanced pharmacy services (PC)
- Health-system pharmacy (PC)
- Pharmacy practice elective
- Patient care selective (PC)

Remediation experiences for failed APPEs may be assigned as PHPR 74034 Individualized Education Plan.

Elective Courses

PHPR 73102 Death and Dying
PHPR 73132 Radiopharmacy
PHPR 73142 Radiation Biology
PHPR 73152 Nuclear Instrumentation
PHPR 73163 Nuclear Physics
PHPR 73173 Health Physics
PHPR 73182 Entrepreneurship
PHPR 73432 Advanced Compounding
PHPR 73452 Geriatric Therapeutics
PHPR 73162 Drug Induced Disease
PHPR 73172 Problem Based Learning in Pediatric Therapeutics
PHPR 73472 Personal Finance
PHPR 73192 Problem Based Learning in Therapeutics - Critical Care
PHPR 73232 Problem Based Learning – Supportive Care in Oncology
PHPR 73252 Pharmacy-Based Point-of-Care Testing Certificate
PHPR 73262 Infectious Diseases Pharmacotherapy Elective
PHPR 73272 Landmark Studies
PHPR 73282 Innovations in Pharmacy Practice
PHPR 73292 Medication Therapy Management Advanced Training
PHPR 73302 Introduction to Functional Pharmacy
PHPR 73332 Leadership
PHPR 73342 Toxicology
PHPR 73352 PBL Specialty Pharmacy Services
PHPR 73362 PBL Emergency Medicine
PHPR 73372 Infectious Diseases and Stewardship
PHPR 73382 Caring for the Patient with Pain
PHPR 73392 Culinary Medicine
PHPR 73442 Primary Care Pharmacotherapy
PHPR 73462 Treatment Adherence
PHPR 73782 Turning Ideas into Impact: Research in Pharmacy Practice
PHPR 73792 Implementing Pharmacy Services
PHPR 73802 Learning Assistants
PHPR 73202 Preparation for Postgraduate Residency Training
PHPR 71242 Lifestyle Medicine
PHPR 71142 Pursuing Careers in Clinical Trials and Industry
PHPR 73042 Medication Error Reduction

Non-COP Elective Courses

ACCT 70061 Accounting Methods & Reports (UALR - PharmD/MBA students only)
BIOS 50133 Biostatistics I
BIOS 52103 Biostatistics II
PBHL 51403 History and Theory of Public Health
PBHL 51463 Rural and Global Public Health Practice
PBHL 51483 Health Numeracy
PBHL 54203 Rural and Global Health Program Evaluation and Impact Assessment
ECON 70041 Foundations of Business (UALR - PharmD/MBA students only)
ECON 71343 Economics and Global Business (UALR - PharmD/MBA students only)
ENVH 51003 Environmental Health Sciences
EPID 51103 Epidemiology I
FINN 70031 Finance Fundamentals (UALR - PharmD/MBA students only)
FINN 71103 Applied Corporate Finance (UALR - PharmD/MBA students only)
HBHE 51043 Intro to Health Behavior and Health Education
HPMT 51033 Health Care System
HPMT 52063 Public Health Law and Ethics
HPMT 54263 Racial & Ethnic Health Disparities
MGMT 71083 Management of Human Capital (UALR - PharmD/MBA students only)
NUTR 51063 Nutrition and Metabolism: Micronutrients
NUTR 51103 Nutrition and Metabolism: Macronutrients
PSCI 51041 Pharmaceutical Sciences Seminar
PSCI 51081 Pharmaceutical Evaluation and Policy Seminar
PSCI 51183 Foundations of Pharmaceutical Evaluation and Policy Research
PSCI 51193 Pharmacoeconomics and Health Care Technology Assessment
PSCI 51203 Pharmaceutical Economics and Policy Evaluation
PSCI 51253 Patient-reported Outcomes (PRO) Measurements: Concepts and Methods
PSCI 51103 Responsible Research
PSCI 51193 Applied Research Methods Using Retrospective Data
PSCI 51253 Applied Health Econometrics
PSCI 61153 Pharmacoepidemiology
REGS 60133 FDA Regulations
REGS 60233 Methods in Risk Assessment and Management
REGS 51073 Design and Management of Clinical Trials
REGS 61003 Good Regulatory Practices
SEVI 52103 Business Foundations for Entrepreneurs (UAF - Entrepreneurship certificate students only)
SEVI 53203 New Venture Development (UAF - Entrepreneurship certificate students only)
SEVI 54103 New Venture Development II (UAF - Entrepreneurship certificate students only)

Additional courses approved for PharmD elective credit include all those completed with a C or better in the pursuit of the following UAMS certificates:

- PharmD/Graduate Certificate in Public Health (COPH)
- PharmD/Graduate Certificate in Environmental Health (COPH)
- PharmD/Graduate Certificate in Healthcare Analytics (COPH)
- PharmD/Graduate Certificate in Regulatory Science (GRS)
- PharmD/Graduate Certificate in Implementation Science (GRS)

The APhA Institute on Substance Use Disorders (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	7308V	Special Problems in Clinical Practice	P1, P2, & P3
PSCI	7350V	Special Problems in Pharmaceutical Sciences	P1, P2, & P3
PHPR	7324V	Special Problems in Pharmacy Practice Academic Administration	P1, P2, & P3

Academic Performance, Assessment, and 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 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.

Grade Point System

A = 4 points
B = 3 points
C = 2 points
D = 1 point
F = 0 points
WP = 0 points
WF = 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 applied when an instructor, in consultation with the student, determines that the student is unable to complete all class requirements before the scheduled end date for the class session or term. 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.

"IP" (In progress) is assigned when special circumstances require class instruction to extend beyond the published end date for the class and is generally available when an extension is required for an entire class of students for reasons beyond the students' control.

"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 catalog. Withdrawals that occur more than 10 business days from the first day of class will be noted by a "W" on the transcript; before 10 business days, students may drop a course without a record on their transcript. A "W" mark is assigned up to the 10th week of a course (refer to the COP academic calendar for the deadline for assigning "W" marks). After the 10th week and up until five business days before the end of the semester, either a "WP" (withdraw passing) or "WF" (withdraw failing) mark must be assigned when a student withdraws from a course. If a student stops participating in a course and official withdrawal procedures have not been completed within 5 business days before the semester ends, the student will receive an "F" grade for the course. A "WF" figures into the total GPA as an "F". Exceptions will be considered by the dean on an individual basis. If a student re-enrolls and completes a course in which they received a "W", "WP" or "WF", the last grade received for the course will be used in computing the GPA.

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 Associate Dean for Student Services 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.

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 Milestone Exams 1, 2, and 3. 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.

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 135 approved semester hours, 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" 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.
- 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.

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.

- PHPR 73163 Nuclear Physics - 3 hrs
- PHPR 73152 Nuclear Instrumentation - 2 hrs
- PHPR 73132 Radiopharmacy - 2 hrs
- PHPR 73173 Health Physics - 2 hrs
- PHPR 73142 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 or higher will count towards satisfying the 8 hour elective requirement for the PharmD curriculum. PharmD students can 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://pharmacy.uams.edu/future-students/graduate/pep/).

The following PEP graduate classes qualify for cross elective credit in the PharmD program:
- PSCI 51173 Foundations of Pharmaceutical Evaluation and Policy Research Methods, 3 hours
- PSCI 51253 Applied Health Econometrics, 3 hours
- PSCI 51263 Patient-reported Outcomes (PRO) Measurements: Concepts and Methods, 3 hours
- PSCI 51081 Pharmaceutical Evaluation and Policy Seminar, 1 hour
- PSCI 51203 Pharmacoeconomics and Health Care Technology Assessment, 3 hours
- BIOS 50133 Biostatistics I, 3 hours
- BIOS 52103 Biostatistics II, 3 hours
- PSCI 61153 Pharmacoepidemiology, 3 hours

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:
- PSCI 51033 Pharmaceutics, 3 hours
- PSCI 51003 Medicinal Chemistry, 3 hours
- PHAR 51073 Pharmacology, 3 hours
- PHAR 51171 Scientific Communication and Ethics I, 1 hour

- PHAR 51191 Scientific Communication and Ethics II, 1 hour
- PHAR 51201 Scientific Communication and Ethics III, 1 hour
- PHAR 51231 Scientific Communication and Ethics IV, 1 hour
- BIOS 50133 Biostatistics, 3 hours
- Electives, total of 9 hours

Upon completion of the P2 year of the PharmD curriculum with a GPA > 3.00, 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:

- PSCI 51033 Pharmaceutics, 3 hours
- PSCI 51003 Medicinal Chemistry, 3 hours
- PHAR 51073 Pharmacology, 3 hours
- PSGP PhD Electives, 3 hours

The PharmD/Ph.D. PS-Track student will also need to complete the following courses, with a GPA > 3.00, either as Pharm.D elective credit or in addition to the Pharm.D. courses:

- BIOS 50133 Biostatistics I, 3 hours
- PHAR 51171 Scientific Communication and Ethics I, 1 hour
- PHAR 51191 Scientific Communication and Ethics II, 1 hour
- PHAR 51201 Scientific Communication and Ethics III, 1 hour
- PHAR 51231 Scientific Communication and Ethics IV, 1 hour
- 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. Students completing institutional IPE requirements in the PharmD program will not be required to repeat these activities in the PhD program.

Dual pathway - PharmD/MBA

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 coursework 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 70061 Accounting Methods & Reports - 1 hr
- ECON 70041 Foundations of Business - 1 hr
- FINN 70031 Finance Fundamentals - 1hr
- MGMT 71083 Management of Human Capital - 3 hrs
- ECON 71343 Economics and Global Business - 3 hrs
- FINN 71103 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. PHPR 71143 Social & Admin Sciences I (3 hrs) will replace BUSI 70081 Managing Your Career. The following are courses in the PharmD program of study eligible for elective credit within the MBA program:

- PHPR 72152 Social & Admin Sciences II, 2 hrs
- PHPR 72162 Social & Admin Sciences III, 2 hrs
- PHPR 73183 Social & Admin Sciences IV, 3 hrs
- PHPR 73193 Social & Admin Sciences V, 3 hrs

Dual pathway - PharmD/MPH

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:

- BIOS 50133 Biostatistics I - 3 hrs
- ENVH 51003 Environmental and Occupational Health - 3 hrs
- HPMT 51033 Health Care System - 3 hrs
- HBHE 51043 Intro to Health Behavior and Health Education - 3 hrs
- EPID 51103 Epidemiology I - 3 hrs
- HPMT 54263 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 72152 Social & Admin Sciences II, 2 hrs
- PHPR 72162 Social & Admin Sciences III, 2 hrs
- PHPR 73102 Death and Dying - 2 hrs
- PHPR 73392 Culinary Medicine - 2 hrs
- PHPR 73332 Leadership - 2 hrs
- PHPR 73342 Toxicology - 2 hrs
- PHPR 73272 Landmark Studies
- PHPR 73182 Entrepreneurship - 2 hrs
- PHPR 74004 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) with the approval of the faculty of the MPH program.

Dual pathway - PharmD/MS-PEP (Master of Science in Pharmaceutical Evaluation and Policy)

The Pharmaceutical Evaluation and Policy (PEP) Master of Science curriculum is offered in partnership with the UAMS Graduate School. Students interested in this program should contact the director of Division of Pharmaceutical Evaluation and Policy in the College of Pharmacy or the COP Assistant/Associate Dean of Academic Affairs. Admission to the dual PharmD/MS-PEP degree requires a separate application to the UAMS Graduate School.

Up to two professional courses may count for dual credit in both the PharmD and MS programs. Likewise, up to 9 credit hours of completed PEP graduate coursework with a grade of B or higher will count toward satisfying the 8-hour elective requirement for the PharmD curriculum. These courses are listed here:

- PSCI 51173 Foundations of Pharmaceutical Evaluation and Policy Research Methods (3 hrs)
- PSCI 51253 Applied Health Econometrics (3 hrs)
- PSCI 51081 Pharmaceutical Evaluation and Policy Seminar (1 hr)
- PSCI 51203 Pharmacoeconomics and Health Care Technology Assessment (3 hrs)
- BIOS 50133 Biostatistics I (3 hrs)
- BIOS 52103 Biostatistics II (3 hrs)
- PSCI 61153 Pharmacoepidemiology (3 hrs)

Dual pathway - 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 73102 Death and Dying - 2 hrs
- PHPR 74004 Advanced Pharmacy Practice Experience - 4 hrs
  (State Board of Pharmacy or Arkansas Pharmacists Association)
- Additional courses pending approval by SOL.

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 2.3 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:

- LAWW 52853 Employment Law - 2 hrs or 3 hrs
- LAWW 66843 Insurance Law - 3, hrs
- LAWW TBA Interviewing and Counseling - 2 hrs
- LAWW 62272 Law and Medicine - 2 hrs
- LAWW 68032/67443 Legislation - 2 hrs or 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:

- SEVI 52103 Business Foundations for Entrepreneurs
- SEVI 53203 New Venture Development
- SEVI 54103 New Venture Development II

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. Courses within the Social & Administrative Sciences series of the PharmD curriculum may be eligible for consideration of elective transfer credit within the GC in Entrepreneurship.

Fay W. Boozman College of Public Health

Contact Information

The Fay W. Boozman College of Public Health Office is located in the Rahn Building on the University of Arkansas for Medical Sciences campus in Little Rock. The Office of the Dean, Office of Academic Affairs, and Office of Research are located in Rahn 2273. The Office of Student Affairs and the Office of Admissions and Alumni Affairs are located in Rahn 1232. The offices are generally open from 8:00 am to 4:30 pm.

Dean's Office	501-526-6600
Academic Affairs	501-526-6622
Research	501-562-6600
Student Affairs	501-526-6747
Admissions	501-526-6700

Dean, Associate Deans, Assistant Deans

Wendy Nembhard, Ph.D., MPH, FACE, FAHA, Dean
Amanda L. Golbeck, Ph.D., MA, MA, Associate Dean for Academic Affairs
Benjamin C. Amick III, Ph.D., Associate Dean for Research
Kevin Ryan, JD, MA Associate Dean for Student Affairs
Cindy Lewis, **MS,** Associate Dean for Admissions and Alumni Affairs
Heather Garringer, Assistant Dean for Finance and Administration
Tiffany Haynes, Ph.D., MS, Assistant Dean for Culture and Engagement
Liz Gates, JD, MPH, Assistant Dean for Planning and Policy

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 Health Sciences, Epidemiology, Health Policy and Management, and Health Behavior and Health Education. For more information about the college, please visit the Fay W. Boozman College of Public Health website.

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, 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 or a Regulatory Science Certificate 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 provided in the COPH Student Handbook. See other sections of this catalog for additional policies.

ACADEMIC INTEGRITY

Article One: *Code of Academic Integrity*

1. **Preamble.** All academic work at the University of Arkansas Fay W. Boozman College of Public Health (COPH) shall be conducted with academic integrity, in accordance with the Principles of Conduct listed below. Students enrolled in the COPH and faculty/staff employed by the COPH (hereafter "the COPH Academic Community") share the responsibility to preserve high standards of professional honesty and integrity. Members of the COPH Academic Community will uphold the principles of the *Code of Academic Integrity* and hold others in the COPH Academic Community accountable for adhering to the shared *Code of Academic Integrity*.

2. **Scope.** *The Code of Academic Integrity* applies to all activities and all behaviors that pertain to academic work, including, but not limited to, all academic assignments, research work, and examinations, as well as the professional character and conduct of the COPH Academic Community.

3. **Principles of Conduct.** It is the responsibility of each member of the COPH Academic Community to behave in a manner that complies with the *Code of Academic Integrity*. The principles below are primarily written in terms of prohibitions on student conduct; however, most, if not all, also apply to faculty/staff members. Members of the COPH Academic Community will not engage in, or facilitate engagement in, the following forms of academic misconduct[1]:
   a. Cheating
   b. Fabrication
   c. Plagiarism
   d. Interference
   e. Violation of Course Rules
   f. Facilitating Academic Misconduct
   g. Research Misconduct
   h. Failing to comply with the terms or conditions of a Settlement Agreement that has been approved by the Associate Dean for Academic Affairs (ADAA).
   i. Acting in any other way that would undermine the academic integrity of the COPH

The definitions and descriptions of these terms can be found at
https://studentcode.iu.edu/responsibilities/academic-misconduct.html

[1] Code of Student Rights, Responsibilities, & Conduct. Part II: Section B. Indiana University. Available at https://studentcode.iu.edu/responsibilities/academic-misconduct.html Used with permission (IU Chief Policy Officer Mike Jenson 7/10/2023).

4. Notification of Code of Academic Integrity
   a. Upon full matriculation into the student information system, the Office of Student and Alumni Affairs will provide an electronic copy of the *Code of Academic Integrity* Student Honor Pledge (Attachment 1) to each new student via e-mail.
   b. At New Student Orientation, the ADAA will review the *Code of Academic Integrity*.

5. Pledge to Adhere to Code of Integrity
   a. By enrolling or accepting employment in the College of Public Health, each student or faculty/staff member implicitly agrees to be bound by the *Code of Academic Integrity*.
   b. For students, this implicit agreement will be documented by the student's electronic signature on the Honor Pledge, which must be returned by reply e-mail to the Office of Student and Alumni Affairs before they register for classes. The Office of Student and Alumni Affairs will ensure compliance.

6. Summary of Procedures for Handling Student Violations
   a. Articles Three, Four, and Five detail the three levels of review available to students if they are alleged to have violated the Code of Academic Integrity.
      i. **Chair Settlement**. Students first have the opportunity to present all relevant and available materials to the Department Chair who received the report of a violation. The Department Chair will develop and offer a Chair Settlement Agreement.
      ii. **Honor Council Settlement**. If the student chooses not to accept the terms of the Chair Settlement, the matter will be referred to the Honor Council. After reviewing all relevant and available materials, the Honor Council will convene a hearing at which the student may present materials and witnesses for the Council's consideration at a hearing. After deliberation, the Honor Council will either ratify the Chair Settlement, make revisions and offer an Honor Council Settlement, or dismiss the matter entirely.
      iii. **Appeal to Dean of the COPH**. If the student chooses not to accept the terms of the Honor Council Settlement, they may appeal to the Dean of the COPH who will ratify the Honor Council's Settlement, putting it into immediate effect, or dismiss the matter.
      iv. All steps in this process are reviewed by the Associate Dean for Academic Affairs (ADAA) and are described in more

specific detail below.

Article Two. *Procedures for Handling Evidence-based Violations*

Section One. Reporting Evidence-based Violations

1. Any member of the COPH Academic Community who has evidence that a student has violated the Code of Academic Integrity has a responsibility to report their evidence to the Department Chair they believe to be responsible for the academic work in which the violation occurred.
2. Any member of the COPH Academic Community who has evidence that a faculty or staff member has been involved in a violation of the Code of Academic Integrity has a responsibility to report the violation to the Department Chair whom they believe to supervise that faculty/staff.
3. Any member of the COPH Academic Community who has evidence that a Department Chair has been involved in a violation of the Code of Academic Integrity has a responsibility to report the violation to the Dean of the COPH.
4. The identity of the individual who reports an evidence-based violation will be kept confidential unless they indicate, in writing, otherwise.
5. UAMS COPH will not allow retaliation against anyone who in good faith reports an evidence-based violation. Students/employees who retaliate against an individual who submits a report of evidence-based violations in good faith will be reported to the Dean of the COPH in accordance with this policy for undermining the academic integrity of the COPH.
6. Anyone who makes a report that is unsubstantiated and was made maliciously and known to be false will be reported to the Dean of the COPH in accordance with this policy for undermining the academic integrity of the COPH.

Section Two. Investigation & Documentation of the Allegation

1. Each Department Chair is responsible for ensuring that allegations arising from academic work in their departments are handled in accordance with the procedures described in this document.
2. When notified that a possible violation has occurred, the Department Chair must provide a memorandum to the ADAA that describes the allegation as soon as practicable.
3. The ADAA will ensure that the correct Department Chair has received the report and is acting on the allegation.
4. In coordination with the ADAA, the Department Chair will conduct an investigation to determine if there is a reasonable basis for believing that a violation occurred. The investigation should include a review of relevant documents, interviews with relevant faculty/staff and other students, including the individual who reported the alleged violation, and an inquiry as to whether the student or faculty/staff member in question has been previously accused of violating
5. the Code and the outcome of that previous investigation.
6. If there is a reasonable basis for believing that a violation occurred, the Department Chair will:

a. In the case of faculty/staff violations, refer the matter to the ADAA to be processed in accordance with UAMS research misconduct or human resources misconduct rules.
b. In the case of an allegation against a Department Chair, the Dean of the COPH will process the matter in accordance with UAMS research misconduct or human resources misconduct rules.
c. In the case of a student violation, process the violation in accordance with the processes in Article Three.

Article Three*. Department Chair Disposition of Student Violation*

Section One. Notice of Charge

1. After investigation in accordance with Article Two, the Department Chair will provide the student with a copy of the *Academic Integrity Code, Principles, Policy & Procedures* and a Notification of Charge (Attachment 3) informing the student in question of
   a. the nature of the charge;
   b. sanctions that may be imposed by the Department Chair in a Chair Settlement;
   c. their right to provide all relevant and available materials and a written personal statement for the Department Chair to consider in drafting an offer of settlement within ten (10) business days of receiving the Notice of Charge.
2. The Department Chair will obtain a written acknowledgement that the student has received the Notice of Charge.
3. After considering the severity of the charge, all relevant and available materials, and the student's response to the Notice of Charge, the Department Chair will, in consultation with the ADAA, attempt to settle the matter with the student.

Section Two. Chair Settlement Offers (Attachment 4)

1. In cases where the Department Chair offers a settlement to the student, the Department Chair must consider the proportionality of the proposed sanctions to the alleged violation, as well as the proposal's capacity to rehabilitate the student.
2. Proposed Chair Settlements may include any of the following provisions:
   a. Requirement that the student re-accomplish the academic work that was impacted by the violation of the Code;
   b. Score of zero on the academic work that was impacted by the violation of the Code;
   c. A grade reduction in the course; or
   d. Failure in the course.
   e. Each Chair Settlement Agreement will include a requirement that the student within five (5) days complete the Indiana University Academic Integrity Seminar online or equivalent as directed by the ADAA. The student will be required to pay for registration in the course and must present a certificate of successful completion to the ADAA within the time described in the Chair Settlement Agreement.
   f. Other terms if approved by the ADAA.
3. The ADAA must approve the terms of the Chair Settlement before the Department Chair offers it to the student.
4. When the Department Chair offers the Chair Settlement to the student, the student must also be notified in writing that if they do not accept the offer, they may submit a written request to the ADAA seeking a personal appearance before the Honor Council within five (5)

business days of receiving the offer of the Chair Settlement.

5. If the student accepts the terms of the Chair Settlement, then the Department Chair and the student will both sign a written Chair Settlement Agreement documenting its terms.
    a. The student is not required to admit guilt in order to sign the Chair Settlement Agreement.
    b. The Department Chair will forward the signed Chair Settlement Agreement to the ADAA, who will place it in the Honor Council file in the Office of the Associate Dean for Academic Affairs until the student is no longer associated with the College.
    c. The Department Chair will monitor the progress of the student in executing the Chair Settlement Agreement and make regular reports to the ADAA.
6. If the student does not agree to the terms of a Chair Settlement offer from the Department Chair, the student must submit a written request to the ADAA to convene a meeting of the Honor Council to consider the matter within five (5) business days of receiving the offer of the Chair Settlement.
    a. If the student requests to meet with the Honor Council, the Department Chair will provide the ADAA with all relevant and available materials gathered thus far, including that which was presented by the student, and a copy of the offered Chair Settlement. The Honor Council will process the request in accordance with the procedures outlined in Article Four.
    b. If the student does not agree to the terms of the Chair Settlement, and yet fails to timely request to convene the Honor Council, the terms of the Chair's Settlement will become final.

Article Four. *Honor Council Disposition of Student Violation*

Section One. Preliminary Procedures of Honor Council

1. The Honor Council is governed by the procedures in Article 6.
2. Upon receipt of a referral to the Honor Council, the Council will meet to review all relevant and available materials already gathered by the Department Chair and submitted by the student as described in Article Three.
3. If the Council needs additional materials to proceed, the President of the Honor Council will appoint a Representative to gather such materials.
4. When the Honor Council has completed its review of all relevant and available materials, it will serve a Notice of Hearing (Attachment 5) to the student and obtain an Acknowledgment of Receipt. The Notice of Hearing will inform the student:
    a. of the date, time, and location of the Hearing at least five (5) business days before it takes place;
    b. of their right to review any additional materials that has come to the attention of the Honor Council; and
    c. of their right to present additional materials at the meeting, including but not limited to documents and a maximum of three (3) witnesses unless otherwise authorized by ADAA for good cause, as long as they notify the Council that they intend to do so and provide copies of the documentary materials and contact information for witnesses at least three (3) business days before the meeting.

Section Two: Honor Council Hearing Procedures

1. The ADAA will convene the Council and advise it.
2. The Secretary of the Honor Council and the ADSAA will have an Initial Meeting with accused student. The purpose will be to explain, and answer the student's questions about, the Council's procedures and confidentiality rules. They will advise the student that they can choose to select a personal advisor from within the UAMS to support them through the process. At this Initial Meeting, the student will be given the opportunity to review any additional materials that have come to the Honor Council's attention.
3. The President will convene the Hearing. The accused student will appear at the Hearing and may be accompanied by their personal advisor, if any. The President will call the meeting to order and read the charge(s) of violation of academic integrity levied against the student. The accused student will present a statement of the matter and explanation of why they have rejected the Chair Settlement Agreement. They will be given the opportunity present any additional documentary materials and witness testimony identified in Article Four, Section One, 4.c. The Honor Council will ask any questions. The accused student will be invited to make a closing statement.
4. After the Hearing, the Honor Council will convene an executive (closed) session limited to its members in order to deliberate.

Section Three: Honor Council Settlement (Attachment 6)

1. After deliberation, but no more than five (5) business days after the Hearing, the Council must advise the student that it either 1) dismisses the matter; 2) ratifies and re-offers the Chair Settlement offer; or 3) offers a revised Honor Council Settlement.
2. Honor Council Settlements may include any sanctions that were available to the Department Chair, as well as suspension or expulsion from the University with a notation on the transcript that the cause was a violation of academic integrity. Other provisions may be included in the Honor Council Settlement Agreement if approved by the Dean of the COPH.
3. Each settlement agreement will include a requirement that the student complete within five(5) days the Academic Integrity Seminar online or other academic integrity course determined by the ADAA. The student will be required to pay for registration in the course and must present a certificate of completion to the Department Chair within the time described in the settlement.
4. The ADAA must review and approve an Honor Council Settlement before it is formally presented to the student.
5. When the Honor Council offers the Honor Council Settlement to the student, the student must also be notified in writing that if they do not accept the offer, they may submit a written appeal to the Dean of the COPH within ten (10) business days of receiving the offer of the Honor Council Settlement.
6. If the student accepts the terms and conditions of the Honor Council Settlement, they will sign a memorandum documenting their acceptance of the terms and conditions.
    a. The student is not required to admit guilt before signing the Honor Council Settlement.
    b. The Council President will appoint a Representative to monitor the progress of the student in executing the Honor Council Settlement and will report the progress and eventual completion to the Honor Council and the ADAA.
    c. The signed Honor Council Settlement will be provided to the ADAA and will be placed in the Honor Council file in the Office of the

Associate Dean for Academic Affairs until the student is no longer associated with the College.

Section Four. Appeal to the Dean of the COPH

1. If the student does not accept the terms of the Honor Council Settlement (which could be the same as the Chair Settlement if ratified and re-offered), the student must submit a written appeal to the Dean of the COPH within five (5) business days of receiving the offer of the Honor Council Settlement.
    a. The appeal should specify the reasons why the student does not agree to the terms and conditions of the Settlement Agreements.
    b. The student may include a personal statement, witness statements, character references, and other documentary materials that would assist the Dean in resolving the appeal.
2. If the student appeals the Honor Council Settlement, the Honor Council President will provide the Dean of the COPH with the materials gathered thus far, including that which was presented by the student, and a copy of the offered Honor Council Settlement. The Dean of the COPH will process the request in accordance with the procedures outlined in Article Five.
3. If the student does not agree to the terms of the Honor Council Settlement, and yet fails to timely appeal to the Dean, the terms of the Honor Council's Settlement will become final.

Article Five: *Appeal to Dean*

1. If the student does not agree to the terms and conditions of any Settlement Agreement presented to them (Chair, or Honor Council), they must submit an appeal in writing to the Dean of COPH within five (5) business days of the Honor Council's decision.
2. The Dean will review the materials considered by the Department Chair, and Honor Council, the Settlement Agreements that were offered, and student's appeal packet, and render a decision on the appeal within ten (10) business days from the receipt of the notice of appeal.
3. After the Dean reviews the materials, they may dismiss the matter, the grant the appeal and return the matter to the Honor Council to re-offer an Honor Council Settlement, or deny the appeal.
    a. A denial of an appeal by the Dean is final and may not be appealed.
    b. If the Dean denies the student's appeal, then the Honor Council's Settlement will go into effect regardless of whether the student signs the Settlement Agreement. If the student fails to adhere to the terms of the Settlement Agreement, then the Dean may impose additional sanctions, to include expulsion from the COPH.

Article Six. *Honor Council*

Section One. Purpose

1. The primary purpose of the Honor Council is to promote, encourage and enforce compliance with the standards of the *Code of Academic Integrity* as described in Article One.
2. The Honor Council will ensure that any person accused of violating the *Code of Academic Integrity* receives fair and impartial treatment in any proceeding related to the allegation.

Section Two. Composition and Selection of Council Members

1. The Honor Council shall consist of five COPH Student Representatives, two Student Alternates, and two Faculty Representatives.
2. Student Representatives and Alternates to the Honor Council are elected by the student body in the Spring term of each year with the term of service beginning the following Fall term. The Student Council, in consultation with the ADAA, is responsible for conducting the election.
3. To be eligible for service on the Honor Council, Representatives and Alternates will: 1) have completed at least 18 credit hours in the COPH; 2) have at least a 3.90 cumulative GPA; 3) have a clean student record with no findings of academic misconduct; and 4) have an exemplary record of university service. The ADAA will review the academic and service records of the nominees to ensure all nominees meet the standards for serving.
4. Student Representatives and Alternates shall serve a one-year term. Representatives may run for re-election one time. Alternates may run for election as a Representative after they serve as an Alternate. If an elected Representative becomes unable to serve to the completion of their term, then the remaining Representatives on the Honor Council shall select one of the two Alternates to fill the balance of that term.
5. The Dean of the COPH will appoint two faculty members to serve on the Honor Council. Appointed faculty members will serve a two-year term. If a faculty representative is not able to complete the term, the Dean will appoint a replacement for the remainder of the term.

Section Three. Officers

1. At the beginning of the Fall term, the elected members of the Honor Council shall elect a President and a Secretary, both of whom must be students, to serve during the next academic year.
2. The President shall preside at all meetings, be responsible for convening meetings and lead the Council in conducting its business.
3. The Secretary shall assist the President during meetings of the Honor Council, provide meeting notices to all Representatives, and prepare written minutes from all meetings. The Secretary shall be responsible for the maintenance of all records and hearing files which shall be stored in a locked cabinet in the Office of the ADAA.
4. Should an officer become unable to serve to the completion of their term, then the remaining Representatives on the Honor Council shall elect an officer to complete the balance of the officer's service for the academic year.

Section Four. Posting of the Membership

The names of the Student Representatives, Student Alternates, and Faculty Representatives to the Honor Council names shall be posted on the COPH website.

Section Five. Voting Procedures

Any motion before the Council shall require a majority vote of a quorum. A quorum is constituted by the presence of four or more of the seven Representatives of the Honor Council. Alternates may attend all Honor Council meetings, but may not vote and are not counted as part of a quorum.

Article Seven. *Amendments to the Academic Integrity Code, Principles, Policies, and Procedures*

The *Academic Integrity Code, Principles, Policies, and Procedures* may be amended by the approval of the Academic Standards Committee, the Dean's Executive Committee, and the Dean.

ACADEMIC PROBATION/DISMISSAL

Students enrolled in certificate or degree programs in the COPH who earn less than a 3.00 cumulative COPH grade-point average (GPA – rounded to the nearest 1/100th point) on nine (9) or more semester credit hours of coursework applicable to their degree program will be placed on academic probation. Students placed on academic probation must achieve a cumulative COPH GPA of 3.00 or higher upon or before the successful completion of the next nine (9) semester credit hours. The next nine (9) semester credit hours may be completed in one or more semesters. Upon achievement of a cumulative COPH GPA of 3.00 or higher, the student will be removed from academic probation.

Dismissal from the College will occur if the student's cumulative COPH GPA is not raised to 3.00 at the end of the semester in which the student completes the final hour of the next nine (9) semester credit hours of coursework approved by the student's program. If, at the time a student is initially placed on academic probation, it is mathematically impossible for the student to raise her/his cumulative COPH GPA to 3.00 at the end of a semester in which he or she completes the final hour of the next nine (9) semester credit hours of course work, the student will be immediately dismissed from the College.

A COPH student will be dismissed from further study at any time if her/his performance is determined to be unsatisfactory by either the program faculty or the Dean of the COPH. A determination of unsatisfactory performance may be based on academic dishonesty, an Academic Integrity Code violation, and/or failure to maintain a specified cumulative grade-point average. Policies regarding academic dishonesty and other Academic Integrity Code violations are described in the *Academic Integrity Code, Principles, Policy & Procedures*.

Students enrolled in a COPH doctoral program may be administratively dismissed from the doctoral program if the student fails to pass their respective qualifying exam or if they are unable to complete the program within the allotted time as specified in their respective departmental doctoral degree policies. In such cases, students are not academically dismissed from the COPH; they are administratively dismissed from the particular doctoral program to which they were admitted. Upon administrative dismissal, a student is eligible to apply to another COPH academic program (e.g., a doctoral program in another department).

Students academically dismissed are NOT eligible to regain student status within the COPH.

ACCOMMODATION POLICY & STUDENT REQUEST FOR ACCOMMODATION FORM

The process regarding a Student Request for Academic Accommodations is outlined in UAMS Academic Affairs Policy 2.2.5.

A copy of the policy can be found at: https://academicaffairs.uams.edu/wp-content/uploads/sites/12/2025/04/2.2.5-Student-Accommodation-Policy-2025.04.18.pdf

The Student Request for Accommodation Form can be found at: https://academicaffairs.uams.edu/wp-content/uploads/sites/12/2021/06/2.2.5a-Student-Request-for-Accommodation-Form-6_11_21.pdf

ADDING/DROPPING COURSES

Class days start on the date listed on the academic calendar as the date the semester begins. For the purposes of dropping classes, the number of class days specified refers to the number of calendar days following the day on which classes started (exclusive of weekends and holidays), **regardless of how many, if any, class sessions in a particular course were held**.

Students must pay a late fee in order to register after formal registration closes. Students who do not register by the last published day of registration have five (5) class days after that date to complete the registration process when accompanied by the late fee. Students will not be allowed to register after that date unless permission is granted by the Associate Dean for Academic Affairs of the Fay W. Boozman College of Public Health. This applies to all students regardless of student status, date of first class meeting or class location. (For late registration, the number of class days specified above refers to the number of calendar days following the days on which formal registration closes, regardless of how many, if any, class sessions in a particular course were held.)

A course may be dropped during the first 20 calendar days of a fall or spring semester without having the withdrawal shown on the official record. After the first 20 calendar days, and before the last 20 calendar days of a fall or spring semester, a student may drop a course, but a mark of "W", indicating withdrawal, will be recorded. A student may not drop a course during the last 20 calendar days of a fall or spring semester.

A course may be dropped during the first ten (10) calendar days of a summer session without having the withdrawal shown on the official record. After the first ten (10) calendar days and before the last ten (10) calendar days of a summer session, a student may drop a course, but a mark of "W" indicating withdrawal will be recorded. A student may not drop a course during the last ten (10) calendar days of a summer session.

Dropping Weekend Courses

A weekend course may be dropped at the end of the first class meeting but a mark of "W" indicating withdrawal will be recorded unless the first class meeting occurs within the first 20 calendar days of a fall or spring semester and/or the first 10 calendar days of a summer session.

NOTE: Once a student has completed online registration, he or she **must** complete and provide to the Registrar a COPH Add/Drop Form in order to officially drop a course; otherwise, the course will remain on the transcript. This form is available on the COPH website at https://publichealth.uams.edu/students/current-students/forms/.

Refunds will NOT be given for dropped courses unless the course is dropped before the REFUND deadline as defined by the COPH Academic Calendar available at https://publichealth.uams.edu/students/current-students/academic-calendar/.

ADMINISTRATIVE REQUIREMENTS FOR GRADUATION
Application for graduation must be made to the Office of the University Registrar (OUR) and fees paid before the last official date of registration for the semester in which degree requirements will be completed and graduation effected. If a student fails to complete the degree, the student must contact the OUR concerning renewal of the application or withdrawal from the COPH. Clearance is required from certain UAMS offices (library, parking, etc.) before a student may receive her/his degree.

APPEALING A FINAL COURSE GRADE
A student may appeal a final course grade that has been awarded for their academic performance. The appeal must be made within 30 days of the posting of the grade in the UAMS student information system. The appeal is made in writing to the faculty member who assigned the grade for the course. This faculty member will respond to the student within 30 days of the date of the appeal.

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 before 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 verify the policies of their instructors at the beginning of each semester.

AUDITING A COURSE
When a student takes a course for audit, 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 Dean may drop a student from the course being audited. The student will be notified if this action is taken.

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 credit to audit must be done during the first half of the course.

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 towards completion of degree requirements.

CERTIFICATE AND DEGREE REQUIREMENTS
Course requirements for each of the post-baccalaureate certificates and the Master of Public Health, Master of Health Administration, Doctor of Public Health, and Doctor of Philosophy degrees offered by the COPH are detailed in the Program Planners. Listed below are other requirements of the COPH for the awarding of the certificates and degrees.

CIVILITY POLICY
The Fay W. Boozman College of Public Health (COPH) at the University of Arkansas for Medical Sciences (UAMS) is committed to operating in a manner that promotes mutual trust and public confidence. All members of the COPH community are responsible for sustaining the core values of this institution, which include integrity, respect, diversity, teamwork, creativity, and excellence and for integrating these values into teaching, research, community engagement, business practices, and other services. Ethical, appropriate and respectful conduct at all times is a fundamental expectation for every COPH community member. Further information is available at https://publichealth.uams.edu/about/coph-policies/.

CPH EXAM POLICY
All students beginning enrollment in the Master of Public Health degree program in Fall 2024 or later will be required to register for and must complete **PBHL 59931** Certified in Public Health Exam Prep Seminar (1 credit hour) in the next regular semester after successfully completing the 6 MPH CORE courses (PBHL 50033 Introduction to Public Health; BIOS 50133 Biostatistics I; ENVH 51003 Environmental Health Sciences; HPMT 510333 The Health Care System; HBHE 510433 Health Behavior and Health Education; EPID 51103 Epidemiology I.).

*Example: Ms. Jones is in good academic standing after completing 3 MPH core courses in the Fall 2024 semester and the remaining 3 MPH core courses in the Spring 2025 semester. Ms. Jones must complete **PBHL 59931** Certified in Public Health Exam Prep Seminar (1 credit hour) in the Fall 2025 semester.*

For MPH students enrolled Fall 2024 or later: Completion of or concurrent enrollment in the CPH Exam Prep Seminar is a prerequisite for the Applied Practice Experience (APE). This is in addition to the required 6 credit hours of concentration courses (core or selective).

All MPH students enrolled Fall 2024 or later will be charged a discounted CPH exam fee during registration for the seminar course. The COPH will provide students with a voucher for their first attempt at the exam. If a student does not pass the CPH exam, retaking the exam is optional, however the student will be responsible for any rescheduling arrangements or re-testing fees. If the student passes the CPH exam, then upon graduation they will possess both a degree and a professional certification and may sign their name using both MPH and CPH.

MPH students enrolled in the COPH prior to Fall 2024 will take PBHL 59893 Integrative Learning Experience Seminar to prep for the CPH exam, but are not required to attempt the CPH exam and are not charged an exam fee during enrollment. These students may take PBHL 59893 any time after completion of their 6 MPH core courses. Student may elect to take the CPH exam prior to enrollment in PBHL 59893, however this cannot be used to exempt them from PBHL 59893.

CONDUCT

A student seeking a professional degree is considered to be a mature adult whose attitude, conduct, and morals are compatible with the functions and missions of UAMS as an educational institution. Each student is expected to comply with requests of University officials in the performance of their duties; to obey the laws of the city, state, and nation; and to refrain from conduct that would demean the ethics and integrity of the Fay W. Boozman College of Public Health. Unsatisfactory conduct may result in dismissal from the program.

CREDIT HOUR CALCULATIONS

The COPH adheres to the Arkansas Department of Higher Education's (ADHE) minimum requirements for credit hour production as defined at: https://static.ark.org/eeuploads/adhe/Whole_Board_Policy_10-01-15.pdf

The COPH requires a minimum of 15-17 hours of lecture or class time and 45-51 hours of outside preparation per semester credit hour for its didactic courses.

CUMULATIVE GPA POLICY

The Cumulative COPH GPA will include all courses taken at UAMS since admission to the current COPH academic program. The Cumulative UAMS GPA will include all courses taken at UAMS. Both GPAs will include repeated courses.

DEGREE REQUIREMENTS

Course requirements for each of the degrees offered by the College of Public Health are detailed in the Program Planners. Listed below are other requirements of the UAMS Fay W. Boozman College of Public Health for the awarding of the Graduate Certificate, Master of Public Health, Master of Health Services Administration and Doctor of Public Health degrees.

Time Frame for Completion of Degree

All requirements for a Graduate Certificate, MS, or MHA degree must be satisfied within six (6) consecutive calendar years from the first registration (whether as a certificate or degree candidate, or a non-degree student) with the COPH.

All doctoral degree program requirements must be completed within ten (10) consecutive calendar years from the first registration in courses for the doctoral degree program. All doctoral programs have specific timelines with interim milestones. See doctoral program policies.

All MPH degree-seeking students (MPH, MD/MPH, JD/MPH, MPS/MPH, PharmD/MPH, and AUD/MPH) are expected to complete all MPH degree requirements within eight (8) consecutive calendar years.

Decision of Acceptance

An offer of acceptance to a certificate or master's program is valid for a maximum of one calendar year from the admitted term of acceptance. Acceptance is defined as enrolling with the COPH. An applicant's decision to accept, decline or defer entrance into the respective program must be communicated in writing to the appropriate program director(s) within the time period stated in the offer letter or the offer will become void. See doctoral degree program policies for specific timelines for acceptance into those programs

Grade Point Average and Semester Credit Hours

All enrollments, original and repeated, will be shown on the student's transcript and all grades earned are used to calculate the Cumulative UAMS Grade Point Average (GPA). All enrollments, original and repeated, and all grades earned at UAMS since admission to the current COPH academic program will be used to calculate the Cumulative COPH GPA.
To receive a degree, a candidate must present a minimum Cumulative COPH GPA of 3.00 at the time of requested graduation.

Successful Completion of Individual Courses

For master's and certificate programs, courses must be completed with a grade of "C" or above to be considered successfully completed. For doctoral degree programs, courses must be completed with a grade of "B" or above to be considered successfully completed. Only courses that are successfully completed will be used to count towards degree requirements. When a listed requirement for enrollment in a course includes completion of a prerequisite course, the prerequisite course must have been completed successfully.

Degree Application

For students wishing to graduate at the end of a semester, a fully completed degree application must be submitted to the Office of the Registrar by the last official day of registration for that semester.

Campus Clearance

Completion of the campus clearance procedures as directed by the Office of the Associate Dean for Academic Affairs is required prior to the awarding of the degree.

Degree programs that are overseen through the Graduate School are subject to the rules and regulations of the UAMS Graduate School. Specific information may be found on their website at gradschool.uams.edu.

EXIT PROCEDURES
Completion of the campus clearance procedures as directed by the Office of the Associate Dean for Academic Affairs and is required before the awarding of the degree. Academic programs that are overseen through the Graduate School are subject to the rules and regulations of the UAMS Graduate School. Specific information may be found on their website at gradschool.uams.edu.

POLICY FOR FULL TIME STATUS FOR DOCTORAL STUDENTS
Students who have completed all requirements for the degree except for defending the final dissertation must continue to register for one or more semester credit hours for dissertation research each semester until the final dissertation has been successfully defended. The number of semester credit hours must reflect the amount of student and faculty effort devoted to dissertation activities during each semester. During this final stage of dissertation preparation, the College will recognize one semester credit hour of dissertation research as a full-time course load.

COPH GRADES AND MARKS
Final grades for courses are "A", "B", "C", "D" and "F". (No semester 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. For numerical evaluation of grades, "A" is assigned four (4) points for each semester credit hour of that grade; "B" three (3) points; "C" two (2) points; "D" one (1) point, and "F" zero (0) points.

A mark of "I" (incomplete) 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 within a maximum of twelve (12) weeks from the beginning of the next semester after receiving the "I" (Incomplete).

However, a written and signed agreement between the student and the instructor shall supersede this policy. If the instructor does not report a grade within the twelve-week period, the "I" shall be changed to an "F". Violation of such an agreement may result in a change of grade of "I" to "F" before the twelve-week deadline has passed, based on the dates agreed to by the student and instructor for completion of incomplete work. 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 and successfully completes a course for audit purposes (see auditing a course). 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 towards completion of degree requirements. 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 may drop a student from the course being audited. The student will be notified if this action is taken.

If an instructor does not wish to award an "AU" to a student who enrolled for audit, the following procedure will be followed:

a. If the student had no other obligation than to attend lectures, a notation will be made that the course was "Not Completed."
b. If the student and instructor had agreed on certain obligations to be fulfilled by the student, the instructor shall write a letter indicating the nature of the arrangements and stating that the student did not complete the obligations. A notation will be made on the Academic Transcript stating, "See letter in file."

For courses designated to be graded on a Pass/Fail basis, "Pass" is given for a course for which a student did work of a passing quality. The grade of "Pass" allows semester credit toward a degree but no grade points are earned. A grade of "Fail" indicates the student did not do work of passing quality, and no semester credit or grade points are awarded. The COPH allows a maximum of three (3) semester credit hours of "Pass/Fail" coursework, excluding capstone coursework (preceptorship and integration project), to count towards the minimum course requirements of an MPH degree.

A mixing of course letter grades and the mark "Pass" or "Fail" is not permitted in post-baccalaureate courses and is 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 "Pass" or "Fail" to a letter grade) is not permitted for courses in which "Pass" or "Fail" marks are reported.

A mark of "In Progress" indicates that the student is currently enrolled in coursework for the semester. The mark "In Progress" gives neither semester credit nor grade points toward a degree. When the course(s) are completed, a grade is assigned for required semester 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 semester credit is given (and thus, no grade points are earned for such work). If semester 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 twenty (20) class days and before the last twenty (20) class days of the semester or after the first ten (10) class days and before the last ten (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. For the purpose of dropping classes, the number of class days specified above 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.)

HONOR GRADUATES
The COPH recognizes students who graduate with an overall COPH GPA of 3.850 and above as 'honor graduates'. The designation of 'honors' for commencement and convocation participation (and printing in commencement and convocation programs) are determined at the end of the

semester prior to graduation. Honors for transcript entry are determined at the end of the final semester. Grades earned for the graduating term will be included in the determination of honors status.

INTERPROFESSIONAL EDUCATION REQUIREMENT
As of the Fall 2015 semester, all COPH degree-seeking students are required to complete the UAMS 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 non-credit 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 visit https://ipe.uams.edu/ or you may also consult the Office of Student and Alumni Affairs.

KNOWLEDGE CREDIT FOR INTRODUCTION TO PUBLIC HEALTH POLICY
Students may apply for knowledge credit for PBHL 50033 Introduction to Public Health if they enter a COPH degree program after completing at least a bachelor's degree in public health from a school or program that is accredited by the Council on Education for Public Health.

The application for knowledge credit must be made to the COPH Office of Academic Affairs on a UAMS Petition for Course Substitution Form, with transcript attached showing the attainment of the requisite degree in public health.

LEAVE OF ABSENCE
The Student Leave of Absence Policy is outlined in UAMS Academic Affairs Policy 2.2.10.

A copy of the policy can be found at: https://academicaffairs.uams.edu/wp-content/uploads/sites/12/2022/08/2.2.10-Student-Leave-of-Absence-Policy-2022.07.26.pdf

The UAMS Student Leave of Absence Request Form can be found on the Registrar's website at: https://registrar.uams.edu/our-forms/

MASTER OF PUBLIC HEALTH
The Master of Public Health (MPH) degree prepares students in the art and science of preventing disease, prolonging life, and promoting health through organized community outreach. Public health differs from other health programs in that it focuses on large population groups instead of individuals. It emphasizes promoting health and wellness as ultimate goals and prevention over cure.

The MPH degree requires a student to complete 42 semester credit hours within one of six available concentration tracks:

- Biostatistics
- Epidemiology
- Environmental and Occupational Health
- Health Behavior and Health Education
- Health Policy and Management
- Climate, Rural, and Global Health Public Health Practice (Online)

Each student is required to declare a specialty track in SOPHAS and is assigned an initial academic advisor. Once the student is enrolled in the program, the student has the option to negotiate advisors and/or change programs, in which case the student must complete the Change of Advisor/Specialty Track form and officially file this change with the Office of the University Registrar (OUR).

NON-DEGREE SEEKING STUDENTS
Individuals may be granted permission, at the discretion of the instructor and/or department, to enroll in classes as nondegree-seeking students. Formal admission to the COPH certificate or degree programs is not required; however, students in this category must complete a non-degree seeking application to the COPH Office of Student & Alumni Affairs **prior to each semester** for which they are seeking non-degree status and are subject to the provisions of the section in the COPH Course Catalog titled "Non-Degree Seeking Students."

Non-degree seeking students generally will be allowed to enroll in courses on a space-available basis once all degree-seeking students have been placed on the class roster. It is important to note that in some instances, courses will be over-enrolled with degree candidates, and when this occurs, no non-degree seeking students will be able to enroll. The application fee will not be refunded.

A student who has not been accepted into a program of study leading to a specific COPH certificate or degree may take no more than twelve (12) semester hours of COPH coursework that can be counted toward the requirements for a COPH certificate or degree.

NON-DISCRIMINATION STATEMENT & GRIEVANCE PROCEDURE FOR ALLEGED DISCRIMINATION
The COPH upholds the UAMS Non-Discrimination Statement, UAMS Academic Affairs Policy, 2.1.3.

A copy of the policy can be found at: https://students.uams.edu/wp-content/uploads/2022/08/Non-Discrimination-Statement.pdf

Grievance Procedures for Alleged Discrimination are included in UAMS Academic Affairs Policy 2.2.1.

A copy of the policy can be found at: https://academicaffairs.uams.edu/wp-content/uploads/sites/12/2023/11/2.2.1-Student-Grievance-Procedure-2023.11.17.pdf

PLAGIARISM
Plagiarism is a violation of the COPH Academic Integrity Code, Principles, Policy & Procedures.

Additional information can be obtained at:https://studentcode.iu.edu/responsibilities/academic-misconduct.html

PROGRESSION BEYOND THE MPH CORE POLICY (Effective Fall 2024)
Students must complete the CPH Prep course after completing between 18 to 24 credit hours of coursework, which must include the 18-hour MPH core courses: PBHL 50033 Introduction to Public Health; BIOS 50133 Biostatistics; ENVH 51003 Environmental Health Sciences; HPMT 51033 The Health Care System; HBHE 51043 Health Behavior and Health Education; EPID 51103 Epidemiology I.

PROGRESSION FROM GRADUATE CERTIFICATE TO GRADUATE DEGREE STATUS
Standard process for transitioning from certificate programs to MPH (or MS for holders of the Graduate Certificate in Healthcare Data Analytics)

A student with a bachelor's degree who completes all courses in the specified graduate certificate program and wishes to progress to the corresponding graduate degree program must apply to the corresponding program and undergo an Admissions Committee review, using the same policies and procedures for all other applicants to COPH programs. The student will be expected to submit all required materials for admissions review for the degree program, including standardized test scores. Some items, such as official transcripts and external reference forms utilized during the student's certificate application process, may be eligible to be included in the degree program application process. Contact the admissions office in Student Affairs for more information. The student will be reviewed by the Admissions Committee.

Accelerated process transitioning from certificate programs to MPH (or MS for holders of the Graduate Certificate in Healthcare Data Analytics)

A student with a bachelor's degree who completes all courses in a graduate certificate program with a 'B' or better, and who has earned a 3.00 overall G.P.A. in all COPH courses taken, may petition the Associate Dean for Academic Affairs to progress to the corresponding graduate degree program without completing the formal application process.

Application of Certificate Coursework to Master's Degree
A student who completes one or more courses in a COPH graduate certificate program with a 'B' or better may apply those courses to the requirements for completion of the corresponding master's degree program, as long as the courses are not being applied to any other awarded degree.

Application for Accelerated Process to Change from Graduate Certificate to Graduate Degree

QUANTITATIVE REASONING COMPETENCY REQUIREMENT
Graduate studies require the ability to reason quantitatively to be successful in course assignments. Competent quantitative reasoning is also an essential skill in the workplace. Many new students have not had the opportunity to receive sufficient training in this area.

To help promote success, all students who enter the COPH beginning Fall 2022 will also be required to take a quantitative reasoning assessment during their first term in the college when it is offered. This assessment will identify strengths and weaknesses and highlight opportunities for improvement. Students will receive an email telling them to complete the assessments within the first two weeks of the term.

Students who do not meet a predetermined score threshold on the quantitative reasoning assessment will be required to complete an online Quantitative Reasoning Workshop during the course of the term. The course will be equivalent to one credit hour and will not apply to the minimum number of credit hours required for completion of any certificate or degree program in the COPH; however, its completion will be required to progress in the program. The Quantitative Reasoning Workshop will consist of a series of course modules with faculty feedback. The workshop will be graded Pass/Fail. There will be no charge for the Quantitative Reasoning Skills Workshops.

Students who pass the course will be allowed to continue enrollment in their program. Students who fail the course must reenroll in the course in the next term in which they take a class in the COPH and will not be permitted to continue enrollment in their program until receiving a grade of Pass. Students who fail to receive a grade of Pass after two attempts in the course will be administratively withdrawn from the COPH and will not be permitted to reapply for any COPH program.
Questions regarding the Quantitative Reasoning Skills Assessment and/or the Quantitative Reasoning Skills Workshop should be directed to the COPH Office of Student and Alumni Affairs, Director of Admissions.

REPEATING COURSES
Students in the COPH are allowed to repeat a course once without requesting approval; however, a student who wishes to repeat a course more than once is required to submit the Request to Repeat a Course form. The student's academic advisor must approve the request and forward the form to the Associate Dean for Academic Affairs for final approval. Once all approvals are received, the completed form is submitted to the Office of the Registrar for processing. Students will not be permitted to enroll in a course more than three times.

STUDENT ORGANIZATIONS/INVOLVEMENT
Students in the Fay W. Boozman College of Public Health are encouraged to enrich their educational experience by getting involved in the various professional and student organizations relevant to their chosen profession. UAMS has established a policy to establish guidelines for UAMS student organizations that are required to register with the Campus Life and Student Support Services (CLSSS) (studentlife.uams.edu/student-life/registration-of-recognized-student-organizations-policy/).

Arkansas Public Health Association
The Arkansas Public Health Association (APHA) is an organization to which any individual may belong. The Arkansas Public Health Association is a private, non-profit organization of health professionals and others interested in public health who aspire to exercise leadership in protecting and promoting personal and environmental health. Visit arkpublichealth.org for more information.

APHA Student Assembly
The APHA Student Assembly (APHA-SA) is the nation's largest student-led organization dedicated to furthering the development of students, the next generation of professionals in public health and health- related disciplines. APHA-SA represents and serves students of public health and other health-related disciplines by connecting individuals who are interested in working together on public health and student- related issues. More information can be found at aphastudents.org.

COPH Honor Council
The mission of the UAMS College of Public Health Honor Council is to promote, encourage, and ensure compliance with the standards of the Academic Integrity Code, Policies, and Procedures.

The election of representatives from the COPH student body to the Honor Council is held in the spring term of each year with the term of service beginning the following fall term. The Associate Dean for Academic Affairs assists the Council in conducting the election.

The five student representatives serve two-year terms with two or three representatives rotating off the Council each year. One of the two student alternates is also elected from the student body each year. The Dean appoints one of two faculty representatives to the Honor Council each spring. Each faculty representative serves a two-year term.

The Honor Council meets at least once a year to orient new members. The Council meets as needed throughout the year.

COPH Student Council
The mission of the UAMS College of Public Health Student Council is to advance the interests of enrolled students in the COPH, to serve as an exemplar of public health values and principles, to assist in the development of policies for students, to determine ways to communicate policies to students, to select representatives to appropriate College committees, and to assist in planning student affairs.

Delta Omega Honorary Society in Public Health
Delta Omega is the honorary society for graduate studies in public health. The society was founded in 1924 by John Hopkins School of Public Health. There are currently 48 chapters throughout the United States and Puerto Rico. On December 20, 2005, the Fay W. Boozman College of Public Health fulfilled the requirements to be granted as a national chapter designated Beta Delta.

Delta Omega is governed by a Delta Omega constitution and by-laws and also a governance manual. The governing body is the National Council, which is composed of elected officers and representatives of each chapter. The council meets annually, usually held in conjunction with the Annual Meeting of the American Public Health Association.

Each chapter conducts the principal Delta Omega activities. The chapters elect new members each year from four groups:

1. students who are candidates for a graduate degree in public health,
2. faculty members at the school of public health, and
3. alumni actively engaged in public health work
4. honorary members possessing exceptional qualifications

Election from all three groups is based on outstanding performance–scholarship in students, teaching and research in faculty members, and community service in alumni. Election to membership in Delta Omega is intended not only to recognize merit, but also to encourage further excellence in, and devotion to, public health work.

Since Delta Omega's establishment in 1924, the meaning and scope of public health has broadened tremendously. While it is still seriously concerned with problems of environmental sanitation and communicable disease control, public health action has come to embrace all aspects of health and disease in populations. These include the planning, organization, and support of health promotion, disease prevention, and medical care. Basic to modern public health are the social sciences as well as the natural sciences–both in the United States and internationally.

Membership in Delta Omega reflects the dedication of an individual to quality in the field of public health and to the protection and advancement of the health of all people. Candidates to be tapped into the Beta Delta chapter are selected by faculty members of the Delta Omega Selection Committee, chaired by the Associate Dean for Academic Affairs.

MHSA Graduate Student Association
The MHSA student association provides an opportunity for student leadership and representation. The association elects officers each year and coordinates a series of student meetings, educational events and a community service project.

MHSA Student Network – American College of Medical Practice Executives
In 2002, the program became a charter member of the Student Network program of the American College of Medical Practice Executive/Medical Group Management Association. The members of the Network elect officers each year and work with the other student associations to coordinate education meetings and activities with the Arkansas Medical Group Management Association.

UAMS Assembly

The UAMS Assembly has two deliberating bodies, the Academic Senate and the House of Delegates, composed of faculty, students, and staff. The assembly determines and submits guidelines and policies for campus affairs to the Chancellor.

UAMS Student Government
Students in good standing in one of the five UAMS colleges and the Graduate school may participate in the Associated Student Government. The ASG is responsible for publishing the UAMS yearbook, "Caduceus," scheduling social events, and negotiating the student health insurance policy.

TRANSFER CREDITS
The UAMS COPH will permit a master's student to transfer up to six (6) hours of semester credit from other programs (outside of COPH), subject to approval by the COPH Academic Standards Committee. Master's program students wishing to transfer semester credit hours must contact the Office of the Associate Dean for Academic Affairs for more information. Doctoral degree program students wishing to transfer semester credit hours must obtain approval of their doctoral program director before a request can be forwarded on to the Associate Dean for Academic Affairs.

Courses to be transferred must meet the following criteria:

- Course content and syllabus demonstrate significant relevance to public health
- Passed with a grade of "B" or better
- Completed within the five (5) years immediately preceding the application deadline of the requested semester for admission
- Was not used to meet the minimum degree requirements for another degree program in which the degree was awarded

TRANSFERRING FROM NON-DEGREE TO DEGREE SEEKING STATUS
To convert one's status from non-degree seeking to degree seeking, a student must complete an application to the desired degree program by submitting all of the required documentation by the appropriate deadline to be reviewed by the appropriate degree program Admissions Committee.

A student who has not been accepted into a program of study leading to a specific COPH certificate or degree may take no more than twelve (12) semester credit hours of COPH coursework that can be counted toward the requirements for a COPH certificate or degree. At the time of acceptance into a COPH certificate or degree program, the Academic Standards Committee will recommend to the COPH which previously taken courses, if any, are to be accepted in the certificate or degree program.

WRITING COMPETENCY REQUIREMENT
Graduate studies require the ability to write and reason to be successful in course assignments. Writing well is also an essential skill in the workplace. Many new students have not had the opportunity to receive sufficient training in this area.

To help promote success, all students who enter the COPH beginning Fall 2022, will also be required to take a quantitative reasoning assessment during their first term in the college when it is offered. This assessment will identify strengths and weaknesses and highlight opportunities for improvement. Students will receive an email telling them to complete the assessments within the first two weeks of the term.

Students who do not meet a predetermined score threshold will be required to complete an online Writing Skills Workshop course. The course will be equivalent to one credit hour and will not apply to the minimum number of credit hours required for completion of any certificate or degree program in the COPH; however, its completion will be required to progress in the program. The Writing Skills Workshop course will consist of a series of writing assignments with faculty feedback and will be graded Pass/Fail. There will be no charge for the Writing Skills Workshop course.

Students who pass the course will be allowed to continue enrollment in their program. Students who fail the course must reenroll in the course in the next semester it is offered and will not be permitted to continue enrollment in their program until receiving a grade of Pass. Students who fail to receive a grade of Pass after two attempts in the course will be administratively withdrawn from the COPH and will not be permitted to reapply for any COPH program.

Questions regarding the Writing and Reasoning Skills Assessment and/or the Writing Skills Workshop course should be directed to the COPH Office of Student & Alumni Affairs, Director of Admissions.

WITHDRAWING FROM SCHOOL
Students must submit an official letter of voluntary withdrawal to the College in order to withdraw from the Fay W. Boozman College of Public Health. The letter must be addressed to the Registrar and copied to the Associate Dean for Academic Affairs. If enrolled at the time of withdrawal, the student is required to complete the "Add/Drop Form" available on the COPH website. Explanation(s) or reason(s) for withdrawal from the College are not required.

A student who withdraws from school must reapply for admission to continue her/his studies with the Fay W. Boozman College of Public Health. Only students who have an accepted letter of voluntary withdrawal on file and who were in good academic standing at the time of withdrawal will be considered for re-admission by the College.

Programs
The following programs are offered in the college:

Graduate Certificates
Graduate Certificate in Public Health
Graduate Certificate in Environmental and Occupational Health
Graduate Certificate in Healthcare Analytics

Graduate Certificate in Regulatory Science
Graduate Certificate in Maternal and Child Health

Master's Degrees
Master of Public Health (MPH) in Biostatistics
Master of Public Health (MPH) in Climate, Rural, and Global Public Health
Master of Public Health (MPH) in Environmental Health Sciences
Master of Public Health (MPH) in Epidemiology
Master of Public Health (MPH) in Health Behavior and Health Education
Master of Public Health (MPH) in Health Policy and Management
Master of Health Administration (MHA)
Master of Health Administration (MHA) in Medical Laboratory Sciences Management
Master of Science (MS) in Healthcare Data Analytics

Joint Degrees
Bachelor of Arts or Bachelor of Sciences/Master of Public Health (4+1)
Doctor of Audiology/Master of Public Health (AuD/MPH)
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 Public Service/Master of Public Health (MPS/MPH)

Doctoral Degrees
Doctor of Public Health (DrPH) in Public Health Leadership
Doctor of Philosophy (PhD) in Environmental Health Sciences
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

Program Information
The college offers programs that are either college-wide or organized within departments. College-wide programs include a Graduate Certificate of Public Health, and a Doctor of Public Health (DrPH) in Public Health Leadership. Also offered are a number of joint degree programs with other colleges.

Graduate 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 Graduate Certificate in Public Health program of study. Those who work in public health, but 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 MPH core taught in the Master of Public Health graduate degree program.

Admission:
See the Fay W. Boozman College of Public Health website under Future Students > How to Apply.

Required Courses:
Academic Integrity Training Requirement: All students in the COPH must adhere to the highest standards of professional and ethical conduct. Among these standards is the recognition that student written work must be original and appropriately cited. In order to facilitate understanding of this standard, all COPH students must complete the online course "**How to Recognize Plagiarism: Tutorials**." The hyperlinks to this tutorial and certification exam were provided to you in your acceptance packet. You may also contact the COPH Office of Student Affairs or your designated faculty advisor for more information. Upon completion of the certification test, please email the certificate to your designated faculty advisor and the COPH Office of Student Affairs at COPHOffice@uams.edu. Requirement approval date: 09.02.2020.

Writing Milestone Requirement: All degree-seeking students who enter the College of Public Health are required to complete a Writing 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 COPH 50000 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. This is a non-credit curriculum requirement.

CORE (REQUIRED) – 18 Credit Hours		Credit Hours	Grade	Year	Semester
PBHL 50033	Introduction to Public Health	3			
BIOS 50133	Biostatistics I	3			
ENVH 51003	Environmental Health Sciences	3			

HPMT 51033	The Health Care System	3			
HBHE 51043	Health Behavior and Health Education	3			
EPID 51103	Epidemiology I	3			

MINIMUM TOTAL HOURS = 18

DrPH in Public Health Leadership

Interim Program Director: Ann Chou

The Doctor of Public Health (DrPH) in Public Health Leadership prepares students to become leaders in public health, equipping them with skills necessary to respond to the rapidly evolving landscape and emerging challenges in the field. The focus of the DrPH program is to develop public health leaders who can integrate public health science into practice, apply public health models and frameworks to address chronic and emerging issues in practice, and demonstrate leadership in working with public health teams.

Admission:
See the Fay W. Boozman College of Public Health website under Future Students > How to Apply.

Required Courses:
Academic Integrity Training Requirement: All students in the COPH must adhere to the highest standards of professional and ethical conduct. Among these standards is the recognition that student written work must be original and appropriately cited. In order to facilitate understanding of this standard, all COPH students must complete the online course "**How to Recognize Plagiarism: Tutorials**." The hyperlinks to this tutorial and certification exam were provided to you in your acceptance packet. You may also contact the COPH Office of Student Affairs or your designated faculty advisor for more information. Upon completion of the certification test, please email the certificate to your designated faculty advisor and the COPH Office of Student Affairs at COPHOffice@uams.edu. Requirement approval date: 09.02.2020.

Writing Milestone Requirement: All degree-seeking students who enter the College of Public Health are required to complete a Writing 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 COPH 50000 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. This is a non-credit curriculum requirement. Requirement approval date: 09.02.2020.

IPE Curriculum Requirement: All COPH degree-seeking students are required to complete the UAMS Quadruple 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 Student Affairs or visit the UAMS IPE website. Requirement approval date: 2015.

REQUIRED LEADERSHIP AND MANAGEMENT – 21 Credit Hours		**Credit Hours**	**Grade**	**Year**	**Semester**
HPMT 61143	Advanced Health Policy and Management	3			
HPMT 55883	Strategic Healthcare Management	3			
PBHL 66203	Leadership in Public Health	3			
HBHE 64363	Communication for Public Health Leaders	3			
EPID 53303	Managerial Epidemiology	3			
HPMT 62033	Public Health Law and Ethics	3			
EPID 64003	Public Health Practice: Advanced Concepts	3			
REQUIRED PUBLIC HEALTH PROGRAM PLANNING, RESEARCH & EVALUATION – 27 Credit Hours		**Credit Hours**	**Grade**	**Year**	**Semester**
BIOS 52103	Biostatistics II: Advanced Linear Models	3			
HBHE 60233	Advanced Health Behavior Theory	3			
EPID 60001	Instructional Methods and Teaching Practicum	2			
HBHE 61203	Introduction to Mixed Methods Research *	3			
HBHE 64263	Disparities in Health Care Access	3			
PBHL 63033	Community-Based Program Design	3			
PBHL 65001	Current Issues in Public Health	3			
PBHL 54203	Rural and Global Health Program Evaluation and Impact Assessment	3			
PBHL 64373	Grant Writing	3			

PBHL 64381	Fundamentals of Research	1			
RESEARCH SELECTIVES – 3 Credit Hours					
HPMT 61033	Health Systems Theory and Research	3			
HBHE 62133	Applied Behavioral Research Methods	3			
REQUIRED PROJECT – 10 Credit Hours		**Credit Hours**	**Grade**	**Year**	**Semester**
PBHL 6989V	Doctoral Practicum (minimum)	3			
PBHL 6999V	Dissertation Research (minimum)	7			

MINIMUM TOTAL HOURS = 61

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:
See the Fay W. Boozman College of Public Health website under Future Students > How to Apply.

Required Courses:
Students in the 4+1 program will follow the degree program planner for their chosen MPH concentration. See program planner of MPH concentration in this catalog.

Doctor of Audiology/Master of Public Health (Aud/MPH)

Program Director: Kevin Ryan

The AuD/MPH joint degree program prepares students for clinical practice of audiology as well as public health science and theory. Within the MPH program, students can concentrate their study in one of five public health areas: Environmental Health Sciences, Epidemiology, Health Behavior and Health Education, Health Policy and Management, or Climate, Rural and Global Public Health. This combination of audiology and public health empowers the student to provide effective public health interventions in concert with their audiology practice, thus treating the individual and community. This program prepares students with a multidisciplinary perspective for work in public health agencies, audiology practice, healthcare organizations (public and private), government entities and private industry.

Admission:
See the Fay W. Boozman College of Public Health website under Future Students > How to Apply.

Required Courses:
Students in the AuD/MPH program will follow the degree program planner for their chosen MPH concentration: Epidemiology, Environmental Health Sciences, Health Behavior and Health Education, Health Policy and Management, or Climate, Rural and Global Public Health. See program planner of MPH concentration in this catalog.

Doctor of Medicine/Master of Public Health (MD/MPH)

Program Director: Dirk Haselow

The MD/MPH joint degree 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 prepare 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:
See the Fay W. Boozman College of Public Health website under Future Students > How to Apply.

Required Courses:

Students in the MD/MPH program will follow the degree track planner for their chosen MPH concentration: Epidemiology, Environmental Health Sciences, Health Behavior and Health Education, Health Policy and Management, or Climate, Rural and Global Public Health. See program planner of MPH concentration in this catalog,

Doctor of Pharmacy/Master of Public Health (PharmD/MPH)

Program Director: Dirk Haselow

The PharmD/MPH joint degree program combines the complete pharmacy 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:
See the Fay W. Boozman College of Public Health website under Future Students > How to Apply.

Required Courses:
Students in the PharmD/MPH program will follow the degree program planner for their chosen MPH concentration: Epidemiology, Environmental Health Sciences, Health Behavior and Health Education, Health Policy and Management, or Climate, Rural and Global Public Health . See program planner of MPH concentration in this catalog.

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:
See the Fay W. Boozman College of Public Health website under Future Students > How to Apply.

Required Courses:
Students in the JD/MPH program will follow the degree program planner for their chosen MPH concentration: Epidemiology, Environmental Health Sciences, Health Behavior and Health Education, Health Policy and Management, or Climate, Rural and Global Public Health. See program planner of MPH concentration in this catalog.

Master of Public Service/Master of Public Health (MPS/MPH)

Program Director: Kevin Ryan

The MPS/MPH joint 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:
See the Fay W. Boozman College of Public Health website under Future Students > How to Apply.

Required Courses:
Students in the MPS/MPH program will follow the degree program planner for the MPH concentration in Climate, Rural and Global Public Health. See program planner of MPH concentration in this catalog.

Biostatistics

Department Phone Number: 501-296-1556

Paula Roberson, Ph.D., Professor and Chair

Milan Bimali, Ph.D., Associate Professor
Andrew Brown, Ph.D., Associate Professor
Aaron Caldwell, Ph.D., Assistant Professor
Ruofei Du, Ph.D., Associate Professor
Hassan Elsalloukh, Ph.D., Professor (Adjunct)

Amanda L. Golbeck, Ph.D., MA, MA, Associate Dean for Academic Affairs, Professor
Jing Jin, Ph.D., Assistant Professor
Deukwoo Kwon, Ph.D., Professor
Reid Landes, Ph.D., Professor
Jeannette Lee, Ph.D., Distinguished Professor Emerita
Corey Nagel, Ph.D., Associate Professor (Secondary Appointment)
Songthip Ounpraseuth, Ph.D., Professor
James Selig, Ph.D., Professor
Yutian Thompson, Ph.D., Assistant Professor
D. Keith Williams, Ph.D., MPH, MS, Professor
Yumo Xue, Ph.D., Assistant 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.

Master of Public Health (MPH) in Biostatistics

Program Director: Milan Bimali

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:
See the Fay W. Boozman College of Public Health website under Future Students > How to Apply.

Required Courses:
Academic Integrity Training Requirement: All students in the COPH must adhere to the highest standards of professional and ethical conduct. Among these standards is the recognition that student written work must be original and appropriately cited. In order to facilitate understanding of this standard, all COPH students must complete the online course "**How to Recognize Plagiarism: Tutorials**." The hyperlinks to this tutorial and certification exam were provided to you in your acceptance packet. You may also contact the COPH Office of Student Affairs or your designated faculty advisor for more information. Upon completion of the certification test, please email the certificate to your designated faculty advisor and the COPH Office of Student Affairs at COPHOffice@uams.edu. Requirement approval date: 09.02.2020.

Writing Milestone Requirement: All degree-seeking students who enter the College of Public Health are required to complete a Writing 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 PBHL 50000 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. This is a non-credit curriculum requirement. Requirement approval date: 09.02.2020.

Quantitative Reasoning (QR) Requirement: Effective Fall 2022, all MPH students who enter the College of Public Health are required to complete a QR Skills Assessment at the beginning of their first semester. The QR 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 PBHL 50040 Quantitative Reasoning Workshop course. This course will address the fundamentals of pre-algebra, algebra, and other topics in the interest of improving student QR skills. This is a non-credit curriculum requirement. Requirement approval date: 02.02.2022.

IPE Curriculum Requirement: All COPH degree-seeking students are required to complete the UAMS Quadruple 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 Student Affairs or visit the UAMS IPE website. Requirement approval date: 2015.

MPH CORE (REQUIRED)– 18 Credit Hours		Credit Hours	Grade	Year	Semester
PBHL 50033	*Introduction to Public Health	3			
BIOS 50133	Biostatistics I	3			
ENVH 51003	Environmental Health Sciences	3			

HPMT 51033	The Health Care System	3			
HBHE 51043	Health Behavior & Health Education	3			
EPID 51103	Epidemiology I	3			
CPH EXAM PREP COURSE (REQUIRED)– 1 Credit Hour					
PBHL 59931	Certified in Public Health Exam Prep Seminar	1			
BIOS CORE – 9 Credit Hours		**Credit Hours**	**Grade**	**Year**	**Semester**
BIOS 52103	Biostatistics II: Advanced Linear Models	3			
BIOS 52233	Biostatistics III: Multivariate Analysis and Linear Models	3			
BIOS 52133	Biostatistics Computing with SAS I	3			

MPH in BIOS

SELECTIVES FOR MPH STUDENTS (with approval of the BIOS academic advisor) – 6 Credit Hours		**Credit Hours**	**Grade**	**Year**	**Semester**
BIOS 51131	Biostatistics Computing with R I	1			
BIOS 52001	Biostatistics Computing with R II	1			
BIOS 53153	Logistic Regression and Survival Analysis	3			
BIOS 53243	Analyzing Health Surveys	3			
REGS 51073	Design and Management of Clinical Trials	3			
BIOS 52143	Categorical Data Analysis	3			
BIOS 5100V	Special Topics in Biometry	1			
ELECTIVE FOR MPH STUDENTS (with approval of the BIOS academic advisor) – 3 Credit Hours		**Credit Hours**	**Grade**	**Year**	**Semester**
		3			

ALL BIOS OPTIONS

PUBLIC HEALTH PRACTICE (REQUIRED) – 5 CREDIT HOURS		**Credit Hours**	**Grade**	**Year**	**Semester**
PBHL 59893	Applied Practice Experience	3			
	TITLE:				
PBHL 59932	Integrative Learning Experience Project (*May not be taken concurrently with PBHL 59893 Applied Practice Experience)*	2			
	TITLE:				

MINIMUM TOTAL HOURS = 42

Environmental Health Sciences

Department Phone Number: 501-526-6663

Igor Koturbash, M.D., Ph.D., Professor and Chair
Scott Alsbrook, MS, Instructor
Gunnar Boysen, Ph.D., Professor
Christopher Fettes, MA, Instructor
Rachel Hale, MS, Instructor
Ping-Ching Hsu, Ph.D., Associate Professor
Stefanie Kennon-McGill, Ph.D., Instructor
Eryn Matich, Ph.D., Instructor
Mitchell McGill, Ph.D., Associate Professor
Shelbie Stahr, PhD, Assistant Professor

The Department offers a Graduate Certificate in Environmental and Occupational Health, a Graduate Certificate in Regulatory Science, a Master of Public Health (MPH) in Environmental Health Sciences, a Master of Public Health (MPH) in Climate, Rural and Global Public Health, and a Ph.D. in Environmental Health Sciences. Environmental Health Sciences 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 Health Sciences, 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: Shelbie Stahr

There is a growing need within the state of Arkansas for individuals to be trained in the core elements of environmental health sciences. This graduate certificate enhances the individual's ability to recognize, evaluate and communicate risks associated with health hazards occurring in community and occupational environments.

Admission:
See the Fay W. Boozman College of Public Health website under Future Students > How to Apply.

Required Courses:
Academic Integrity Training Requirement: All students in the COPH must adhere to the highest standards of professional and ethical conduct. Among these standards is the recognition that student written work must be original and appropriately cited. In order to facilitate understanding of this standard, all COPH students must complete the online course "**How to Recognize Plagiarism: Tutorials**." The hyperlinks to this tutorial and certification exam were provided to you in your acceptance packet. You may also contact the COPH Office of Student Affairs or your designated faculty advisor for more information. Upon completion of the certification test, please email the certificate to your designated faculty advisor and the COPH Office of Student Affairs at COPHOffice@uams.edu. Requirement approval date: 09.02.2020.

Writing Milestone Requirement: All degree-seeking students who enter the College of Public Health are required to complete a Writing 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 PBHL 50000 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. This is a non-credit curriculum requirement. Requirement approval date: 09.02.2020.

REQUIRED – 9 Credit Hours		**Credit Hours**	**Grade**	**Year**	**Semester**
ENVH 51003	Environmental Health Sciences	3			
ENVH 53003	Principles of Toxicology in Public Health	3			
ENVH 54003	Public Health Microbiology	3			

ELECTIVES – Choose 3 Credit Hours		**Credit Hours**	**Grade**	**Year**	**Semester**
ENVH 53103	Climate Change and Public Health	3			
ENVH 54103	Geographic Information Systems in Public Health	3			
ENVH 52103	Applied Knowledge in Environmental Health	3			

MINIMUM TOTAL HOURS = 12

Graduate Certificate in Regulatory Science

Program Director: Mitchell McGill

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:
See the Fay W. Boozman College of Public Health website under Future Students > How to Apply.

Required Courses:
Academic Integrity Training Requirement: All students in the COPH must adhere to the highest standards of professional and ethical conduct. Among these standards is the recognition that student written work must be original and appropriately cited. In order to facilitate understanding of this standard, all COPH students must complete the online course "**How to Recognize Plagiarism: Tutorials**." The hyperlinks to this tutorial and certification exam were provided to you in your acceptance packet. You may also contact the COPH Office of Student Affairs or your designated faculty advisor for more information. Upon completion of the certification test, please email the certificate to your designated faculty advisor and the COPH Office of Student Affairs at COPHOffice@uams.edu. Requirement approval date: 09.02.2020.

REQUIRED – 12 Credit Hours		**Credit Hours**	**Grade**	**Year**	**Semester**
REGS 60133	FDA Regulations	3			
REGS 60233	Methods in Risk Assessment and Management	3			
REGS 51073	Design and Management of Clinical Trials	3			
REGS 61003	Good Regulatory Practices	3			

MINIMUM TOTAL HOURS = 12

Master of Public Health (MPH) in Environmental Health Sciences

Program Director: Shelbie Stahr

MPH students electing to emphasize Environmental Health Sciences 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:
See the Fay W. Boozman College of Public Health website under Future Students > How to Apply.

Required Courses:
Academic Integrity Training Requirement: All students in the COPH must adhere to the highest standards of professional and ethical conduct. Among these standards is the recognition that student written work must be original and appropriately cited. In order to facilitate understanding of this standard, all COPH students must complete the online course "**How to Recognize Plagiarism: Tutorials**." The hyperlinks to this tutorial and certification exam were provided to you in your acceptance packet. You may also contact the COPH Office of Student Affairs or your designated faculty advisor for more information. Upon completion of the certification test, please email the certificate to your designated faculty advisor and the COPH Office of Student Affairs at COPHOffice@uams.edu. Requirement approval date: 09.02.2020.

Writing Milestone Requirement: All students who enter the College of Public Health are required to complete a Writing 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 PBHL 50000 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. This is a non-credit curriculum requirement. Requirement approval date: 09.02.2020.

Quantitative Reasoning (QR) Milestone Requirement: Effective Fall 2022, all MPH students who enter the College of Public Health are required to complete a QR Skills Assessment at the beginning of their first semester. The QR 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 QR Workshop course. This course will address the fundamentals of pre-algebra, algebra, and other topics in the interest of improving student QR skills. This is a non-credit curriculum requirement. Requirement approval date: 02.02.2022.

IPE Curriculum Requirement: All COPH degree-seeking students are required to complete the UAMS Quadruple 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 Student Affairs or visit the UAMS IPE website. Requirement approval date: 2015.

COMPLETE THE MPH CORE (All MPH Degree Options)

MPH CORE (REQUIRED) – 18 Credit Hours		Credit Hours	Grade	Year	Semester
PBHL 50033	Introduction to Public Health	3			
BIOS 50133	Biostatistics I	3			
ENVH 51003	Environmental Health Sciences	3			
HPMT 51033	The Health Care System	3			
HBHE 51043	Health Behavior and Health Education	3			
EPID 51103	Epidemiology I	3			

COMPLETE THE CPH EXAM PREP COURSE

CPH EXAM PREP COURSE (REQUIRED)– 1 Credit Hour		Credit Hours	Grade	Year	Semester
PBHL 59931	Certified in Public Health Exam Prep Seminar	1			

COMPLETE THE EHS CORE

EHS CORE (REQUIRED) – 9 Credit Hours		Credit Hours	Grade	Year	Semester
ENVH 52103	Applied Knowledge in Environmental Health	3			
ENVH 53003	Principles of Toxicology in Public Health	3			
ENVH 54003	Public Health Microbiology	3			

FOLLOW YOUR EHS OPTION

MPH in EHS

COURSES (REQUIRED) FOR MPH IN EHS STUDENTS – 6 Credit Hours		Credit Hours	Grade	Year	Semester
ENVH 53103	Climate Change and Public Health	3			
ENVH 54103	Geographic Information Systems in Public Health	3			
ELECTIVE FOR MPH IN EHS STUDENTS (with approval of the EHS academic advisor) – 3 Credit Hours		**Credit Hours**	**Grade**	**Year**	**Semester**
		3			

MD/MPH in EHS

SELECTIVES FOR MD/MPH IN EHS STUDENTS (with approval of the EHS academic advisor)– 9 Credit Hours		Credit Hours	Grade	Year	Semester
MODU 8100V	Brain and Behavior	8			
FMED 83104	Family Medicine	4			
MODU 8207V	Medicine Across Generations	4			
MODU 81553 & 81564	Practice of Medicine 1 – Parts 1 & 2	6			
MODU 82554 & 82562	Practice of Medicine 2 – Parts 1 & 2	7			
PEDI 83008	Pediatrics	8			
PSYC 83006	Psychiatry	6			

PharmD/MPH in EHS

SELECTIVES FOR PharmD/MPH STUDENTS (with approval of EHS academic advisor) – 9 Credit Hours		Credit Hours	Grade	Year	Semester
PHPR 71032	US Health Care System for Pharmacists	2			
PHPR 73043	EBM & Pharmacoeconomics	3			
PHPR 73102	Death and Dying	2			
PHPR 73272	Landmark Studies	2			
PHPR 73332	Leadership	2			
PHPR 73342	Toxicology	2			
PHSC 73372	Infectious Disease and Stewardship Elective	2			
PHPR 73182	Entrepreneurship	2			
PHPR 73392	Culinary Medicine	2			
PHPR 73262	Infectious Diseases Pharmacotherapy Elective	2			

JD/MPH in EHS

COURSES (REQUIRED) FOR JD/MPH IN EHS STUDENTS – 3 Credit Hours		Credit Hours	Grade	Year	Semester
LAWW 65043	Administrative Law (taken at Bowen School of Law)	3			
SELECTIVES FOR JD/MPH IN EHS STUDENTS (with approval of the EHS academic advisor) – 6 Credit Hours		**Credit Hours**	**Grade**	**Year**	**Semester**
LAWW 63562	Advocacy for Policy Makers	2			
LAWW 66243	Environmental Law	3			

LAWW 69343	Civil Liberties	3			
LAWW 67543	Local Government	3			

AUD/MPH in EHS

COURSES (REQUIRED) FOR AUD/MPH IN EHS STUDENTS – 9 Credit Hours		Credit Hours	Grade	Year	Semester
AUDI 72392	Hearing Conservation	2			
AUDI 72383	Gerontology in Audiology	2			
AUDI 83342	Professional Issues & Ethics	2			
AUDI 83373	Audiologic Rehabilitation	3			

COMPLETE THE MPH CAPSTONES (All MPH Degree Options)

PUBLIC HEALTH PRACTICE (REQUIRED) – 5 Credit Hours		Credit Hours	Grade	Year	Semester
PBHL 59893	Applied Practice Experience	3			
	TITLE:				
[1]PBHL 59932	Integrative Learning Experience Project (*May not be taken concurrently with PBHL 59893 Applied Practice Experience)*	2			
	TITLE:				

MINIMUM TOTAL HOURS = 42

Master of Public Health (MPH) in Climate, Rural and Global Public Health

Program Director: Rachel Hale

The curriculum of the Climate, Rural, and Global Public Health concentration provides students with in-depth training in the most urgent and complex public health issues present in populations living and working in rural areas, whether nationally or internationally. The curriculum addresses how anthropogenic climate change is affecting the health of vulnerable communities. Students will be provided the opportunity to develop a knowledge base and skillset to address how they can work alongside communities to develop climate resiliency. The 42-unit program, available to any student seeking an MPH degree, also includes training in core public health concepts.

Admission:
See the Fay W. Boozman College of Public Health website under Future Students > How to Apply.

Required Courses:
Academic Integrity Training Requirement: All students in the COPH must adhere to the highest standards of professional and ethical conduct. Among these standards is the recognition that student written work must be original and appropriately cited. In order to facilitate understanding of this standard, all COPH students must complete the online course "**How to Recognize Plagiarism: Tutorials**." The hyperlinks to this tutorial and certification exam were provided to you in your acceptance packet. You may also contact the COPH Office of Student Affairs or your designated faculty advisor for more information. Upon completion of the certification test, please email the certificate to your designated faculty advisor and the COPH Office of Student Affairs at COPHOffice@uams.edu. Requirement approval date: 09.02.2020.

Writing Milestone Requirement: 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 PBHL 50000 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. This is a non-credit curriculum requirement. Requirement approval date: 09.02.2020.

Quantitative Reasoning (QR) Requirement: Effective Fall 2022, all MPH students who enter the College of Public Health are required to complete a QR Skills Assessment at the beginning of their first semester. The QR 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 PBHL 50040 Quantitative Reasoning Workshop course. This course will address the fundamentals of pre-algebra, algebra, and other topics in the interest of improving student QR skills. This is a non-credit curriculum requirement. Requirement approval date: 02.02.2022.

IPE Curriculum Requirement: All COPH degree-seeking students are required to complete the UAMS Quadruple 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 Student Affairs or visit the UAMS IPE website. Requirement approval date: 2015.

ALL CRGPH OPTIONS

MPH CORE (REQUIRED) – 18 Credit Hours		**Credit Hours**	**Grade**	**Year**	**Semester**
PBHL 50033	Introduction to Public Health	3			
BIOS 50133	Biostatistics I	3			
ENVH 51003	Environmental Health Sciences	3			
HPMT 51033	The Health Care System	3			
HBHE 51043	Health Behavior and Health Education	3			
EPID 51103	Epidemiology I	3			
CPH EXAM PREP COURSE (REQUIRED)– 1 Credit Hour		**Credit Hours**	**Grade**	**Year**	**Semester**
PBHL 59931	Certified in Public Health Exam Prep Seminar	1			
RGPH CORE (REQUIRED) – 9 Credit Hours		**Credit Hours**	**Grade**	**Year**	**Semester**
PBHL 51463, Section 100 and above	Rural and Global Public Health Practice	3			
ENVH 53103, Section 100 and above	Climate Change and Public Health	3			
ENVH 54103, Section 100 and above	Geographic Information Systems in Public Health	3			

MPH in CRGPH

COURSE (REQUIRED) FOR MPH IN CRGPH STUDENTS – 3 Credit Hours		**Credit Hours**	**Grade**	**Year**	**Semester**
PBHL 54203, Section 100 and above	Rural and Global Health Program Evaluation and Impact Assessment	3			
SELECTIVES FOR MPH IN CRGPH STUDENTS (with approval of CRGPH advisor) – 3 Credit Hours		**Credit Hours**	**Grade**	**Year**	**Semester**
HPMT 52063, Section 100 and above	Public Health Law and Ethics	3			
ENVH54003, Section 100 and above	Public Health Microbiology	3			
HBHE 54263, Section 100 and above	Disparities in Health Care Access	3			
HBHE 53463, Section 100 and above	Special Populations in Maternal and Child Health	3			
PBHL 53463, Section 100 and above	Social Determinants of Health	3			
ELECTIVE FOR MPH STUDENTS (with approval of CRGPH advisor) – 3 Credit Hours		**Credit Hours**	**Grade**	**Year**	**Semester**
Section 100 and above		3			

PharmD/MPH in CRGPH

SELECTIVES FOR PharmD/MPH Students in HPM (with approval of HPM advisor) – 9 Credit Hours		**Credit Hours**	**Grade**	**Year**	**Semester**
PHPR 71032	US Health Care System for Pharmacists	2			
PHSC 73043	Evidence-Based Medicine, Biostatistics & Pharmacoeconomics	3			
PHPR 73102	Death and Dying	2			
PHPR 73272	Landmark Studies	2			
PHPR 73332	Leadership	2			
PHPR 73342	Toxicology	2			
PHSC 73372	Infectious Disease and Stewardship Elective	2			
PHPR 73182	Entrepreneurship	2			
PHPR 73392	Culinary Medicine	2			
PHPR 73262	Infectious Diseases Pharmacotherapy Elective	2			

MPS/MPH in CRGPH

COURSES (REQUIRED) OF MPS/MPH STUDENTS – 6 Credit Hours		Credit Hours	Grade	Year	Semester
PBHL 54203, Section 100 and above	Rural and Global Health Program Evaluation and Impact Assessment	3			
CSPS 73053	Communication Processes and Social (Ex)Change	3			
SELECTIVES FOR MPS/MPH STUDENTS (with approval of MPS/MPH advisor) – 3 Credit Hours		**Credit Hours**	**Grade**	**Year**	**Semester**
	Social Change Option (approved by MPS/MPH advisor) *MPS/MPH Approved Courses in Appendix 1	3			

MD/MPH in CRGPH

SELECTIVES FOR MD/MPH STUDENTS – 9 Credit Hours		Credit Hours	Grade	Year	Semester
MODU 8100V	Brain and Behavior	8			
FMED 83014	Family Medicine	4			
MODU 8207V	Medicine Across Generations	4			
MODU 81553 & 81564	Practice of Medicine 1 – Parts 1 & 2	6			
MODU 82554 & 82562	Practice of Medicine 2 – Parts 1 & 2	9			
PEDI 83008	Pediatrics	8			
PSYC 83006	Psychiatry	6			

JD/MPH in CRGPH (courses taken at Bowen School of Law not UAMS)

COURSE (REQUIRED) FOR JD/MPH IN CRGPH STUDENTS– 3 Credit Hours		Credit Hours	Grade	Year	Semester
LAWW 63503	Administrative Law	3			
SELECTIVES (with approval of JD/MPH advisor) – 6 Credit Hours		**Credit Hours**	**Grade**	**Year**	**Semester**
LAWW 62352	Advocacy for Policy Makers	3			
LAWW 63263	Environmental Law	3			
LAWW63563	Civil Liberties	3			
LAWW 63753	Local Government	3			

AUD/MPH in CRGPH

REQUIRED COURSES – 9 Credit Hours		Credit Hours	Grade	Year	Semester
AUDI 72392	Hearing Conservation	2			
AUDI 72383	Gerontology in Audiology	2			
AUDI 83342	Professional Issues & Ethics	2			
AUDI 83373	Audiologic Rehabilitation	3			

ALL CRGPH OPTIONS

PUBLIC HEALTH PRACTICE (REQUIRED) – 5 Credit Hours		Credit Hours	Grade	Year	Semester
PBHL 59893	Applied Practice Experience	3			
	TITLE:				
PBHL 59932	Integrative Learning Experience Project (*May not be taken concurrently with PBHL 59893 Applied Practice Experience)*	2			
	TITLE:				

MINIMUM TOTAL HOURS = 42

Doctor of Philosophy (PhD) in Environmental Health Sciences

Gunnar Boysen, PhD, Program Director
4301 West Markham Street, #820, Little Rock, AR 72205, 501-526-6614

The Ph.D. in Environmental Health Sciences is for applicants interested in conducting advanced research in environmental health sciences or teaching environmental health sciences 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 54 semester credit hours and practice in research, on campus. An additional 1-3 years is usually expected for completing the dissertation research. Research interests of the faculty may be viewed through the program link at the Graduate School website.

Admission:
See the Fay W. Boozman College of Public Health website under Future Students > How to Apply.

Required Courses:
Academic Integrity Training Requirement: All students in the COPH must adhere to the highest standards of professional and ethical conduct. Among these standards is the recognition that student written work must be original and appropriately cited. In order to facilitate understanding of this standard, all COPH students must complete the online course "**How to Recognize Plagiarism: Tutorials**." The hyperlinks to this tutorial and certification exam were provided to you in your acceptance packet. You may also contact the COPH Office of Student Affairs or your designated faculty advisor for more information. Upon completion of the certification test, please email the certificate to your designated faculty advisor and the COPH Office of Student Affairs at COPHOffice@uams.edu. Requirement approval date: 09.02.2020.

Writing Milestone Requirement: All degree-seeking 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 PBHL 50000 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.

IPE Curriculum Requirement: All COPH degree-seeking students are required to complete the UAMS Quadruple 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 Student Affairs or visit the UAMS IPE website. Requirement approval date: 2015.

ENVIRONMENTAL HEALTH SCIENCES (REQUIRED) – 14 Credit Hours		**Credits**	**Grade**	**Year**	**Semester**
PBHL 50033	Introduction to Public Health	3			
ENVH 51003	Environmental Health Sciences	3			
ENVH 62103	Applied Knowledge in Environmental Health	3			
ENVH 63003	Principles of Toxicology for Public Health	3			
ENVH 63001[a]	Environmental Health Science Seminar	1			
ENVH 63001[a]	Environmental Health Science Seminar	1			
FUNDAMENTAL BIOLOGICAL SCIENCES (REQUIRED) – 7 Credit Hours		**Credits**	**Grade**	**Year**	**Semester**
IBSD 61037	Foundations in Biomedical Sciences	7			
SCIENTIFIC COMMUNICATION (REQUIRED) – 9 Credit Hours		**Credits**	**Grade**	**Year**	**Semester**
PHAR 51171	Scientific Communication and Ethics I	1			
PHAR 51191	Scientific Communication and Ethics II	1			
HBHE 64363	Communication for Public Health Leaders	3			
PBHL 64373	Grantsmanship and the Peer Review Process	3			
IBSD 5110V	Seminar	1			
RESEARCH METHODOLOGY (REQUIRED) – 10 Credit Hours		**Credits**	**Grade**	**Year**	**Semester**
PBHL 64381	Fundamentals of Research	1			
BIOS 50133	Biostatistics I	3			
BIOS 62133	Biostatistics II	3			
ENVH 64103	Geographic Information Systems in Public Health	3			
ELECTIVES/SELECTIVES – 6 Credit Hours		**Credits**	**Grade**	**Year**	**Semester**
EPID 51103	Epidemiology I	3			
EPID 63243	Genomic/Genetic Epidemiology	3			
EPID 63353	Molecular Epidemiology	3			
ENVH 53103	Climate Change and Public Health	3			

ENVH 54003	Public Health Microbiology	3			
ENVH 6601V	Environmental Health Science Research	3			
PRE-CANDIDACY RESEARCH (REQUIRED) – 11 Credit Hours		**Credits**	**Grade**	**Year**	**Semester**
ENVH 6601V	Environmental Health Science Research	11			
COMPREHENSIVE/QUALIFYING EXAMS – MILESTONE		**P/F**	**Grade**	**Year**	**Semester**
	Candidacy Exam				
DISSERTATION (REQUIRED) – 18 Credit Hours		**Credits**	**Grade**	**Year**	**Semester**
PBHL 6999V	Dissertation Research	18			

MILESTONE	Date
Comprehensive/qualifying exam passed	
Oral defense of dissertation proposal passed	
Oral defense of dissertation passed	

SUBSTITUTIONS (Attached approval paperwork		Credits	Grade	Year	Semester

[a]*The content of this course varies by semester.*

MINIMUM TOTAL HOURS = 75

Epidemiology

Department Phone Number: 501-614-2145

Wendy Nembhard, PhD, MPH, FACE, FAHA, Professor and Chair

Jaimi Allen, Ph.D., Assistant Professor
Benjamin C. Amick III, Ph.D., Associate Dean for Research, Professor
Susan Emmett, M.D., Associate Professor
Brian Fairman, Ph.D., Assistant Professor
Dirk Haselow, M.D., Ph.D., Associate Professor
Suman Maity, Ph.D., Instructor
Nithya Neelakantan, Ph.D., Associate Professor
Mohammed Orloff, PhD, Associate Professor
Yong-Moon ("Mark") Park, M.D., MS, Ph.D., Assistant Professor
Austin Porter, Dr.PH., Assistant Professor
Rutu Rathod, Ph.D., Assistant Professor
Aniruddha Rathod, Ph.D., Assistant Professor
Mario Schootman, Ph.D., Professor
Bala Simon, M.D., MPH, Dr.PH., Adjunct Associate Professor
Kari Weber, MHS, Ph.D., Assistant Professor
Aaron Wendelboe, Ph.D., Professor
Yong Zhu, Ph.D., 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: Aaron Wendelboe

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:
See the Fay W. Boozman College of Public Health website under Future Students > How to Apply.

Required Courses:
Academic Integrity Training Requirement: All students in the COPH must adhere to the highest standards of professional and ethical conduct. Among these standards is the recognition that student written work must be original and appropriately cited. In order to facilitate understanding of this standard, all COPH students must complete the online course "**How to Recognize Plagiarism: Tutorials**." The hyperlinks to this tutorial and certification exam were provided to you in your acceptance packet. You may also contact the COPH Office of Student Affairs or your designated faculty advisor for more information. Upon completion of the certification test, please email the certificate to your designated faculty advisor and the COPH Office of Student Affairs at COPHOffice@uams.edu. Requirement approval date: 09.02.2020.

Writing Milestone Requirement: All degree-seeking students who enter the College of Public Health are required to complete a Writing 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 PBHL 50000 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. This is a non-credit curriculum requirement. Requirement approval date: 09.02.2020.

Quantitative Reasoning (QR) Requirement: Effective Fall 2022, all MPH students who enter the College of Public Health are required to complete a QR Skills Assessment at the beginning of their first semester. The QR 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 PBHL 50040 Public Health QR Workshop course. This course will address the fundamentals of pre-algebra, algebra, and other topics in the interest of improving student QR skills. This is a non-credit curriculum requirement. Requirement approval date: 02.02.2022.

IPE Curriculum Requirement: All COPH degree-seeking students are required to complete the UAMS Quadruple 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 Student Affairs or visit the UAMS IPE website. Requirement approval date: 2015.

ALL EPI OPTIONS

MPH CORE (REQUIRED)– 18 Credit Hours		**Credit Hours**	**Grade**	**Year**	**Semester**
PBHL 50033	*Introduction to Public Health	3			
BIOS 50133	Biostatistics I	3			
ENVH 51033	Environmental Health Sciences	3			
HPMT 51033	The Health Care System	3			
HBHE 51043	Health Behavior and Health Education	3			
EPID 51103	Epidemiology I	3			
CPH EXAM PREP COURSE (REQUIRED) – 1 Credit Hour		**Credit Hours**	**Grade**	**Year**	**Semester**
PBHL 59931	Certified in Public Health Exam Prep Seminar	1			
EPI CORE (REQUIRED) – 9 Credit Hours		**Credit Hours**	**Grade**	**Year**	**Semester**
EPID 53203	Epidemiology II	3			
EPID 53343	Epidemiology III	3			
EPID 55733	Data Management and Programming for Epidemiologists	3			

MPH in EPI

OTHER REQUIRED COURSE FOR MPH STUDENTS – 3 Credit Hours		**Credit Hours**	**Grade**	**Year**	**Semester**
BIOS 52103	Biostatistics II: Advanced Linear Models	3			
SELECTIVES FOR MPH STUDENTS (with approval of EPI academic advisor) – 6 Credit Hours		**Credit Hours**	**Grade**	**Year**	**Semester**
EPID 53253	Epidemiology of Chronic Diseases	3			
EPID 53263	Epidemiology of Infectious Diseases	3			
EPID 61202	Principles and Practice of Public Health Surveillance	3			
EPID 53333	Cancer Epidemiology	3			
PBHL 53463	Social Determinants of Health	3			

EPID 53353	Molecular Epidemiology	3			
EPID 63243	Genomics/Genetic Epidemiology	3			
EPID 52243	Clinical Trials	3			
EPID 5000V	Special Topics in Epidemiology	3			

MD/MPH in EPI

SELECTIVES FOR MD/MPH STUDENTS (with approval of EPI academic advisor) – 9 Credit Hours		**Credit Hours**	**Grade**	**Year**	**Semester**
MODU 8100V	Brain and Behavior	8			
FMED 83014	Family Medicine	4			
MODU 8207V	Medicine Across Generations	4			
MODU 81553 & 81564	Practice of Medicine 1 – Parts 1 & 2	6			
MODU 82554 & 82562	Practice of Medicine 2 – Parts 1 & 2	7			
PEDI 83008	Pediatrics	8			
PSYC 83006	Psychiatry	6			

PharmD/MPH in EPI

SELECTIVES FOR PharmD/MPH STUDENTS (with approval of EPI academic advisor) – 9 Credit Hours **Note:** PharmD/MPH students take either Epidemiology of Infectious Diseases from Epi Selective Group 1 or Infectious Disease from the PharmD/MPH Selectives but not both.		**Credit Hours**	**Grade**	**Year**	**Semester**
PHPR 71032	US Health Care System for Pharmacists	2			
PHPR 73043	EBM & Pharmacoeconomics	3			
PHPR 73102	Death and Dying	2			
PHPR 73272	Landmark Studies	2			
PHPR 73332	Leadership	2			
PHPR 73342	Toxicology	2			
PHSC 73372	Infectious Disease and Stewardship Elective	2			
PHPR 73182	Entrepreneurship	2			
PHPR 73392	Culinary Medicine	2			
PHPR 73262	Infectious Diseases Pharmacotherapy Elective	2			

JD/MPH in EPI (courses taken at Bowen School of Law, not UAMS)

REQUIRED COURSE – 3 Credit Hours		**Credit Hours**	**Grade**	**Year**	**Semester**
LAWW 63503	Administrative Law	3			
SELECTIVES (with approval of EPI academic advisor) – 6 Credit Hours		**Credit Hours**	**Grade**	**Year**	**Semester**
LAWW 62352	Advocacy for Policy Makers	3			
LAWW 63263	Environmental Law	3			
LAWW 63563	Civil Liberties	3			
LAWW 63753	Local Government	3			

AUD/MPH in EPI

COURSES (REQUIRED) FOR AUD/MPH IN EPI STUDENTS– 9 Credit Hours		**Credit Hours**	**Grade**	**Year**	**Semester**
AUDI 72392	Hearing Conservation	2			
AUDI 72383	Gerontology in Audiology	2			
AUDI 83342	Professional Issues & Ethics	2			
AUDI 83373	Audiologic Rehabilitation	3			

ALL EPI OPTIONS

PUBLIC HEALTH PRACTICE (REQUIRED) – 5 Credit Hours		**Credit Hours**	**Grade**	**Year**	**Semester**
PBHL 59893	Applied Practice Experience	3			
PBHL 59932	Integrative Learning Experience Project	2			

	(May not be taken concurrently with PBHL 59893 Applied Practice Experience)				

MINIMUM TOTAL HOURS = 42

Doctor of Philosophy (PhD) in Epidemiology

Program Director: Mohammed Orloff

The PhD Epidemiology program at the University of Arkansas for Medical Sciences (UAMS) is a highly reputable and rigorous program designed to provide students with advanced training in epidemiology, the study of patterns, causes, and effects of health and disease in populations. The program prepares students for careers in research, academia, government, and industry. Students in the program receive in-depth training in biostatistics, research methods, epidemiologic theory, as well as advanced computing and data analysis tools. They also have access to state-of-the-art research facilities, cutting-edge technology, and a highly qualified faculty of experienced epidemiologists, biostatisticians, and public health professionals. With a focus on collaborative, interdisciplinary research and a commitment to improving public health outcomes, the PhD Epidemiology program at UAMS is an excellent choice for students seeking to advance their careers in this exciting field at the state, national and international levels. The PhD Epidemiology gives students the skills and knowledge to conduct high-quality epidemiological research. The descriptions for most courses can be found in the appropriate sections of the Academic Catalog according to the course number prefix: EPID; See Epidemiology.

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 54 semester credit hours and practice in research, on campus. An additional 1-3 years is usually expected for completing the dissertation research.

Admission:
See the Fay W. Boozman College of Public Health website under Future Students > How to Apply.

Required Courses:
Academic Integrity Training Requirement: All students in the COPH must adhere to the highest standards of professional and ethical conduct. Among these standards is the recognition that student written work must be original and appropriately cited. In order to facilitate understanding of this standard, all COPH students must complete the online course "**How to Recognize Plagiarism: Tutorials**." The hyperlinks to this tutorial and certification exam were provided to you in your acceptance packet. You may also contact the COPH Office of Student Affairs or your designated faculty advisor for more information. Upon completion of the certification test, please email the certificate to your designated faculty advisor and the COPH Office of Student Affairs at COPHOffice@uams.edu. Requirement approval date: 09.02.2020.

Writing Milestone Requirement: All degree-seeking students who enter the College of Public Health are required to complete a Writing 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 PBHL 50000 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. This is a non-credit curriculum requirement. Requirement approval date: 09.02.2020.

IPE Curriculum Requirement: All COPH degree-seeking students are required to complete the UAMS Quadruple 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 Student Affairs or visit the UAMS IPE website. Requirement approval date: 2015.

REQUIRED – 22 Credit Hours		**Credit Hours**	**Grade**	**Year**	**Semester**
EPID 64243	Advanced Epidemiologic Methods	4			
EPID 63363	Observational Study Designs	3			
EPID 62243	Clinical Trials	3			
BMIG 51202	Foundations of BMI: Population Health Information	2			
PBHL 64373	Grant Writing	3			
BIOS 52143	Categorical Data Analysis	3			
BIOS 62233	Biostatistics III: Multivariate Analysis and Linear Models	3			
PBHL 64381	Fundamentals of Research	1			
SELECTIVE 1*† – 3 Credit Hours		**Credit Hours**	**Grade**	**Year**	**Semester**
EPID 53253	Epidemiology of Chronic Diseases	3			
EPID 53263	Epidemiology of Infectious Disease	3			
EPID 61202	Principles and Practice of Public Health Surveillance	3			
SELECTIVE 2*† – 3 Credit Hours		**Credit Hours**	**Grade**	**Year**	**Semester**

EPID 63243	Genomics/Genetic Epidemiology	3			
EPID 63353	Molecular Epidemiology	3			
SELECTIVE 3*† – 3 Credit Hours		**Credit Hours**	**Grade**	**Year**	**Semester**
PBHL 63463	Social Determinants of Health	3			
EPID 60001	Instructional Methods and Teaching Practicum	2			
COPH 6403	Community-Based Program Evaluation	3			
PROJECTS AND SEMINARS – 23 Credit Hours		**Credit Hours**	**Grade**	**Year**	**Semester**
PBHL 6100V	Directed Study	3			
EPID 5000V	Special Topics in Epidemiology	2			
PBHL 6999V	Dissertation Research (minimum)	18			

MINIMUM TOTAL HOURS = 54
Additional coursework may be taken as needed (not included in the 54-credit minimum)

*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 with the approval of the academic advisor.

Health Behavior and Health Education

Department Phone Number: 501-526-6707

S. Alexandra Marshall, PhD, Associate Professor and Chair

Mark Williams, PhD, M. Joycelyn Elders Professor of Health Promotion and Disease Prevention and Dean, Professor
Nia Aitaoto, PhD, MPH, MS, Assistant Professor
Katy Allison, PhD, Assistant Professor
Michael Anders, PhD, MPH, RRT, Associate Professor
Keneshia Bryant-Moore, PhD, RN, FNP-BC, Professor
Jennifer Callaghan-Koru, PhD, Associate Professor
Ruby Charak, Ph.D., Associate Professor
Ronnie Chernoff, PhD, Professor
Ashley Clawson, PhD, Assistant Professor
Carol Cornell, PhD, Professor
Pebbles Fagan, PhD, MPH, Professor
Emogene Fox, EdD, Professor
Margaret "Meg" Gorvine, PhD, Assistant Professor
Becky Hall, EdD, Assistant Professor
Kristie Hadden PhD, Program Director, Associate Professor
Tiffany Haynes, PhD, Associate Professor, Assistant Dean for Culture and Engagement
Betty Hubbard, MSE, CHES, BSE, EdD, Professor
Chester Jones, PhD, BES, PE, Professor
Dina M. Jones, PhD, MPH, Assistant Professor
Nikita Lovelady, PhD, Assistant Professor
Ashley McNatt, DrPH, MA, Adjunct Instructor
Brooke E.E. Montgomery, PhD, MPH, Associate Professor
George Pro, PhD, MPH, Assistant Professor
Jacquie Rainey, DrPH, Professor
Sharon Sanders, PhD, MPH, CHES, Adjunct Instructor
Judith Weber, PhD, RD, Professor
Nickolas Zaller, PhD, Adjunct 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, cardiovascular diseases, 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 theory, practice and research as applied to public health problems.

MPH in Health Behavior and Health Education

Program Director: S. Alexandra (Alex) Marshall

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:
See the Fay W. Boozman College of Public Health website under Future Students > How to Apply.

Required Courses:
Academic Integrity Training Requirement: All students in the COPH must adhere to the highest standards of professional and ethical conduct. Among these standards is the recognition that student written work must be original and appropriately cited. In order to facilitate understanding of this standard, all COPH students must complete the online course "**How to Recognize Plagiarism: Tutorials**." The hyperlinks to this tutorial and certification exam were provided to you in your acceptance packet. You may also contact the COPH Office of Student Affairs or your designated faculty advisor for more information. Upon completion of the certification test, please email the certificate to your designated faculty advisor and the COPH Office of Student Affairs at COPHOffice@uams.edu. Requirement approval date: 09.02.2020.

Writing Milestone Requirement: All degree-seeking students who enter the College of Public Health are required to complete a Writing 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 PBHL 50000 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. This is a non-credit curriculum requirement. Requirement approval date: 09.02.2020.

Quantitative Reasoning (QR) Requirement: Effective Fall 2022, all MPH students who enter the College of Public Health are required to complete a QR Skills Assessment at the beginning of their first semester. The QR 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 PBHL 50040 Public Health QR Workshop course. This course will address the fundamentals of pre-algebra, algebra, and other topics in the interest of improving student QR skills. This is a non-credit curriculum requirement. Requirement approval date: 09.02.2020.

IPE Curriculum Requirement: All COPH degree-seeking students are required to complete the UAMS Quadruple 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 Student Affairs or visit the UAMS IPE website. Requirement approval date: 2015.

MPH CORE (REQUIRED)– 18 Credit Hours		**Credit Hours**	**Grade**	**Year**	**Semester**
PBHL 50033	*Introduction to Public Health	3			
BIOS 50133	Biostatistics I	3			
ENVH 51003	Environmental Health Sciences	3			
HPMT 51033	The Health Care System	3			
HBHE 51043	Health Behavior and Health Education	3			
EPID 51103	Epidemiology I	3			
CPH EXAM PREP COURSE (REQUIRED)– 1 Credit Hour		**Credit Hours**	**Grade**	**Year**	**Semester**
PBHL 59931	Certified in Public Health Exam Prep Seminar	1			
HBHE CORE (REQUIRED)– 9 Credit Hours		**Credit Hours**	**Grade**	**Year**	**Semester**
PBHL 54203	Rural and Global Health Program Evaluation and Impact Assessment	3			
HBHE 52253	Theories of Health Behavior and Health Education	3			
HBHE 51053	Introduction to Research Methods	3			

MPH in HBHE

SELECTIVES FOR MPH IN HBHE STUDENTS (with approval of the HBHE academic advisor) – 9 Credit Hours		**Credit Hours**	**Grade**	**Year**	**Semester**
HBHE 52143	Advanced Concepts of Human Sexuality	3			
HBHE 53203	Drugs and Society	3			
PBHL 53463	Social Determinants of Health	3			
HBHE 57333	Stress and Health	3			
PBHL 51463	Rural and Global Public Health Practice	3			

HBHE 52403	Tobacco Prevention and Control	3			
HBHE 52433	Community Organizing for Health	3			
HBHE 52203	Introduction to Maternal & Child Health	3			

PharmD/MPH in HBHE

SELECTIVES FOR PharmD/MPH STUDENTS (with approval of EPI academic advisor) – 9 Credit Hours **Note:** PharmD/MPH students take either Epidemiology of Infectious Diseases from Epi Selective Group 1 or Infectious Disease from the PharmD/MPH Selectives but not both.		**Credit Hours**	**Grade**	**Year**	**Semester**
PHPR 71032	US Health Care System for Pharmacists	2			
PHPR 73043	EBM & Pharmacoeconomics	3			
PHPR 73102	Death and Dying	2			
PHPR 73272	Landmark Studies	2			
PHPR 73332	Leadership	2			
PHPR 73342	Toxicology	2			
PHSC 73372	Infectious Disease and Stewardship Elective	2			
PHPR 73182	Entrepreneurship	2			
PHPR 73392	Culinary Medicine	2			
PHPR 73262	Infectious Diseases Pharmacotherapy Elective	2			

MD/MPH in HBHE

SELECTIVES FOR MD/MPH STUDENTS (with approval of the HBHE academic advisor)– 9 Credit Hours		**Credit Hours**	**Grade**	**Year**	**Semester**
MODU 8100V	Brain and Behavior	8			
FMED 83014	Family Medicine	4			
MODU 8207V	Medicine Across Generations	4			
MODU 81553 & 81564	Practice of Medicine 1 – Parts 1 & 2	6			
MODU 82554 & 82562	Practice of Medicine 2 – Parts 1 & 2	7			
PEDI 83008	Pediatrics	8			
PSYC 83006	Psychiatry	6			

PharmD/MPH in HBHE

SELECTIVES FOR PharmD/MPH STUDENTS (with approval of the HBHE academic advisor) – 9 Credit Hours		**Credit Hours**	**Grade**	**Year**	**Semester**
PHPR 71032	US Health Care System for Pharmacists	2			
PHSC 73043	EBM & Pharmacoeconomics	3			
PHPR 73102	Death and Dying	2			
PHPR 73272	Landmark Studies	2			
PHPR 73332	Leadership	2			
PHPR 73342	Toxicology	2			
PHSC 73372	Infectious Disease and Stewardship Elective	2			
PHPR 73182	Entrepreneurship	2			
PHPR 73392	Culinary Medicine	2			
PHPR 73262	Infectious Diseases Pharmacotherapy Elective	2			

JD/MPH in HBHE (courses taken at Bowen School of Law, not UAMS)

COURSE (REQUIRED) FOR JD/MPH IN HBHE STUDENTS– 3 Credit Hours		**Credit Hours**	**Grade**	**Year**	**Semester**
LAWW 63503	Administrative Law	3			
SELECTIVES (with approval of the HBHE academic advisor) – 6 Credit Hours		**Credit Hours**	**Grade**	**Year**	**Semester**
LAWW 62922	Advocacy for Policy Makers	3			
LAWW 63263	Environmental Law	3			
LAWW 63563	Civil Liberties	3			
LAWW 63753	Local Government	3			

AUD/MPH in HBHE

COURSES (REQUIRED) FOR AUD/MPH IN HBHE STUDENTS – 9 Credit Hours		**Credit Hours**	**Grade**	**Year**	**Semester**
AUDI 72392	Hearing Conservation	2			

AUDI 72383	Gerontology in Audiology	2			
AUDI 83342	Professional Issues & Ethics	2			
AUDI 83373	Audiologic Rehabilitation	3			

ALL HBHE OPTIONS

PUBLIC HEALTH PRACTICE (REQUIRED) – 5 Credit Hours		Credit Hours	Grade	Year	Semester
PBHL 59893	Applied Practice Experience	3			
	TITLE:				
PBHL 59932	Integrative Learning Experience Project *(May not be taken concurrently with PBHL 59893 Applied Practice Experience)*	2			
	TITLE:				

MINIMUM TOTAL HOURS = 42

Maternal and Child Health (MCH) Graduate Certificate

Program Director: S. Alexandra (Alex) Marshall, Ph.D., MPH, CPH, CHES
UAMS, 4301 W. Markham, Little Rock, Arkansas 72205, 501-526-6623

The overall goal of the Maternal and Child Health Certificate Program is to develop and train public health leaders to address the health needs of women and children. There is an urgent need to prepare more public health workers in maternal and child health to address the disproportionate burden of suffering and disease experienced by many Arkansans, particularly those from underrepresented minority and ethnic groups and those residing in rural, underserved communities. Residents of these communities experience compromised health because of low income, poor education, limited health care, and lack of resources to empower individuals to make significant life changes. All these variables impact the health and well-being of women and children. The program will provide students the support and skills needed to improve maternal and child health outcomes in their communities using evidence-based approaches. This program is supported by faculty in Department of Health Behavior and Health Education. It is the only MCH training program in Arkansas and can be obtained in one year.

Admission:
See the Fay W. Boozman College of Public Health website under Future Students > How to Apply.

Required Courses:
Academic Integrity Training Requirement: All students in the COPH must adhere to the highest standards of professional and ethical conduct. Among these standards is the recognition that student written work must be original and appropriately cited. In order to facilitate understanding of this standard, all COPH students must complete the online course "**How to Recognize Plagiarism: Tutorials**." The hyperlinks to this tutorial and certification exam were provided to you in your acceptance packet. You may also contact the COPH Office of Student Affairs or your designated faculty advisor for more information. Upon completion of the certification test, please email the certificate to your designated faculty advisor and the COPH Office of Student Affairs at COPHOffice@uams.edu. Requirement approval date: 09.02.2020.

Writing Milestone Requirement: All degree-seeking students who enter the College of Public Health are required to complete a Writing 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 PBHL 50000 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. This is a non-credit curriculum requirement. Requirement approval date: 09.02.2020.

Requirements for the Certificate Program:
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. Courses can be completed as a non-degree seeking student. For information on how to apply to the program contact the COPH Office of Student Affairs at (501) 526-6647.

Certificate Curriculum*
HBHE 51043 Health Behavior and Health Education…3hrs
HBHE 52203 Introduction to Maternal and Child Health…3hrs
HBHE 52233 Special Populations in Maternal and Child Health…3hrs
HBHE 52143 Advanced Concepts of Human Sexuality…3hrs
HBHE 53233 Maternal and Child Health Practicum…1hr

The Faculty
Keneshia Bryant-Moore, Ph.D., Professor
S. Alexandra Marshall, Ph.D., MPH, CPH, CHES, Associate Professor

Brooke E. Montgomery, Ph.D., MPH, MCHES, Associate Professor

Recommended Course Schedule for MCH Certificate
Full-time Enrollment Guide
Fall Year 1
HBHE 51043 Health Behavior and Health Education (3)
HBHE 52203 Introduction to Maternal and Child Health (3)
Spring Year 1
HBHE 52233 Special Populations in Maternal and Child Health (3)
HBHE 53233 Maternal and Child Health Practicum (1)
HBHE 52143 Advanced Concepts of Human Sexuality (3)

***Curriculum Substitutions and Waivers:** Courses may be substituted if they are considered equivalent or more advanced in content knowledge acquired or skills obtained. Students must first seek approval from the program director, and then the COPH Academic Standards Committee will review and approve or deny the course substitution request. If a student has already completed HBHE 51043 (or its equivalent or a more advanced course covering related content) as part of another degree program, the requirement for this 3-credit course can be waived. Students must first seek approval from the program director, and then the COPH Academic Standards Committee will review and approve or deny the waiver request.

Doctor of Philosophy (PhD) in Health Promotion and Prevention Research

Program Director: George Pro

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 PhD 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:
See the Fay W. Boozman College of Public Health website under Future Students > How to Apply.

Required Courses:
Academic Integrity Training Requirement: All students in the COPH must adhere to the highest standards of professional and ethical conduct. Among these standards is the recognition that student written work must be original and appropriately cited. In order to facilitate understanding of this standard, all COPH students must complete the online course "**How to Recognize Plagiarism: Tutorials**." The hyperlinks to this tutorial and certification exam were provided to you in your acceptance packet. You may also contact the COPH Office of Student Affairs or your designated faculty advisor for more information. Upon completion of the certification test, please email the certificate to your designated faculty advisor and the COPH Office of Student Affairs at COPHOffice@uams.edu. Requirement approval date: 09.02.2020.

Writing Milestone Requirement: All degree-seeking students who enter the College of Public Health are required to complete a Writing 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 PBHL 50000 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. This is a non-credit curriculum requirement. Requirement approval date: 09.02.2020.

IPE Curriculum Requirement: All COPH degree-seeking students are required to complete the UAMS Quadruple 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 Student Affairs or visit the UAMS IPE website. Requirement approval date: 2015.

BEHAVIORAL SCIENCE CORE – 6 Credit Hours		**Credit Hours**	**Grade**	**Year**	**Semester**
HBHE 60233	Advanced Health Behavior Theory	3			
HBHE 62133	Applied Behavioral Research Methods	3			
BEHAVIOR SCIENCE ELECTIVES (Choose 6 Credit Hours)		**Credit Hours**	**Grade**	**Year**	**Semester**
HBHE 63203	Drugs and Society	3			
HBHE 52143	Advanced Concepts of Human Sexuality	3			
HBHE 67333	Stress and Health	3			

HBHE 52203	Introduction to Maternal and Child Health	3			
HBHE 52233	Special Populations in Maternal and Child Health	3			
HBHE 52403	Tobacco Prevention and Control	3			
COMMUNITY AND PUBLIC HEALTH SCIENCE CORE – 6 Credit Hours		**Credit Hours**	**Grade**	**Year**	**Semester**
PBHL 63033	Community-Based Program Design	3			
PBHL 64033	Community-Based Program Evaluation	3			
HBHE 64263	Disparities in Health Care Access	3			
COMMUNITY AND PUBLIC HEALTH SCIENCE ELECTIVES (Choose 6 Credit Hours)		**Credit Hours**	**Grade**	**Year**	**Semester**
HBHE 64363	Communication for Public Health Leaders	3			
HBHE 52433	Community Organizing for Health	3			
ENVH 53103	Climate Change and Public Health	3			
HPMT 63193	Implementation Research in Clinical Practice	3			
HPMT 63303	Advanced Topics in Implementation Science	3			
DATA ANALYSIS METHODS CORE – 9 Credit Hours		**Credit Hours**	**Grade**	**Year**	**Semester**
BIOS 52103	Biostatistics II: Advanced Linear Models	3			
HBHE 61203	Mixed Methods Research Design	3			
NURS 61033	Qualitative Methodology in Nursing Research	3			
DATA ANALYSIS METHODS ELECTIVES (Choose 3 Credit Hours)		**Credit Hours**	**Grade**	**Year**	**Semester**
BIOS 62233	Biostatistics III	3			
NURS 61083	Qualitative Data Analysis, Theory and Practicum	3			
BIOS 53243	Analyzing Health Surveys	3			
BIOS 52143	Categorical Data Analysis	3			
APPLIED METHODS CORE – 30 Credit Hours		**Credit Hours**	**Grade**	**Year**	**Semester**
PBHL 64381	Fundamentals of Research	1			
PBHL 64373	Grants Writing	3			
PBHL 6600V	Mentored Research	9			
PBHL 6999V	Dissertation Research	18			

MINIMUM TOTAL HOURS = 66

- *While students must have a master's degree upon admission, if students do not have an MPH or equivalent master's degree, they are required to take COPH 5003 Introduction to Public Health as a prerequisite to this core to meet CEPH requirements.*

Health Policy and Management

Department Phone Number: 501-526-6633

Ann Chou, Ph.D., MPH, MA, Professor and Chair

Jure Baloh, Ph.D., MHA, Associate Professor
Bailey O. Blackburn, Ph.D., MA, Instructor
Stephen M. Bowman, Ph.D., MHA, Professor
Clare C. Brown, Ph.D., MPH, Associate Professor
Mark Caruana, JD, Instructor
Laura Chavez Cerdas, Ph.D., MS, Assistant Professor
Geoffrey A. Curran, Ph.D., Professor
Jennifer A. Dillaha, M.D., MA, Assistant Professor
Joycelyn Elders, M.D., Professor
Lawrence Fulton, Ph.D., MS, MHA, Instructor
Liz Gates, JD, MPH, Assistant Dean for Planning and Policy, Instructor
Brian Gittens, Ed.D., MPA, Assistant Professor
William Golden, M.D., Professor
Teresa Hudson, Pharm.D., Ph.D., Professor
Güneş Koru, Ph.D., Professor
Micheal Knox, Dr.PH., Assistant Professor
Cynthia L. Lewis, MSPH, CSP, CIT, Assistant Dean for Student Recruitment, Alumni Affairs, and Outreach, Associate Professor
Danielle Lombard-Sims, Ph.D., SPHR, Assistant Professor
Bradley C. Martin, Pharm.D., Ph.D., Professor
Emma McCord, PhD, MPA, Assistant Professor
Pearl McElfish, Ph.D., Professor
Corey Nagel, Ph.D., Assistant Professor

Creshelle R. Nash, M.D., MPH, Assistant Professor
Adrienne Nevola, Ph.D., Assistant Professor
Aaron Novotny, Ph.D., Assistant Professor
Kelsey Owsley, Ph.D., MPH, Assistant Professor
Stella Phillips, JD, MPH, Instructor
Austin Porter, Dr.PH., MPH, Associate Professor
T. Elaine Prewitt, Dr.PH., Associate Professor
Mandana Rezaeiahari, Ph.D., MSc, Associate Professor
Kevin Ryan, JD, MA, Associate Dean for Student Affairs, Associate Professor
M. Kathryn (Kate) Stewart, M.D., MPH, Professor Emerita
Billy R. Thomas, M.D., MPH, Professor
Michael R. Thomsen, Ph.D., Professor
Joseph W. Thompson, M.D., MPH, Professor
J. Mick Tilford, Ph.D., Professor
Jamie L Wiggins, Ph.D., Assistant Professor
Jon Wilkerson, Ph.D., MSPT, Instructor
Craig Wilson, JD, MPA, Instructor
Melissa Yandell, Ph.D., MPH, Assistant Professor

The department offers 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 Director: J. Mick Tilford

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:
See the Fay W. Boozman College of Public Health website under Future Students > How to Apply.

Required Courses:
Academic Integrity Training Requirement: All students in the COPH must adhere to the highest standards of professional and ethical conduct. Among these standards is the recognition that student written work must be original and appropriately cited. In order to facilitate understanding of this standard, all COPH students must complete the online course "**How to Recognize Plagiarism: Tutorials**." The hyperlinks to this tutorial and certification exam were provided to you in your acceptance packet. You may also contact the COPH Office of Student Affairs or your designated faculty advisor for more information. Upon completion of the certification test, please email the certificate to your designated faculty advisor and the COPH Office of Student Affairs at COPHOffice@uams.edu. Requirement approval date: 09.02.2020.

Writing Milestone Requirement: All students who enter the College of Public Health are required to complete a Writing 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 PBHL 50000 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. This is a non-credit curriculum requirement. Requirement approval date: 09.02.2020.

CORE (REQUIRED) – 12 Credit Hours		**Credit Hours**	**Grade**	**Year**	**Semester**
HPMT 53373	Data Quality Management*	3			
HPMT 52173	Decision Analytics in Healthcare	3			
HPMT 53353	Data Visualization for Healthcare Analytics	3			
HPMT 53363	Data Mining in Healthcare	3			
***Can Replace HPMT 53373**		**Credit Hours**	**Grade**	**Year**	**Semester**
BMIG 60103	Database Systems and Data Warehousing	3			

MINIMUM TOTAL HOURS = 12

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:
See the Fay W. Boozman College of Public Health website under Future Students > How to Apply.

Required Courses:
Academic Integrity Training Requirement: All students in the COPH must adhere to the highest standards of professional and ethical conduct. Among these standards is the recognition that student written work must be original and appropriately cited. In order to facilitate understanding of this standard, all COPH students must complete the online course "**How to Recognize Plagiarism: Tutorials**." The hyperlinks to this tutorial and certification exam were provided to you in your acceptance packet. You may also contact the COPH Office of Student Affairs or your designated faculty advisor for more information. Upon completion of the certification test, please email the certificate to your designated faculty advisor and the COPH Office of Student Affairs at COPHOffice@uams.edu. Requirement approval date: 09.02.2020.

Writing Milestone Requirement: All degree-seeking students who enter the College of Public Health are required to complete a Writing 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 PBHL 50000 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. This is a non-credit curriculum requirement. Requirement approval date: 09.02.2020.

Quantitative Reasoning (QR) Requirement: Effective Fall 2022, all MPH students who enter the College of Public Health are required to complete a QR Skills Assessment at the beginning of their first semester. The QR 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 PBHL 50040 Public Health QR Workshop course. This course will address the fundamentals of pre-algebra, algebra, and other topics in the interest of improving student QR skills. This is a non-credit curriculum requirement. Requirement approval date: 02.02.2022.

IPE Curriculum Requirement: All COPH degree-seeking students are required to complete the UAMS Quadruple 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 Student Affairs or visit the UAMS IPE website. Requirement approval date: 2015.

ALL HPM OPTIONS

MPH CORE (REQUIRED) – 18 Credit Hours		**Credit Hours**	**Grade**	**Year**	**Semester**
PBHL 50033	*Introduction to Public Health	3			
BIOS 50133	Biostatistics I	3			
ENVH 51003	Environmental Health Sciences	3			
HPMT 51033	The Health Care System	3			
HBHE 51043	Health Behavior and Health Education	3			
EPID 51103	Epidemiology I	3			
CPH EXAM PREP COURSE (REQUIRED) – 1 Credit Hour		**Credit Hours**	**Grade**	**Year**	**Semester**
PBHL 59931	Certified in Public Health Exam Prep Seminar	1			
HPM CORE – (REQUIRED) - 9 Credit Hours		**Credit Hours**	**Grade**	**Year**	**Semester**
HPMT 51053	Introduction to Health Economics	3			
HPMT 52063	Public Health Law and Ethics	3			
HPMT 51333	Introduction to Health Policy and Politics	3			

MPH in HPM

SELECTIVES FOR MPH IN HPM STUDENTS (with approval of HPM academic advisor) – 6 Credit Hours		**Credit Hours**	**Grade**	**Year**	**Semester**
HPMT 51143***	Management of Healthcare Organizations	3			
HPMT 51343***	Healthcare Finance I	3			
HBHE 54263	Disparities in Health Care Access	3			

HPMT 52053	Food and Nutrition Policy	3			
HPMT 53353	Data Visualization for Healthcare Analytics	3			
HBHE 51053	Introduction to Research Methods in Public Health	3			
PBHL 54203	Rural and Global Health Program Evaluation and Impact Assessment	3			
HPMT 53363	Data Mining in Healthcare	3			
ENVH 54103	Geographic Information System in Public Health	3			
ELECTIVE FOR MPH STUDENTS (with approval of HPM academic advisor) – 3 Credit Hours		**Credit Hours**	**Grade**	**Year**	**Semester**
		3			

**** Please note that two courses, HPMT 51143 and HPMT 51343, are offered using an 8-week format. The 8-week format will be double the pace, such that the in-class and out-of-class workloads in a given week are equivalent to two 3-credit hour courses for the duration of the 8 weeks. Taking an 8-week course can have severe implications for policies that require full-time status (e.g., financial aid) if a course is dropped. Please consult with your advisor before planning to take these courses. MPH students will be required to complete a prerequisite override form for these courses.*

MD/MPH in HPM

SELECTIVES FOR MD/MPH IN HPM STUDENTS – 9 Credit Hours		**Credit Hours**	**Grade**	**Year**	**Semester**
MODU 8100V	Brain and Behavior	8			
FMED 83014	Family Medicine	4			
MODU 8207V	Medicine Across Generations	4			
MODU 81553 & 81564	Practice of Medicine 1 – Parts 1 & 2	6			
MODU 82554 & 82562	Practice of Medicine 2 – Parts 1 & 2	7			
PEDI 83008	Pediatrics	8			
PSYC 83006	Psychiatry	6			

PharmD/MPH in HPM

SELECTIVES FOR PharmD/MPH STUDENTS IN HPM (with approval of HPM advisor) – 9 Credit Hours		**Credit Hours**	**Grade**	**Year**	**Semester**
PHPR 71032	US Health Care System for Pharmacists	2			
PHSC 73043	Evidence-Based Medicine, Biostatistics & Pharmacoeconomics	3			
PHPR 73102	Death and Dying	2			
PHPR 73272	Landmark Studies	2			
PHPR 73332	Leadership	2			
PHPR 73342	Toxicology	2			
PHSC 73372	Infectious Disease and Stewardship Elective	2			
PHPR 73182	Entrepreneurship	2			
PHPR 73392	Culinary Medicine	2			
PHPR 73262	Infectious Diseases Pharmacotherapy Elective	2			

JD/MPH in HPM (courses taken at Bowen School of Law, not UAMS)

COURSE (REQUIRED) – 3 Credit Hours		**Credit Hours**	**Grade**	**Year**	**Semester**
LAWW 63503	Administrative Law	3			
SELECTIVES (with approval of HPM academic advisor) – 6 Credit Hours		**Credit Hours**	**Grade**	**Year**	**Semester**
LAWW 62352	Advocacy for Policy Makers	3			
LAWW 63263	Environmental Law	3			
LAWW 63563	Civil Liberties	3			
LAWW 63753	Local Government	3			

AUD/MPH in HPM

REQUIRED COURSES – 9 Credit Hours		**Credit Hours**	**Grade**	**Year**	**Semester**
AUDI 72392	Hearing Conservation	2			
AUDI 72383	Gerontology in Audiology	2			
AUDI 83342	Professional Issues & Ethics	2			

AUDI 83373	Audiologic Rehabilitation	3			

ALL HPM OPTIONS

PUBLIC HEALTH PRACTICE (REQUIRED) – 5 Credit Hours		Credit Hours	Grade	Year	Semester
PBHL 59893	Applied Practice Experience	3			
	TITLE:				
PBHL 59932	Integrative Learning Experience Project *(May not be taken concurrently with PBHL 59893 Applied Practice Experience)*	2			
	TITLE:				

MINIMUM TOTAL HOURS = 42

Master of Health Administration (MHA)

Department Phone Number: 501-526-6631

Program Director: Stephen Bowman

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. The MHA program is designated online, with interactive, live virtual classes meeting in the evening hours. 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:
See the Fay W. Boozman College of Public Health website under How to Apply.

Required Courses:
Academic Integrity Training Requirement: All students in the COPH must adhere to the highest standards of professional and ethical conduct. Among these standards is the recognition that student written work must be original and appropriately cited. In order to facilitate understanding of this standard, all COPH students must complete the online course "**How to Recognize Plagiarism: Tutorials**." The hyperlinks to this tutorial and certification exam were provided to you in your acceptance packet. You may also contact the COPH Office of Student Affairs or your designated faculty advisor for more information. Upon completion of the certification test, please email the certificate to your designated faculty advisor and the COPH Office of Student Affairs at COPHOffice@uams.edu. Requirement approval date: 09.02.2020.

Writing Milestone Requirement: All students who enter the College of Public Health are required to complete a Writing 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 PBHL 50000 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. This is a non-credit curriculum requirement. Requirement approval date: 09.02.2020.

IPE Curriculum Requirement: All COPH degree-seeking students are required to complete the UAMS Quadruple 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 Student Affairs or visit the UAMS IPE website. Requirement approval date: 2015.

All MHA

MHA Core Courses – 48 Credit Hours		Credit Hours	Grade	Year	Semester
PBHL 50033	Introduction to Public Health	3			
EPID 53303	Managerial Epidemiology	3			
HPMT 51033	The Health Care System	3			
HPMT 51143	Management of Health Care Organizations	3			
HPMT 51163	Communications and Negotiations for Health Leaders	3			
HPMT 51343	Healthcare Finance I	3			

HPMT 52033	Health Law and Policy	3			
HPMT 52143	Healthcare Information Systems	3			
HPMT 52343	Health Economics and Insurance	3			
HPMT 52233	Seminar in Human Resources Management	3			
HPMT 53333	Healthcare Finance II	3			
HPMT 53403	Management Capstone	3			
HPMT 55883	Strategic Healthcare Management	3			

MHA (general)

MHA Selectives – 9 Credit Hours		Credit Hours	Grade	Year	Semester
HPMT 52183	Statistics for Healthcare Managers	3			
HPMT 52353	Advanced Topics in Healthcare Management	3			
HPMT 53443	Quality Management and Performance Improvement	3			
MHA Experiential Learning – 3 Credit Hours		**Credit Hours**	**Grade**	**Year**	**Semester**
HPMT 52853	MHA Health Administration Residency	3			
HPMT 52863	MHA Management Project	3			

MHA in Medical Laboratory Management

MHA Selectives – 9 Credit Hours		Credit Hours	Grade	Year	Semester
HPMT 52193	Statistics for Laboratory Managers	3			
HPMT 52363	Advanced Topics in Laboratory Management	3			
HPMT 53453	Laboratory Quality Management and Performance Improvement	3			
MHA Experiential Learning – 3 Credit Hours		**Credit Hours**	**Grade**	**Year**	**Semester**
HPMT 52873	MHA Laboratory Management Project	3			

MINIMUM TOTAL HOURS = 51

Master of Science (MS) in Healthcare Data Analytics

Program Director: J. Mick Tilford

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. The MS HCDA program is a fully online program.

Admission:
See the Fay W. Boozman College of Public Health website under How to Apply.

Required Courses:
Academic Integrity Training Requirement: All students in the COPH must adhere to the highest standards of professional and ethical conduct. Among these standards is the recognition that student written work must be original and appropriately cited. In order to facilitate understanding of this standard, all COPH students must complete the online course "**How to Recognize Plagiarism: Tutorials**." The hyperlinks to this tutorial and certification exam were provided to you in your acceptance packet. You may also contact the COPH Office of Student Affairs or your designated faculty advisor for more information. Upon completion of the certification test, please email the certificate to your designated faculty advisor and the COPH Office of Student Affairs at COPHOffice@uams.edu. Requirement approval date: 09.02.2020.

Writing Milestone Requirement: All degree-seeking students who enter the College of Public Health are required to complete a Writing 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 PBHL 50000 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. This is a non-credit curriculum requirement. Requirement approval date: 09.02.2020.

IPE Curriculum Requirement: All COPH degree-seeking students are required to complete the UAMS Quadruple 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 Student Affairs or visit the UAMS IPE website. Requirement approval date: 2015.

CORE (REQUIRED) – 24 Credit Hours		**Credit Hours**	**Grade**	**Year**	**Semester**
HPMT 53373	Data Quality Management	3			
HPMT 53353	Data Visualization for Healthcare Analytics	3			
HPMT 52173	Decision Analytics in Healthcare	3			
HPMT 53363	Data Mining in Healthcare	3			
PBHL 50033	*Introduction to Public Health	3			
BIOS 52103	Biostatistics II: Advanced Linear Models	3			
BMIG 60103	Database Systems and Data Warehousing	3			
BIOS 52133	Biostatistics Computing with SAS I	3			

*See Knowledge Credit for Public Health policy in the COPH Student Handbook.

SELECTIVES (with Approval of MS Advisor) - 9 Credit Hours		**Credit Hours**	**Grade**	**Year**	**Semester**
BIOS 53243	Analyzing Health Surveys	3			
HPMT 53383	Introduction to Natural Language Processing	3			
HPMT 54483	Social Network Analysis	3			
BIOS 52143	Categorical Data Analysis	3			
HPMT 63173	Performance Measurement, Reporting and Incentives	3			
BMIG 62003	Machine Learning for Biomedical Informatics	3			
BIOS 53173	Biostatistics Computing with SAS II	3			
BIOS 52233	Biostatistics III: Multivariate Analysis & Linear Models	3			
BMIG 60303	Natural Language Processing in Biomedical Informatics	3			
BMIG 50303	Computational Methods in Biomedical Informatics	3			
BMIG 50103	Information Modelling – From Data to Knowledge	3			
PSCI 51193	Applied Research Methods Using Retrospective Data Sources	3			
ENVH 54103	Geographic Information Systems in Public Health	3			
THESIS / CAPSTONE PROJECT (REQUIRED) – 3 Credit Hours		**Credit Hours**	**Grade**	**Year**	**Semester**
PBHL 5200V	Thesis	3			

MINIMUM TOTAL HOURS = 36

Health Systems and Services Research (Ph.D.)

Program Director: **Jure Baloh, PhD**
4301 West Markham Street, #820, Little Rock, AR 72205, 501-526-6604

NOTE: The Ph.D. program in Health Systems and Services Research reaffiliated with the UAMS Graduate School in 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.

The Health Systems and Services Research (HSSR) 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, delivery, and improvement of health services, including issues of quality, accessibility, and efficiency within systems of care. Students will develop scholarly expertise in these areas of study, advanced skills in quantitative research methods, and a high standard of scientific integrity and professionalism. Job opportunities for individuals with this degree exist in university-based and independent health services research centers, health policy institutes, government agencies, foundations and philanthropic organizations, consulting firms, healthcare industry, and professional and advocacy associations working at state and national levels.

Admission:
See the Fay W. Boozman College of Public Health website under Future Students > How to Apply.

Required Courses:
Academic Integrity Training Requirement: All students in the COPH must adhere to the highest standards of professional and ethical conduct. Among these standards is the recognition that student written work must be original and appropriately cited. In order to facilitate understanding of this standard, all COPH students must complete the online course "**How to Recognize Plagiarism: Tutorials**." The hyperlinks to this tutorial and certification exam were provided to you in your acceptance packet. You may also contact the COPH Office of Student Affairs or your designated faculty advisor for more information. Upon completion of the certification test, please email the certificate to your designated faculty advisor and the COPH Office of Student Affairs at COPHOffice@uams.edu. Requirement approval date: 09.02.2020.

Writing Milestone Requirement: All degree-seeking 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 PBHL 50000 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. This is a non-credit curriculum requirement. Requirement approval date: 09.02.2020.

IPE Curriculum Requirement: All COPH degree-seeking students are required to complete the UAMS Quadruple 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 Student Affairs or visit the UAMS IPE website. Requirement approval date: 2015.

HSR THEORY AND APPLICATIONS (REQUIRED) – 21 Credit Hours		**Credit Hours**	**Grade**	**Year**	**Semester**
PBHL 50033	Introduction to Public Health [1]	3			
PBHL 64381	Fundamentals of Research	1			
HPMT 61033	Health Systems Theory and Research	2			
HPMT 51053	Introduction to Health Economics	3			
HPMT 62133	Variation in Health System Performance	3			
HPMT 63153	Advanced Methods for Quality & Health Outcomes	3			
HPMT 61143	Advanced Health Policy & Management	3			
HPMT 63193	Implementation Research in Clinical Practice	3			

[1] See Knowledge Credit for Public Health policy in the COPH Student Handbook.

RESEARCH METHODOLOGY – 9 Credit Hours		**Credit Hours**	**Grade**	**Year**	**Semester**
HPMT 63133	Advanced Methods in Health Services Research	3			
HPMT 53363	Data Mining in Healthcare	3			
HPMT 63243	Advanced Econometric Methods and Special Topics	3			

SELECTIVES – 18 Credit Hours		**Credit Hours**	**Grade**	**Year**	**Semester**
HPMT 53353	Data Visualization for Healthcare Analytics	3			
HPMT 53373	Data Quality Management	3			
HPMT 54483	Social Network Analysis	3			
HPMT 53383	Introduction to Natural Language Processing	3			
HPMT 63173	Performance Measurement, Reporting & Incentives	3			
HPMT 63203	Advanced Health Economics	3			
HPMT 63303	Advanced Topics in Implementation Science	3			
HPMT 63293	Health Care & Organizational Theory	3			
BIOS 53243	Analyzing Health Surveys	3			
BIOS 62133	Biostatistics II	3			
BIOS 62233	Biostatistics III	3			
BIOS 62153	Categorical Data Analysis	3			
BMIG 50103	Information Modelling—From Data to Knowledge	3			
BMIG 50303	Computational Methods in Biomedical Informatics	3			
BMIG 60103	Database Systems and Data Warehousing	3			
ENVH 64103	Geographic Information Systems in Public Health	3			
EPID 62243	Clinical Trials	3			
EPID 55733	Data Management and Programming for Epidemiologists	3			
EPID 61202	Principles & Practice of Public Health Surveillance	3			
HBHE 61203	Introduction to Mixed Methods Research	3			
HBHE 64263	Disparities in Healthcare Access [2]	3			

NURS 61033	Qualitative Research Methodology	3			
NURS 61083	Qualitative Data Analysis, Theory & Practicum	3			
PBHL 63033	Community-Based Program Design	3			
PBHL 63463	Social Determinants of Health [2]	3			
PSCI 51193	Applied Research Methods Using Retrospective Data Sources	3			
PSCI 51203	Pharmacoeconomics & Health Technology Assessment	3			
PSCI 51263	Patient-Reported Outcomes Measurement	3			
PSCI 51233	Pharmaceutical Economics and Policy Evaluation	3			
OTHER SELECTIVE (Approved by HSSR Program Director) [3]		**Credit Hours**	**Grade**	**Year**	**Semester**
		3			

[2] Student can take either Disparities in Healthcare Access or Social Determinants of Health (but not both).

[3] Other selectives are included in the 18 Credit Total required for the Selectives section.

SCHOLARSHIP SKILLS – 6 Credit Hours		**Credit Hours**	**Grade**	**Year**	**Semester**
PBHL64373	Grant Writing	3			
PBHL 6100V	Directed Study (Doctoral)				

DISSERTATION – 18 Credit Hours		**Credit Hours**	**Grade**	**Year**	**Semester**
PBHL 6999V	Dissertation Research				

MILESTONES	**Date**
Qualifying (comprehensive) exam passed	
Oral defense of dissertation proposal passed	
Oral defense of dissertation passed	

SUBSTITUTIONS (Attach approval paperwork)		**Credit Hours**	**Grade**	**Year**	**Semester**

MINIMUM TOTAL HOURS: 72

COPH Core Faculty

Jaimi "Mimi" Allen, 2022, Instructor
BS, University of Central Arkansas; MS, University of Central Arkansas; PhD, Texas Woman's University

Katy Allison, 2021, Assistant Professor
BA, Hendrix College, MPH; University of Arkansas for Medical Sciences; PhD, University of Arkansas for Medical Sciences

Scott Alsbrook, 2023, Instructor
BS, University of Central Arkansas; MS, University of Central Arkansas

Benjamin C. Amick III, 2020, Associate Dean and Professor
BA, University of Maryland, College Park; BS, University of Maryland, College Park; PhD, Johns Hopkins University

Jure Baloh, 2019, Associate Professor
BSc, University of Ljubljana; MHA, University of Missouri; PhD, University of Iowa

Milan Bimali, 2023, Associate Professor
BSc, Tribhuvan University; MS, Idaho State University; PhD, University of Kansas Medical Center

Bailey Oliver Blackurn, 2024, Instructor
BA, University of Alabama; MA, University of Alabama; PhD, Arizona State University

Stephen Bowman, 2013, Professor
BA, University of Washington; MHA, University of Washington; PhD, University of Washington

Gunnar Boysen, 2008, Professor

MS, University of Kaiserslautern and The German Cancer Research Center; PhD, University of Kaiserslautern Germany and University of Minnesota Cancer Center

Andrew Brown, 2022, Associate Professor
BS, Iowa State University; MS, Iowa State University; PhD, University of Nebraska-Lincoln

Clare Brown, 2019, Associate Professor
BA, Lyon College; MPH, University of Arkansas for Medical Sciences; PhD, University of Arkansas for Medical Sciences

Keneshia Bryant-Moore, 2016, Professor
BSN, University of Michigan – Flint; BS, University of Michigan – Flint; MSN, Duke University; PhD, Azusa Pacific University

Aaron R. Caldwell, 2024, Assistant Professor
B.Sc., Baker University; M.Sc., Texas Christian University; PhD, University of Arkansas - Fayetteville

Jennifer Callaghan-Koru, 2024, Associate Professor
BA, University of Virginia; MHS, Johns Hopkins Bloomberg School of Public Health; PhD, Johns Hopkins Bloomberg School of Public Health

Mark Caruana, 2024, Instructor
BA, University of San Diego; JD, University of San Diego

Laura Chavez Cerdas, 2025, Assistant Professor
BS, Universidad de Costa Rica; MS, Georgia Institute of Technology; PhD, University of North Carolina at Chapel Hill

Ann Chou, 2024, Professor and Chair
BA, Harvard University; MPH, Yale University, University of California – Berkeley; PhD, University of California - Berekley

Tom Lun-nap Chung, 2019, Professor
BSocSc., Chinese University of Hong Kong; MPhil, Chinese University of Hong Kong; PhD, Boston University

Ashley Clawson, 2022, Assistant Professor
BA, Christian Brothers University; MS, The University of Memphis; PhD, The University of Memphis

Carol Cornell, 2004, Professor
BA, Johns Hopkins University; MA, Johns Hopkins University; MPhil, Yale University, PhD, Yale University

Geoffrey Curran, 2006, Professor
MA, Rutgers University; PhD, Rutgers

Ruofei Du, 2020, Associate Professor
BE, Chongqing University; MS, University of New Orleans; PhD, Louisiana State University Health Sciences Center

Pebbles Fagan, 2016, Professor
BA, University of Virginia; MPH, Tulane University; PhD, Texas A&M University

Brian Fairman, 2021, Assistant Professor
BS, Michigan State University; PhD, Michigan State University

Christopher Fettes, 2019, Instructor
BA, University of Central Arkansas; MA, University of Central Arkansas

Larry Fulton, 2024, Instructor
BS, Texas State University; MS, Troy University; MHA, Baylor University; PhD, University of Texas at Austin

Liz Gates, 2014, Assistant Dean and Instructor
AB, Vassar College; JD, University of Arkansas - Little Rock; MPH, University of Arkansas for Medical Sciences

Amanda L. Golbeck, 2016, Associate Dean and Professor
BA, Grinnell College; MA, University of California, Berkeley; MA , University of California – Berkeley; PhD, University of California - Berkeley

Margaret "Meg" Gorvine, 2022, Assistant Professor
BA, University of New Hampshire-Durham; MS, University of Central Arkansas; PhD, University of Arkansas for Medical Sciences

Rachel Hale, 2022, Assistant Professor
BA, Arkansas Tech University; MA, Eastern University; PhD, University of Arkansas for Medical Sciences

Dirk Haselow, 2023, Associate Professor

BS, University of Wisconsin; MS, University of Wisconsin; PhD, University of Maryland; MD, University of Arkansas for Medical Sciences

Tiffany Haynes, 2014, Associate Dean and Associate Professor
BS, Xavier University of Louisiana; MS, University of Michigan; PhD, University of Michigan

Ping-Ching Hsu, 2016, Associate Professor
BSc, Taipei Medical College; MSc, Taipei Medical College; MSc, Georgetown University; PhD, Georgetown University

Jing Jin, 2022, Assistant Professor
BM, China Medical University, MPH, University of Florida, PhD, University of Arkansas for Medical Sciences

Stefanie Kennon-McGill, 2017, Assistant Professor
BS, University of Pittsburgh; PhD, University of Kansas Medical Center

Michael Knox, 2021, Assistant Professor
MS, University of Arkansas for Medical Sciences; MPH, University of Arkansas for Medical Sciences; DrPH, University of Arkansas for Medical Sciences

Akif Gunes Koru, 2022, Professor
BS, Ege University; MS, Dokuz Eylul University; MS, Southern Methodist University; PhD, Southern Methodist University

Igor Koturbash, 2012, Chair and Associate Professor
M.D., Ivano-Frankivsk State Medical University; PhD, University of Lethbridge

Deukwoo Kwon, 2026, Professor
BA, Yonsei University; MBA, Korea Advanced Institute of Science & Technology; MS, Texas A&M University; PhD, Texas A&M University

Reid Landes, 2010, Professor
BSE, Southern Arkansas University; MS, University of Nebraska; PhD, Iowa State University

Cindy Lewis, 2021, Assistant Dean and Associate Professor
BS, MacMurray Collge; MS, University of Illinois at Chicago

Danielle Lombard-Sims, 2019, Assistant Professor
BS, Spring Hill College; MS, Indiana Wesleyan University; MS, Purdue University; PhD, Indiana Institute of Technology

Nakita Lovelady, 2022, Assistant Professor
BS, University of Arkansas - Pine Bluff; MPH, University of Arkansas for Medical Sciences; PhD, University of Arkansas for Medical Sciences

Suman Maity, 2024, Instructor
MS, University of Calcutta; MPH, University of Texas at Houston; PhD, Purdue University

S. Alexandra Marshall, 2014, Chair and Associate Professor
BA, University of Arkansas – Fayetteville; MPH, University of Arkansas for Medical Sciences; PhD, Indiana University

Eryn Matich, 2022, Instructor
BA, Alfred University; PhD, University at Buffalo

Emma McCord, 2025, Assistant Professor
BS, Indiana University; MPA, Indiana University; PhD, Indiana University Indianapolis

Mitchell McGill, 2017, Associate 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

Brooke Montgomery, 2011, Associate Professor
BA, Washington University; MPH, University of Arkansas for Medical Sciences; PhD, University of Arkansas for Medical Sciences

Nithya Neelakantan, 2024, Associate Professor
BSc, Sri Sarada College India; MSc, Christian Medical College India; PhD, National University of Singapore

Wendy Nembhard, 2017, Dean 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

Kelsey Owsley, 2022, Assistant Professor
BS, Truman State University; MPH, University of Missouri; PhD, University of Colorado

Songthip Ounpraseuth, 2006, Professor
BS, University of Arkansas – Fayetteville; MS, University of Arkansas – Fayetteville; PhD, Baylor University

Yong Moon ("Mark") Park, 2021, Assistant Professor
MS, Washington University; M.D., Catholic University of Korea; PhD, Catholic University of Korea

Stella Phillips, 2020, Instructor
BA, Arkansas State University; JD, University of Arkansas – Little Rock; MPH, University of Arkansas Medical Sciences

Austin Porter, 2017, Associate 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

Shams Rahman, 2023, Assistant Professor
M.D., Kabul Medical University, Afghanistan; MPH, University of South Florida; PhD, University of South Florida

Aniruddha Rathod, 2024, Assistant Professor
MBBS, Sumandeep Vidyapeeth University, India; MPH, Texas A&M University; PhD, University of Memphis

Rutu Rathod, 2024, Assistant Professor
MBBS, Sumandeep Vidyapeeth University, India; MPH, Texas A&M University; PhD, University of Memphis

Mandana Rezaeiahari, 2018, Associate 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, 2001, 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, Professor
BA, University of Arkansas - Little Rock; MA, University of Arkansas - Little Rock; PhD, University of Kansas

Bala Simon, 2004, Associate Professor
M.D./MBBS, The Tamilnadu Dr. M.G.R Medical University; MPH, Tulane University; DrPH, University of Arkansas for Medical Sciences

Shelbie Stahr, 2024, Assistant Professor
BS, The Ohio State University; MPH, University of Arkansas for Medical Sciences; PhD, University of Arkansas for Medical Sciences

Yutian Thomson, 2026, Assistant Professor
LLB, Wenzhou Medical College; MA, Brandeis University, MS University of Oklahoma, Norman; PhD University of Oklahoma, Norman

Michael Thomsen, 2021, Professor
BS, Utah State University; MS, Utah State University; PhD, University of Minnesota

J. Mick Tilford, 2009, Professor
BS, Central Michigan University; MA, Central Michigan University; PhD, Wayne State University

Kari Weber, 2021, Assistant Professor
BA, University of Southern California; MHS, Johns Hopkins School of Public Health; PhD, Johns Hopkins School of Public Health

Aaron Wendelboe, 2024, Professor
BS, Brigham Young University; MSPH, University of Utah; PhD, University of North Carolina at Chapel Hill

Jon Wilkerson, Assistant Professor
BS, University of Central Arkansas; MS, University of Central Arkansas; PhD, University of Arkansas for Medical Sciences

Jamie L. Wiggins, 2024, Assistant Professor
ADN, Pitt Community College; BSN, University of San Fransisco; MS, University of California-San Fransisco; MBA, Nicholls State University; PhD, Louisiana State University Health Sciences Center

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, Professor
BGS, University of Iowa; MA, University of Nebraska; PhD, University of Iowa

Craig Wilson, 2016, Instructor
BA, Lyon College; MPA, Geogia State Univesrity; JD, Geogia State Univesrity

Yumo Xue, 2026, Assistant Professor
MBBS, Xi'an Jiaotong University; MS, University of Alabama, Birmingham; PhD, University of Alabama, Birmingham

Melissa Yandell, 2023, Assistant Professor
BS, University of Central Arkansas; MHA, University of Arkansas for Medical Sciences; PhD, William Carey University

Feliciano Yu, 2019, Professor
BS, University of the Philippines College; M.D., University of the East - Ramon Magsaysay Memorial; MS, University of Alabama at Birmingham, MS, University of Alabama at Birmingham

Yong Zhu, 2024, Professor
BA, Zhejiang University; PhD, Rice University

Emeritus/Emerita Faculty

Robert Delongchamp, 2007, Professor Emeritus
BS, Northern Michigan University; MPH, University of Michigan; PhD, Oregon State University

Jay Gandy, 2001, Professor Emeritus
BS, University of Arkansas - Fayetteville, MS, University of California Davis, PhD, University of California Riverside

Jeannette Lee, 2008, Distinguished Professor Emerita
AB, Boston University, Ph.D., Johns Hopkins University

Martha M. Phillips, 2002, Associate Professor Emerita
AB, Univeristy of Georgia, MEd, University of Georgia, EdS, Univeristy of Georgia, MBA, University of Alabama at Birmingham, MPH, University of Alabama at Birmingham, Ph.D., University of Alabama at Birmingham

James M. Raczynski, 2002, Professor Emeritus
BA, Williams College, MS, The Pennsylvania State University, PhD, The Pennsylvania State University

M. Kathryn Stewart, 2001, Professor Emerita
BS, Abilene Christian University, M.D., University of Arkansas for Medical Sciences, MPH, Johns Hopkins University

Academic Course Listing and Descriptions

The courses of instruction which follow are offered by the University of Arkansas for Medical Sciences except where noted. Each course is identified by a four-character subject code and a four- or five-digit course number. Course requisites are noted in *italics* at the end of each description when applicable.

All courses listed have been approved by the University. Offerings each term may vary based on scheduling and enrollment.

Important Note about Course Renumbering
Most UAMS courses were renumbered, effective January 1, 2024, following the UA System Common Course Numbering System. Some course descriptions and most course requisites shown below still reflect prior course numbering. Updates to requisites and course description text are in process and expected to be completed by late Fall 2024. A mid-cycle catalog publication will reflect renumbered courses in all locations. A course numbering concordance is available at https://registrar.uams.edu/academic-catalog/.

Subject Code Table

Subject Code	Description
ANAT	Anatomy
ANES	Anesthesiology
AUDI	Audiology
BINF	Bioinformatics
BIOC	Biochemistry and Molecular Bio
BIOM	Biometrics
BIOS	Biostatistics
BMIG	Biomedical Informatics (GS)
CARD	Cardiology
CSDI	Comm Sciences and Disorders
CSDP	Com Sciences and Disorders PhD
CSPS	Public Service
CYTO	Cytology
DERM	Dermatology
DHYG	Dental Hygiene
DIET	Dietetics
DMSO	Diagnostic Medical Sonography
EMER	Emergency Medicine
ENVH	Env and Occupational Health
EPID	Epidemiology
FMED	Family Medicine
GAST	Gastroenterology
GENC	Genetic Counseling
GENE	Genetics
GERI	Geriatrics
GERO	Gerontology
HBHE	Health Behavior and Health Ed
HPMT	Health Policy and Management
HSIE	Hlth Sc Innovation & Entrenshp
IBSD	Interdisc Biomed Sciences
INTM	Internal Medicine
ISHP	Health Prof Interdisciplinary
MBIM	Microbiology and Immunology
MEDH	Medical Humanities
MEDI	General Medicine
MLSC	Medical Laboratory Sciences
MODU	Modular Courses
NBDS	Neurobiology and Dev Sciences
NEUR	Neurology
NMIS	Nuclear Med Imaging Sciences
NSRG	Neurosurgery
NURS	Nursing
NUTR	Nutrition
OBGN	Obstetrics & Gynecology
ONCO	Hematology-Oncology
OPTH	Ophthalmology
ORTH	Orthopaedics
OTOL	Otolaryngology
PATH	Pathology
PBHL	Public Health
PEDI	Pediatrics
PHAR	Pharmacology
PHAS	Physician Assistant
PHPR	Pharmacy Practice
PHTH	Physical Therapy
PHYO	Cellular Phys and Mol Bio
PSCH	Psychiatry
PSCI	Pharmaceutical Sciences
PSYC	Psychiatry
PULM	Pulmonary
RADI	Radiology
RADO	Radiation Oncology
REGS	Regulatory Science
REHA	Physical Med and Rehab
RENL	Renal
RESP	Respiratory Care
RISP	Radiologic Imaging Sciences
SGRY	Surgery
SOWK	Social Work
UNIV	University Wide Course
UROL	Urology

Course Listing

(Alphabetical by Subject Code)

ANAT 8410V 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 8420V 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 8440V Gross Anatomy and Review Course (2–4 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 84502 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 83002 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 8400V Clinical Study–Anesthesiology (4–12 Credits)
Independent Clinical Study in Anesthesiology. Faculty and student will determine specific clinical assignment.

ANES 84134 Anesthesiology (4 Credits)
Anesthesiology.

ANES 8414V Anesthesiology (2–16 Credits)
Anesthesiology.

ANES 8415V Anesthesiology (2–12 Credits)
Anesthesiology.

ANES 8416V 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 8417V Acute and Chronic Pain Management (2–12 Credits)
Acute and Chronic Pain Management.

ANES 8420V 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 8423V Critical Care Medicine (2–12 Credits)
Critical Care Medicine.

ANES 8424V Anesthesiology for Obstetrics and Gynecology (2–12 Credits)

The goal of the M4 Future OB Gyn Clerkship in Anesthesiology is to provide students with a comprehensive exposure to multiple facets of Anesthesiology relevant to the practice of Obstetrics & Gynecology.

ANES 8495V Away-Anesthesia (2–12 Credits)
Away-Anesthesia.

AUDI 70103 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 7050V Audiology Practicum (1–13 Credits)
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 71103 Research Methods and Evidence-Based Practice (3 Credits)
Introduction to research methodologies in communication disorders. Includes literature review, data collection and analysis. Attention given to outcomes research, and the levels of evidence supporting clinical practice, principles of critical evaluation of diagnostic procedures and treatment efficacy and effectiveness, as well as the importance of practice guidelines that define best practices.

AUDI 71133 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 71203 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 71303 Amplification I (3 Credits)
The history of hearing aid dispensing, the manufacture of hearing devices and the laws that govern the industry. A focus on hearing aid component parts, electroacoustic characteristics and telecoil, with a general understanding of connectivity to peripheral devices.

AUDI 71333 Hearing Disorders and Genetics (3 Credits)
Introduction to the major pathologies of the auditory and vestibular systems, the medical/surgical treatment of those pathologies, the genetic basis of hearing loss and an overview of syndromic and non-syndromic hearing losses. Audiologic assessment of the disorders will be discussed.

Student has completed all of the following course(s): AUDI 71203–Basic Diag Audiology, AUDI 71343–A&P-Aud&Vestibular Sys. I.

AUDI 71343 Anatomy & Physiology of the Auditory & Vestibular Systems I (3 Credits)
Detailed information of the anatomy, physiology, electrophysiology, and neurophysiology of the auditory and vestibular systems.

AUDI 71401 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 7150V Directed Research (1–3 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.

AUDI 71703 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.

Student has completed all of the following course(s): AUDI 71303–Amplification I with grade any in the selection list A (UAMS Graduate Grading Scheme), B (UAMS Graduate Grading Scheme), C (UAMS Graduate Grading Scheme), CR (UAMS Graduate Grading Scheme).

AUDI 71743 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 71753 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.

Student has completed all of the following course(s): AUDI 71343–A&P-Aud&Vestibular Sys. I.

AUDI 72103 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 72192 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 72203 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 72333 Pediatric Diagnostic Audiology (3 Credits)
Normal auditory development and theoretical, clinical, and practical issues involved in screening, assessment, and management of children with hearing loss.

Student has completed all of the following course(s): AUDI 71203–Basic Diag Audiology.

AUDI 72352 Tinnitus and Decreased Sound Tolerance (2 Credits)
Principles of tinnitus and decreased sound tolerance, including diagnosis, counseling, management and intervention techniques. Various management plans will be presented.

AUDI 72363 Balance in Adults and Children (3 Credits)
Basic information regarding the evaluation and remediation of balance problems in adults and children. Topics to be covered include: anatomy and physiology of the vestibular, oculomotor, and proprioceptive systems functioning as the human balance system, clinical tests of electro- and videonystagmography, dynamic posturography, and rotary chair. Typical medical and surgical treatments as well as rehabilitation strategies for vestibular pathologies presented.

Student has completed all of the following course(s): AUDI 71343–A&P-Aud&Vestibular Sys. I.

AUDI 72383 Gerontology in Audiology (2 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 72392 Hearing Conservation (2 Credits)
Noise measurement, OSHA requirements, occupational noise management, recreational audiology, and designing and implementing hearing conservation programs for adults and children.

Student has completed all of the following course(s): AUDI 71133 - Acoustics & Psychoacousti, AUDI 71203 - Basic Diag Audiology with grade any in the selection list A (UAMS Graduate Grading Scheme), B (UAMS Graduate Grading Scheme), C (UAMS Graduate Grading Scheme), CR (UAMS Graduate Grading Scheme), P (UAMS Graduate Grading Scheme), PC (UAMS Graduate CMP Grading Scheme).

AUDI 72763 Pediatric Amplification & Intervention (3 Credits)
Advanced strategies specific to pediatric hearing assessment, applicable technologies and management utilizing a family centered approach to intervention.

AUDI 73102 Vestibular Rehabilitation Across the Lifespan (2 Credits)
This course will cover basic and intermediate information regarding intervention with Vestibular Rehabilitation Therapy (VRT)in patients suffering from balance disorders. Topics covered include anatomy and physiology of the vestibular, oculomotor and proprioceptive systems as well as clinical tests of postural control, gait analysis, dynamic posturography, vestibular rehabilitation exercises, and development of treatment plans alongside other health care professionals involved with assessing and treating individuals with balance disorders.

AUDI 80102 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 80153 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 80333 Infant-Toddler Communication: Development Assessment (3 Credits)
Investigates prelinguistic/early 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 80703 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 80733 Aud Bas Spch Lng Interv (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 80762 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 80773 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 83103 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 8310V Topics in Audiology (1–6 Credits)

AUDI 83253 Advanced Electrophysiology (3 Credits)
Principles and techniques in the use of mid- and late-evoked potentials to assess auditory function.

Student has completed all of the following course(s): AUDI 72203–Clin. Electrophy.

AUDI 83302 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 83303 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 83342 Professional Issues and Ethics (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 83353 Educational Audiology (2 Credits)
The delivery of audiology services that support children with varying hearing abilities in educational settings. These services include screening programs, assessment, habilitation, classroom acoustics, selection and fitting of classroom-based amplification, counseling and activities that promote multidisciplinary team collaboration with the school. Federal education regulations including IDEA, Section 504, and the ADA are emphasized as well as the scope of practice of an educational audiologist.

AUDI 83373 Audiologic Rehabilitation (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.

Student has completed all of the following course(s): AUDI 71203–Basic Diag Audiology.

AUDI 8350V Independent Study (1–3 Credits)
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 12 hours credit.

AUDI 8450V Clinical Externship (Practicum) (4–8 Credits)

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.

AUDI 87303 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.

Student has completed all of the following course(s): AUDI 71303 - Amplification I with grade any in the selection list A (UAMS Graduate Grading Scheme), B (UAMS Graduate Grading Scheme), C (UAMS Graduate Grading Scheme), CR (UAMS Graduate Grading Scheme), P (UAMS Graduate Grading Scheme).

BINF 61033 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 61043 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 5000V 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.

BIOS 50133 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 51131 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 data input, 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 52001 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 data input, 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 computers.

Student has completed all of the following course(s): BIOS 50133–Biostatistics I, BIOS 51131–Biostatistics Computing R 1.

BIOS 52103 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 52133 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, raw data input, 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.

Student has completed all of the following course(s): BIOS 50133–Biostatistics I with grade greater than or equal to C (UAMS Graduate Grading Scheme).

BIOS 52143 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.

Student has completed all of the following course(s): BIOS 50133–Biostatistics I with grade greater than or equal to C (UAMS Graduate Grading Scheme).

BIOS 52233 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.

Student has completed all of the following course(s): BIOS 52103–Biostats II with grade greater than or equal to C (UAMS Graduate Grading Scheme).

BIOS 52333 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 53133 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.

Student has completed all of the following course(s): BIOS 50133–Biostatistics I with grade greater than or equal to C (UAMS Graduate Grading Scheme).

BIOS 53153 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.

Student has satisfied all of the following:
[Student is a member of the UAMS Instructor Consent Student Cohort]
And Student has satisfied all of the following:
[Student has completed all of the following course(s): BIOS 52133 - Biostatistics Computing SAS I]
And Student has satisfied all of the following:
[Student has completed all of the following course(s): BIOS 50133 - Biostatistics I with grade greater than or equal to C (UAMS Graduate Grading Scheme).].

BIOS 53173 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.

Student has completed all of the following course(s): BIOS 50133–Biostatistics I, BIOS 52133–Biostatistics Computing SAS I.

BIOS 53243 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 "area 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.

Student has satisfied all of the following:
[Student has completed all of the following course(s): BIOS 50133–Biostatistics I with grade greater than or equal to C (UAMS Graduate Grading Scheme).].

BIOS 62133 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.

BIOS 62143 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, raw data input, 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. Prior completion or concurrent enrollment in Biostatistics I is recommended.

BIOS 62153 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.

Student has completed all of the following course(s): BIOS 50133–Biostatistics I with grade greater than or equal to C (UAMS Graduate Grading Scheme).

BIOS 62233 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.

Student has completed all of the following course(s): BIOS 52103–Biostats II with grade greater than or equal to C (UAMS Graduate Grading Scheme).

BMIG 50103 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 50203 Introduction to Biomedical Informatics (3 Credits)

This course offers an overview of foundational topics related to Biomedical informatics. The course presents the use of informatics approaches to address data challenges faced in healthcare and biomedicine. It also highlights applications in omics areas and new advances of AI in biomedicine. Ethical issues related to the use, storage, and dissemination of biomedical or clinical data will be explored.

BMIG 50303 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. It focuses on the basic computational competencies needed for graduate studies in Biomedical Informatics. This course consists of lectures coupled with lab assignments and covers the application of computational science methods in Biomedical Informatics.

BMIG 50402 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 50501 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.

Student is a member of the UAMS Instructor Consent Student Cohort.

BMIG 50603 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 50701 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 50801 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 50901 Medical Decision-Making (1 Credit)
This graduate course covers medical decision making with a focus on traditional approaches and methods.

BMIG 51002 Foundations of BMI: Translatoinal Bioinformatics (2 Credits)
This course is designed as the introduction to the concepts of translational bioinformatics. The course aims to show students how information technology and in particular bioinformatics intersects with today's health care and biomedical science. It will address both clinical and translational aspects of modern biomedicine, for example the diagnosis, therapeutic assignments, and clinical monitoring of an oncology patient or experiment.

BMIG 51102 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 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 51202 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 51303 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 51403 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 51501 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.

Student is a member of the UAMS Instructor Consent Student Cohort.

BMIG 51603 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.

Student is a member of the UAMS Instructor Consent Student Cohort.

BMIG 5170V 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 51801 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 52003 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 52103 User Interface Design and Data Visualization (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 52203 Introduction to Bioinformatics for Cancer Genomics (3 Credits)

This graduate course will introduce students to cancer genomics. Students will get an understanding of the current state of sequencing and bioinformatics for cancer genomics. They will learn how run common pipelines and to analyze cancer data sets for gene expression, genome rearrangement , somatic mutation , and copy-number variation.

Student has completed all of the following course(s): BMIG 50303–Computational Methods, BMIG 51002–Found of BMI: Sequences.

BMIG 52303 Biomedical Ontologies (3 Credits)

Biomedical Ontologies are part of knowledge representation and provide the meaning of terms processable by computers to improve interoperability of data. Students will learn what ontologies are, how they differ from similar resources and how they are implemented in knowledge management environments.

Student has completed or is in process of completing all of the following course(s): BMIG 50103–Information Modelling.

BMIG 5800V 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.

Student is a member of the UAMS Instructor Consent Student Cohort.

BMIG 58103 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.

Student is a member of the UAMS Instructor Consent Student Cohort.

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 60103 Database Systems and Data Warehousing (3 Credits)

This graduate course covers database and data warehousing concepts necessary to implement and query databases management systems and appreciate role of data warehousing in clinical research. Students develop the required skills to define data structures and manipulate data load and retrieval using Structured Query Language (SQL).

BMIG 60104 Clinical Trial Data Management (4 Credits)

This graduate course will provide a broad introduction to clinical trials with a special, in depth emphasis and practical experience in data management. The course covers information systems used in Clinical Trials with an emphasis on automation, system functionality, system integration, and information exchange. Common information-reliant and automated processes and methodology are explored.

BMIG 60201 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 60303 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.

Student has completed all of the following course(s): BMIG 50103–Information Modelling, BMIG 50303–Computational Methods.

BMIG 60602 BMI Candidacy Exam Preparation (2 Credits)
This graduate course will assist the student in the completion of their PhD Dissertation Proposal in the form of an F31 grant research plan and in the preparation of the complete F31.

BMIG 60603 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 61002 Clinical Decision Support (2 Credits)
This graduate course covers clinical decision support approaches and methods in healthcare settings.

BMIG 61003 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.

Student has completed all of the following course(s): BMIG 52003–Genomics and Metagenomics.

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.

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 62003 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.

Student has completed all of the following course(s): BMIG 50103–Information Modelling, BMIG 50303–Computational Methods.

BMIG 62033 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.

Student is a member of the UAMS Instructor Consent Student Cohort.

BMIG 62042 Genomic Surveillance of Antimicrobial Resistance (2 Credits)
The emergence and spread of antimicrobial resistant pathogens are now a global threat to public health. Whole genome sequencing (WGS) of pathogens is becoming relevant for the medical sector. This graduate course will provide a basis to understand applications of WGS with Illumina and Nanopore technologies for infection control and antibiotic stewardship.

Student is a member of the UAMS Instructor Consent Student Cohort.

BMIG 62063 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 6207V Research (1–16 Credits)
Students will participate in a research project under the supervision of a faculty member.

Student is a member of the UAMS Instructor Consent Student Cohort.

BMIG 62083 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.

Student has completed all of the following course(s): BMIG 50603–Anatomy for Imaging, BMIG 50701–Intro to Biol Ntwrk Analysis, BMIG 62063–Research Imaging Informatics, PHYO 51003–General Physiology.

BMIG 62092 Teaching, Learning, & Instructional Practices (2 Credits)
This course introduces pedagogical methods and tools often used in academia to strengthen student entry into the academic career pathway. Models and philosophies of important theorists in the field of biomedical and behavioral science education research are explored. Additionally, students apply core concepts by participating in supervised teaching practicum experiences under the guidance of a faculty mentor.

Student is a member of the UAMS Instructor Consent Student Cohort.

BMIG 6810V 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.

Student is a member of the UAMS Instructor Consent Student Cohort.

BMIG 8410V Biomedical Informatics (2–12 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 8420V Cardiology (1–16 Credits)
Cardiology.

CARD 8430V Cardiology (1–16 Credits)
Cardiology.

CARD 8440V Cardiology (1–16 Credits)
Cardiology.

CARD 8450V Cardiology (1–16 Credits)
Cardiology.

CSDI 50101 Introduction to Clinical Methods & Writing (1 Credit)
A weekly course offering an in-depth exploration of special projects and topics related toprocedures, instrumentation, theoretical foundations, assessment, clinical practice, and rehabilitative techniques in speech-language pathology. The course includes lectures, simulations, discussions, and group projects, focusing on practical application of didactic information. Topics covered will include documentation, billing practices, goal setting, methodology, data collection, progress summaries, diversity, life-long learning, ethics, and timely issues in clinical practice. This course may be repeated for additional credit up to a maximum of 3 hours.

CSDI 50133 Research Methods and Evidenced-Based Practice (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.

CSDI 50201 Intermediate Clinical Methods & Writing in Speech-Language Pathology (1 Credit)
This weekly course explores a range of topics pertinent to clinical speech-language pathologypractice. Through lectures, simulations, discussions, and group projects, students will learn to apply didactic knowledge to real-world clinical settings. Topics include documentation, billing, goal setting, methodology, data collection, progress summaries, diversity, life-long learning, ethics, and other timely subjects related to clinical practice. The course also features grand rounds cases for in-depth analysis. This course may be repeated for additional credit up to a maximum of 3 hours.

CSDI 50301 Advanced Clinical Methods & Writing in Speech-Language Pathology (1 Credit)
This weekly advanced course explores a range of topics pertinent to clinical speech-languagepathology practice. Through lectures, simulations, discussions, and group projects, students will learn to apply didactic knowledge to real-world clinical settings. Topics include documentation, billing, goal setting, methodology, data collection, progress summaries, diversity, life-long learning, ethics, and other timely subjects related to clinical practice. The course also features grand rounds cases for in-depth analysis. This course may be repeated for additional credit up to a maximum of 3 hours.

CSDI 50402 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.

CSDI 50501 Clinical Seminar (1 Credit)
This course provides classroom-based instruction in clinical principles and professional skills required for speech-language pathology practice. Students develop foundational competencies in assessment processes, intervention planning, documentation, and professional conduct to support supervised clinical experiences. Emphasis is placed on the integration of theory and application.

CSDI 5050V Practicum (1–4 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.

CSDI 50551 Clinical Seminar (1 Credit)
This course provides classroom-based instruction in clinical principles and professional skills required for speech-language pathology practice. Students develop foundational competencies in assessment processes, intervention planning, documentation, and professional conduct to support supervised clinical experiences. Emphasis is placed on the integration of theory and application.

CSDI 50733 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.

CSDI 50933 Aphasia (3 Credits)
Examination of assessment procedures, intervention techniques, and practical management for acquired aphasia in adults. Through integration of knowledge about neurogenic injury/disease, language processing models, evidence-based practice, and life participation approaches, students will develop clinical reasoning skills essential for person-centered aphasia management.

CSDI 51001 Guided Observation of Listening and Spoken Language Practice (1 Credit)
Broad overview of the issues regarding intervention with children who are deaf/hard of hearing using listening technologies to listen and talk. Emphasis is on the role of professionals with whom these children will work. Observations of therapies, parent-child interactions, classroom learning experiences as well as conversations with guest faculty are essential components of this course.

CSDI 51033 Intro to Auditory Based Intervention: Listening for Language Learning & Literacy (3 Credits)
Core competencies and content areas for professionals working with children who are D/HH are introduced. Practical information about this career option includes employment opportunities, clinical service delivery models, and technological innovations. Students will be involved in interdisciplinary professional activities and interdisciplinary collaboration. The role of audition in early language development to support reading outcomes. Emphasis is on establishing a rich linguistic environment in home and at school to facilitate emergent literacy.

CSDI 51101 Effective Communication for Interprofessional Collaboration (1 Credit)
Exploration of the elements of conversational structure from the perspective of both the sender and the receiver. Emphasis is on the thoughtful preplanning that increases the likelihood that conversations will be productive. Roleplay activities and simulated conversations will contribute to the development of knowledge and skills that can result in more professional and collaborative conversations.

CSDI 51132 Family-Centered Intervention for Children who are Deaf/Hard of Hearing (2 Credits)
The habilitation/rehabilitation of infants and children identified as having hearing loss requires a family-centered approach. This course emphasizes the intervention that empowers families to take an active role in their child's listening and spoken language development. Attention is given to the development of coaching and mentoring skills that guide families in capitalizing on the period of early learning.

CSDI 51143 Cognitive Communication Disorders (3 Credits)
This course will provide an overview of cognitive and linguistic systems that aid in communication. This includes an overviews 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.

CSDI 51153 Pediatric Language Disorders I (3 Credits)
This course is an advanced study of language disorders in children from birth to five years of age.

CSDI 51202 Fluency Disorders (2 Credits)
Procedures, theories and therapeutic techniques in the treatment of various types and degrees of stuttering and cluttering.

CSDI 51251 Assessments, Instructional Design and Outcomes (1 Credit)
Graduate seminar with emphasis on topics related to clinical or rehabilitative audiology. May be repeated for additional credit. Not to exceed a total of six semester credit hours. A comprehensive survey of the materials available for the effective assessment of Listening and Spoken Language skills in children who are d/hh. The administration, interpretation, and application of results will be considered in regard to intervention planning and treatment options. Adaptation of common standardized assessments for the d/hh population will also be discussed.

CSDI 51252 Pediatric Language Disorders II (2 Credits)
This course is an advanced study of language disorders in school-age children.

CSDI 51263 Listening for Language Learning and Literacy (3 Credits)
The role of audition in the early language development to support reading outcomes is explored. Emphasis is on developing the listening and spoken language techniques that assist in establishing a rich linguistic environment at home and at school to facilitate emergent literacy, codebreaking and reading with comprehension.

CSDI 51301 Telepractice for Families with Children who are Deaf or Hard of Hearing (1 Credit)
Principles of delivering Listening and Spoke Language services through telepractice. Emphasis is on the management of required technology as well as the skill set of the provider for distance intervention to families in remote locations.

CSDI 51333 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.

CSDI 51401 Multilingualism in Clinical Practice (1 Credit)
An elective 1-hour credit class designed to prepare clinicians to effectively diagnose and treat communication disorders in multilingual clients. Focused on bilingual language development, sociolinguistic variation, and differentially diagnosing language disorders in the selected population.

CSDI 51402 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.

CSDI 51502 Ethics and Professional Issues (2 Credits)
Professional ethics, 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.

CSDI 51632 Aural Rehabilitation for Speech-Language Pathology (2 Credits)
Auditory-based speech and language intervention with individuals across the lifespan who are deaf and/or hard of hearing. 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 will be discussed.

CSDI 51702 Counseling in Speech-Language Pathology (2 Credits)
Principles of counseling for speech-language pathologists across the scope of practice. Students will review major theories of counseling and will select those most useful for the various settings and practices of speech-language pathology. Students will demonstrate their understanding of the counseling process through case presentations.

CSDI 51703 Counseling In Communication Disorders (2 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.

CSDI 51833 Spoken Sound Disorders (3 Credits)
Advanced study of functional and organic speech sound disorders, variables related to articulation, phonology, assessment and diagnosis of speech sound disorders, and therapeutic procedures.

CSDI 51902 Motor Speech Disorders (2 Credits)
Examination of assessment procedures, intervention techniques, and management approaches for acquired motor speech disorders in adults. The course will explore the neuromotor system, common etiologies and disease processes, and sign and symptoms for differential diagnosis. Student will learn to integrate evidence-based strategies, counseling, and person-centered care to help individuals with the dysarthria and acquired apraxia of speech improve communication.

CSDI 51933 Social Communication Disorders (3 Credits)
A study of theory, research and intervention in Social Communication Disorder and 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 etiology, diagnosis, current classification, and current approaches to intervention.

CSDI 52001 Practicum in Listening and Spoken Language Development (1 Credit)
Applied, supervised practicum experiences for graduate students that encompass the full breadth of the current scope of practice with both adults and children from culturally diverse backgrounds. Repeated registration is permitted.

CSDI 5200V Thesis (1-6) (1–6 Credits)
Thesis students must register for a total of 6 semester hours; one (1) to six (6) credit hours per semester.

CSDI 5203V Topics in Speech-Language Pathology (1–3 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.

CSDI 52133 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.

CSDI 52333 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.

CSDI 52403 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.

CSDI 52601 Genetic Syndromes in Communication & Swallowing Disorders (1 Credit)
An overview of genetic and craniofacial syndromes and their impact on communication, cognition, feeding, and swallowing. This course will engage students in integrating information about genetics, neural development, structure/function, and the implications for assessment and intervention by speech-language pathologists to support evidence-based practice and interdisciplinary collaboration/team approach to care.

CSDI 52602 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.

CSDI 52701 Principles of Assessment in Speech Pathology (1 Credit)
This course introduces graduate clinicians in speech-language pathology to the foundational principles of selecting, administering, and interpreting standardized and non-standardized assessments. Emphasis is placed on ethical practice, cultural responsiveness, and the application of diagnostic information to clinical decision-making and treatment planning.

CSDI 52702 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.

CSDI 52801 Literacy Disorders in Speech Pathology (1 Credit)
An overview of literacy development and disorders across the lifespan, with emphasis on the role of speech-language pathologists in identifying, assessing, and supporting individuals with reading and writing difficulties. Topics include definitions, characteristics, etiologies, assessment procedures, and evidence-based intervention strategies. Case-based learning and practical applications are used to support clinical reasoning within the scope of practice for speech-language pathologists.

CSDI 52802 Literacy Disorders (2 Credits)
An introduction to the characteristics, definitions, etiologies, assessment, and therapeutic procedures in the treatment of children diagnosed with literacy disorders. Emphasis placed on the scope of practice for speech-language pathologists and audiologists in the due process procedures for these children.

CSDI 52903 Culturally Responsive Practice (3 Credits)
Systematic analysis of cultural similarities and differences. Examine cultural differences, verbal and nonverbal, in the clinical setting.

CSDI 5304V Independent Study in Communication Disorders (1–3 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.

CSDI 53502 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.

CSDI 5363V Applications in Research & Leadership (1-3 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.

CSDI 54001 Grand Rounds and Professional Practice (1 Credit)
Final academic course in the Auditory-Based Intervention sequence. Presentation of a case study highlighting assessment and intervention activities as well as an interpretation of child outcomes as a function of hearing history and intervention plan. Issues related to ethical professional practice and ongoing professional learning are addressed.

CSDI 55501 First Year Clinical Rotation (1–7 Credits)
Applied, supervised clinical practicum experiences for graduate students that encompass the full current scope of practice with both adults and children from varied backgrounds.

CSDI 55602 Second Year Clinical Rotation (2 Credits)
Applied, supervised clinical practicum experiences for graduate students that encompass the full current scope of practice with both adults and children from varied backgrounds.

CSDI 55701 Medical Speech-Language Pathology (1 Credit)
Medical Speech-Language Pathology is a weekly seminar designed to prepare graduate students for clinical practice in medical settings. The course emphasizes the application of speech-language pathology within interdisciplinary healthcare teams and focuses on the evaluation and management of communication and swallowing disorders associated with various medical and surgical conditions. Through lectures, case-based simulations, group discussions, and collaborative projects, students will integrate academic knowledge with practical clinical decision-making across a range of healthcare settings.

CSDI 61033 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.

CSDI 61043 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.

CSDI 61053 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.

CSDI 61073 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.

CSDI 6108V 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.

CSDI 61092 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.

CSDI 61102 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.

CSDI 61132 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.

CSDI 61143 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.

CSDI 61151 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.

CSDI 6116V Teaching Internship (1–3 Credits)
Provides students with supervised experience in academic instruction.

CSDI 6117V Supervision Internship (1–3 Credits)
Provides students with supervised experience in clinical supervision and instruction.

CSDI 6200V 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.

CYTO 41001 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 41202 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 41302 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 41403 Comprehensive Cyto (3 Credits)
Discussions of the cytology of all major body sites, includes computer image reviews. Emphasis on preparation for comprehensive examinations in cytology.

CYTO 41504 Introduction to Cytology (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 41604 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 41704 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 41806 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 42603 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 42705 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.

Student has completed all of the following course(s): CYTO 41704–Cyto Intern I.

CYTO 42806 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.

Student has completed all of the following course(s): CYTO 41806–Non-Gynecological Cytopath I.

DERM 83102 Dermatology–(M3) Selective (2 Credits)
This M3 selective gives interested students an opportunity to learn the basics of dermatology.

DERM 8410V Clinical Study–Dermatology (2–12 Credits)

DERM 8430V Dermatology (1–16 Credits)
Dermatology

DERM 8440V Advanced Dermatology (2–12 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 8450V Dermatology (2–12 Credits)
Dermatology.

DERM 8460V Dermatologic Surgery (2–12 Credits)
Dermatologic Surgery.

DERM 84702 Virtual Exposure to UAMS Dermatology (2 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 8495V Away-Dermatology (2–12 Credits)
Away-Dermatology.

DERM 8499V Research – Dermatology (2–12 Credits)
Research Dermatology Faculty and student will determine specific research assignment.

DHYG 21134 Dental Hygiene Pre-Clinic (4 Credits)
Orientation and clinical application of instruments and practical experience in performing the oral prophylaxis.

DHYG 21143 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. This course is designed to prepare the student, both clinically and academically, to function as a clinically-competent dental hygienist.

DHYG 21171 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 21181 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.

DHYG 31102 Dental Radiography I (2 Credits)
Introduction to radiographic essentials. Emphasis on safety precautions, paralleling technique, and processing of exposed images.

DHYG 31172 Oral Anatomy (2 Credits)
Anatomy of dental structures.

DHYG 31202 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.

Student has completed all of the following course(s): DHYG 31102–Dental Radiography I.

DHYG 31232 Dental Hygiene Clinic I (2 Credits)
Continuation of Pre-Clinic, DHYG 21134. Includes increased competency in instrumentation and patient management skills on all patient types.

DHYG 31243 Dental Hygiene Theory I (3 Credits)
Continuation of Introduction to Dental Hygiene Theory. Includes increased competency in instrumentation and patient management skills on all patient types.

DHYG 31251 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 31274 Pathology (4 Credits)
This course includes the basic concepts of pathology; including inflammation, oral lesions, and changes due to microorganisms, neoplasms, nutrition, and hormonal influence.

DHYG 31283 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 32342 Dental Hygiene Clinic–Summer (2 Credits)
Provides for continuous clinical experience to enhance skills and promote clinical competence. Offered in summer term only.

DHYG 32382 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.

Students who specified one or more of these Programs of Study or Program Foci: Dental Hygiene Bachelor of Science.

DHYG 32442 Community Dentistry II (2 Credits)
Continuation of DHYG 42463 with further study of dental health education and public health principles. Emphasis is placed on the dental hygienist's role in promoting oral health in clinical and community settings. This course expands on foundational concepts through a structured community project involving data collection, analysis, and evaluation.

DHYG 32483 Dental Materials (3 Credits)
Restorative and impression materials and abrasive agents. Includes physical properties and manipulation variables.

DHYG 33174 Head and Neck Anatomy (3 Credits)
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.

Students who specified one or more of these Programs of Study or Program Foci: Dental Hygiene Bachelor of Science.

DHYG 42381 Periodontology I (1 Credit)
Introduction to periodontal diseases and the role of the dental hygienist in their diagnosis, prevention, and treatment.

DHYG 42393 Periodontology II (3 Credits)
Continuation of Periodontology I. Increase competence in recognition of periodontal diseases and the role of the dental hygienist in their diagnosis, prevention, and treatment.

DHYG 42433 Dental Hygiene Clinic II (3 Credits)
Continuation of Summer Clinic. Includes increased competency in instrumentation and patient management skills on periodontally involved patients.

DHYG 42442 Dental Hygiene Theory II (2 Credits)
Continuation of Dental Hygiene Theory I. Includes increased competency in instrumentation and patient management skills on periodontally involved patients.

Students who specified one or more of these Programs of Study or Program Foci: Dental Hygiene Bachelor of Science.

DHYG 42463 Community Dentistry I (3 Credits)
A study of dental health education and public health principles, emphasizing the dental hygienist's role in promoting oral health in clinical and community settings. Includes education strategies, biostatistics, and introductory epidemiology.

DHYG 42483 Pharmacology (3 Credits)
Physiologic effects of medications. Emphasis on drugs used by the dental profession.

DHYG 42493 Periodontology (3 Credits)
Periodontal diseases and the role of the dental hygienist in their diagnosis, prevention, and treatment.

DHYG 42503 National Board Dental Hygiene Examination Review (3 Credits)
Guided review of the dental hygiene curriculum in preparation for the National Board Dental Hygiene Examination.

DHYG 42533 Dental Hygiene Clinic III (3 Credits)
Continuation of Dental Hygiene Clinic II. Includes increased competency in instrumentation and patient management skills on periodontally involved patients.

DHYG 42542 Dental Hygiene Theory III (2 Credits)
Continuation of Dental Hygiene Theory II. Includes increased competency in instrumentation and patient management skills on periodontally involved patients.

DHYG 42551 Dental Hygiene Seminar II (1 Credit)
Continuation of DHYG 31251 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 42582 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. Enrollment in this course is limited to senior level dental hygiene students only.

DHYG 42583 Nutrition (3 Credits)
Introduction to the science of nutrition and its oral relevance. Emphasis on preventive dentistry and counseling for dental disease prevention.

DIET 51132 Nutrition Research and Statistical Methods (2 Credits)
Study of research designs, statistics, and data collection methods used in nutrition research. Using examples from nutrition-related scientific literature, the course covers the purpose, conduct, and evaluation of nutrition-focused research, with an emphasis on planning educational and clinical studies, and quality improvement projects.

DIET 51142 Macronutrients (2 Credits)
Reviews cell function, including acid-base balance, utilization of macronutrients in metabolic processes, and roles of specific nutrients in human metabolism. Relationship of physiology and organ system functions to nutrition is addressed. Alterations in metabolic processes caused by specific diseases will be discussed.

DIET 51152 Nutrition Education and Counseling (2 Credits)
Provides an understanding of the methods, strategies, and evaluation of nutrition 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 and community setting.

DIET 51232 Nutrition Capstone Project (1 Credit)
The nutrition capstone project provides students an opportunity to explore a nutrition-related issue relevant to practice as a registered dietician. The capstone project hours allow students to engage in individual or small group projects directed toward addressing specific areas found relevant to the field of dietetics.

DIET 51233 Food Service Management (3 Credits)
Didactic and supervised learning experiences in administrative dietetics to meet specific objectives and achieve identified administrative dietetics competencies. Experiences are scheduled in a variety of food service and administrative/management settings.

DIET 51234 Advanced Clinical Dietetics (4 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.

DIET 51236 Practicum in Clinical Dietetics (6 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.

DIET 51332 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 vitamins deficiency diseases will be discussed. Metabolism of common drugs and drug-nutrient interactions will be reviewed.

DIET 51336 Practicum in Administrative Dietetics (6 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 an elective in the MSCN program and a required core course in the internship program.

DIET 51341 Professional Development 1 (1 Credit)
Part one of a two course series on professional development assessment, planning and evaluation for future dietetics professional.

DIET 52432 Principles of Nutrition Support (2 Credits)
Introductory study in the art and science of nutrition support explored through a comprehensive review of the literature; discussion of the biochemical, psychological, and medical aspects of nutrition support; and the application of these principles in clinical practice through case studies, discussion, and quizzes.

DIET 52433 Pediatric Nutrition (3 Credits)
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 disease will be discussed. Nutritional interventions and therapies for specific conditions will be planned.

DIET 52441 Professional Development 2 (1 Credit)
Part two of a two course series on professional development assessment, planning and evaluation for future dietetics professionals.

DIET 53342 Sports Nutrition (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.

DIET 54301 Practicum in Community Dietetics (1 Credit)
Supervised learning experiences in community dietetics meet specific objectives and achieve identified nutrition competencies. Experiences are scheduled in a variety of community settings.

DIET 54401 Advanced Dietetics Practicum (1 Credit)
This course provides graduate students with advanced level supervised practice experience in Dietetics.

DMSO 23103 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 32132 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 32232 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 32242 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 33133 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 33143 Abdominal Sonography I (3 Credits)
Abdominal Sonography I will include a review of gross abdominal anatomy, physiology, hemodynamics, and pathology of the liver, gallbladder and biliary system, urinary system, spleen, and pancreas. Pertinent laboratory tests, as well as signs and symptoms related to the disease processes of each organ, will be discussed. Basic scanning techniques, ergonomics, and protocols will be included.

DMSO 33233 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 35145 Clinical Practicum I (5 Credits)
Supervised clinical experience emphasizing sonographic procedures of the abdomen.

DMSO 35415 Clinical Practicum III (5 Credits)
Continuation of clinical course work at the intermediate skill level.

Student has completed all of the following course(s): DMSO 38248–Clinical Practicum II.

DMSO 38248 Clinical Practicum II (8 Credits)
Supervised clinical experience at an intermediate level emphasizing sonographic procedures of the gynecologic system.

Student has completed all of the following course(s): DMSO 35145–Clinical Practicum I.

DMSO 42143 Abdominal Sonography II (2 Credits)
Abdominal Sonography II will Include a review of gross abdominal anatomy, physiology, hemodynamics, and pathology of the GI system, thyroid gland, scrotum, musculoskeletal, and neonatal/pediatric sonography. Other imaging modalities and their sonographic relevance will also be covered. Pertinent laboratory tests, as well as signs and symptoms related to the disease processes of each organ, will be discussed. Basic scanning techniques, ergonomics, and protocols will be included.

Student has satisfied all of the following:
[Student has completed all of the following course(s): DMSO 33143 - Abdominal Sonography I with grade any in the selection list A (UAMS Graduate Grading Scheme), A (UAMS Medical Grading Scheme), A (UAMS Pharmacy Grading Scheme), A (UAMS Physician Assistant Grading Scheme), A (UAMS Transfer Grading Scheme), A (UAMS Undergraduate Grading Scheme), B (UAMS Graduate Grading Scheme), B (UAMS Medical Grading Scheme), B (UAMS Pharmacy Grading Scheme), B (UAMS Physician Assistant Grading Scheme), B (UAMS Transfer Grading Scheme), B (UAMS Undergraduate Grading Scheme), C (UAMS Graduate Grading Scheme), C (UAMS Undergraduate Grading Scheme), CR (UAMS Graduate Grading Scheme), CR (UAMS Undergraduate Grading Scheme).]
And Student has satisfied all of the following:
[Students who specified one or more of these Programs of Study or Program Foci: Diagnostic Medical Sonography (Degree Completion) Bachelor of Science, Diagnostic Medical Sonography (Traditional) Bachelor of Science].

DMSO 42532 Cardiovascular Pathophysiology (2 Credits)
An advanced study of the structure, function, and pathologies of vascular and cardiac anatomy of sonographic interest.

DMSO 42632 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 43033 Professional Development I (3 Credits)
This capstone course for sonography students provides an opportunity to synthesize and apply the knowledge and skills acquired throughout the program. Students will engage in discussions, assignments, and project based learning to address advanced clinical topics, professional development, and preparation for the transition to clinical practice as entry-level sonographers.

DMSO 43042 Professional Development II (3 Credits)
This course is designed to prepare diagnostic medical sonography students for certification examinations in the areas of abdomen, small parts, obstetrics, and gynecologic sonography. Emphasizing critical knowledge areas and practical skills, students will engage in a comprehensive review of ultrasound principles, techniques, applications, anatomy, and pathophysiology. The course combines theoretical instruction and exam-taking strategies to enhance students' confidence and competence.

DMSO 43433 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 43533 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 43543 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 43553 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 43633 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 43643 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 48438 Clinical Practicum IV (8 Credits)
Supervised clinical experience at the intermediate level emphasizing adult cardiac and vascular examination procedures.

Student has completed all of the following course(s): DMSO 35415–Clinical Practicum III.

DMSO 48548 Clinical Practicum V (8 Credits)
Advanced practice supervised clinical experience emphasizing vascular and echocardiographic sonographic examination procedures.

Student has completed all of the following course(s): DMSO 48438–Clinical Practicum IV.

EMER 83032 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 8400V Clinical Study Emergency Medicine (2–12 Credits)
Independent Clinical Study in Emergency Medicine. Faculty and student will determine specific clinical assignment.

EMER 8410V Away-Emergency (2–12 Credits)
Away-Emergency.

EMER 84204 Emergency Medicine (4 Credits)
Emergency Medicine.

EMER 8430V Emergency Medicine (1–16 Credits)
Emergency Medicine.

EMER 8440V Emergency Medicine (1–16 Credits)
Emergency Medicine.

EMER 84504 Emergency Medicine (4 Credits)
Emergency Medicine.

EMER 8460V Emergency Medicine (1–16 Credits)
Emergency Medicine.

EMER 8470V Emergency Medicine (1–16 Credits)
Emergency Medicine.

EMER 8480V Emergency Medicine (1–16 Credits)
Emergency Medicine.

EMER 8490V Emergency Medicine (1–16 Credits)
Emergency Medicine.

EMER 8493V Emergency Medicine Acting Internship (2–12 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 8494V Emergency Medical Services (2–12 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 8495V Pediatric Emergency Medicine (2–12 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 8496V 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.

EMER 8497V Way Cool Medicine (2–12 Credits)
The course covers specialized topics pertaining to emergency management of situations in wilderness medicine, disaster and pre-hospital medicine, evidence-based approach to emergency medicine, toxicology, and global healthcare. We will utilize in-person (or virtual) lectures, small group work, oral presentations, and course expeditions.

EMER 8499V Research – Emergency Medicine (2–12 Credits)
Research in Emergency Medicine. Faculty and student will determine specific research assignment.

ENVH 50101 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 50201 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 50301 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 50403 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.

ENVH 50501 Professional Communications and Ethics (1 Credit)
Students will participate in this course and prepare a presentation on one or more topics.

ENVH 50603 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.

ENVH 50703 Regulation of Environmental Health (3 Credits)

ENVH 51003 Environmental Health Sciences (3 Credits)
This course provides a detailed overview of the field of environmental 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 fields.

ENVH 51101 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.)

ENVH 5120V 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.

ENVH 51303 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 5200V Master's Thesis (1-6) (I,II,S) (1–6 Credits)
Prerequisite: graduate standing and consent.

ENVH 52103 Applied Knowledge in Environmental Health (3 Credits)
This course will cover current regulations relevant for environmental health and offer a detailed study of principles and practices involved in control of environmental health hazards. We will learn about laws and legislation concerning environmental health issues, as well as some environmental hazards in everyday life and how to evaluate and control those hazards.

ENVH 52203 Regulations in Environmental Health (3 Credits)
The course provides an overview of the operational statutory basis for 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 52303 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 53003 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. 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 contest 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 to Environmental Justice as a benchmark.

ENVH 53103 Climate Change and Public Health (3 Credits)
Climate change is the greatest threat to public health and primarily driven by anthropogenic activities. This course will provide students with an overview of the driving forces and mechanics of climate change, implications on human health, and mitigation and adaptation strategies with co-health benefits including actions from public health interventions, community strategies, and health policy. This course will place a special emphasis on how climate change interacts with social determinants of health and increases racial health disparities. By synthesizing concepts and knowledge from multiple disciplines, students will gain an understanding of the role of public health professionals and will develop a hands-on, local, national or global climate change and public health intervention project proposal.

ENVH 54003 Public Health Microbiology (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.

ENVH 54103 Geographic Information Systems in Public Health (3 Credits)
Provides an introduction to Geographic Information Systems and geospatial technologies, with an emphasis on their practical applications in public health and related fields. Students will learn both theory and practice, including basics of working with geospatial data, principles of cartography, the use of ArcGIS Pro and ArcGIS Online (industry-leading GIS software), and numerous hands-on lab assignments examining real-world public health problems with actual data. Student will also complete a final project relevant to their professional interests, and will develop an interactive online map to present their findings.

ENVH 62103 Applied Knowledge in Environmental Health Sciences (3 Credits)

This course will cover current regulations relevant for environmental health and offer a detailed study of principles and practices involved in control of environmental health hazards. We will learn about laws and legislation concerning environmental health issues, as well as environmental hazards in everyday life and how to evaluate and control those hazards.

ENVH 63001 Environmental Health Science Seminar (1 Credit)

This course exposes students to research in environmental health sciences and related fields, provides instruction in the formatting and preparation of research-based presentations, and assesses the students' own abilities to deliver a research talk. In the first week, students are taught the basics of how to structure a scientific presentation, along with major "Dos" and "Don'ts." In the following weeks, students attend presentations by others and see how they have applied those lessons. They also evaluate the strengths and weaknesses of the speakers' work. Finally, students present their own research.

ENVH 63003 Principles of Toxicology in Public Health (3 Credits)

This course focuses on the application of principles of toxicology to protect and improve public health. Toxicology is an interdisciplinary science comprised of several disciplines, including chemistry, biology, biochemistry, physiology and epidemiology. The role of toxicology in setting policy is demonstrated utilizing the "whose risk and whose benefit" approach to Environmental Justice as a benchmark.

ENVH 64103 Geographic Information Systems in Public Health (3 Credits)

Provides an introduction to Geographic Information Systems and geospatial technologies, with an emphasis on their practical applications in public health and related fields. Students will learn both theory and practice, including basics of working with geospatial data, principles of cartography, the use of ArcGIS Pro and ArcGIS Online (industry-leading GIS software), and numerous hands-on lab assignments examining real-world public health problems with actual data. Student will also complete a final project relevant to their professional interests, and will develop an interactive online map to present their findings.

ENVH 6601V Environmental Health Science Research (1–6 Credits)

The Environmental Health Science Research course is designed to provide students with a structured and supportive environment for advancing their laboratory skills and learning how to collect scientific data addressing important issues in environment health. Working in various laboratories, the students will gain insight to various concepts of problem-solving and hypothesis generation and testing.

EPID 5000V 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 51103 Infection Prevention and Control I (3 Credits)

This course provides an introduction to the principles and practices of infection control and prevention in healthcare settings. Explore the epidemiology of infectious diseases, modes of transmission, standard and transmission-based precautions, and healthcare-associated infections. Case studies and simulations will be used to develop practical skills in outbreak investigation, risk assessment, and policy development.

EPID 51103 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 52243 Clinical Trials (3 Credits)

This course is designed to introduce students to clinical epidemiology. Topics will include screening, diagnostic clinical research, prognostic clinical research and etiognostic 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 53203 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; emphasis on tools and skills to assess study designs, data collection, threats to study validity and reliability, and biases such as confounding and heterogeneity of effects.

Student has completed all of the following course(s): BIOS 50133–Biostatistics I, EPID 51103–Epidemiology I with grade greater than or equal to C (UAMS Graduate Grading Scheme).

EPID 53253 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.

Student has completed all of the following course(s): EPID 51103–Epidemiology I.

EPID 53263 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.

Student has satisfied all of the following:
[Student has completed all of the following course(s): BIOS 50133–Biostatistics I, BIOS 52103–Biostats II, EPID 51103–Epidemiology I, EPID 53203–Epi II].

EPID 53303 Managerial Epidemiology (3 Credits)

This course teaches managers of personal and public health systems how to use epidemiological measures and methods to assess population health, identify and prioritize health and health care needs, plan for personal and public health services aimed at improving population health, and critically evaluate the accessibility and quality of private and public health services.

EPID 53333 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.

Student has satisfied all of the following:
[Student has completed all of the following course(s): BIOS 50133 - Biostatistics I, BIOS 52103 - Biostats II, EPID 51103 - Epidemiology I, EPID 53203 - Epi II with grade greater than or equal to C (UAMS Graduate Grading Scheme).]
Or Student has satisfied all of the following:
[Student is a member of the UAMS Instructor Consent Student Cohort].

EPID 53343 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.

Student has satisfied all of the following:
[Student has completed all of the following course(s): BIOS 50133 - Biostatistics I, EPID 51103 - Epidemiology I, EPID 53203 - Epi II with grade greater than or equal to C (UAMS Graduate Grading Scheme).]
And Student has satisfied all of the following:
[Student has completed any of the following course(s): BIOS 52133 - Biostatistics Computing SAS I, EPID 55733 - Epi Data Management with grade greater than or equal to C (UAMS Graduate Grading Scheme).].

EPID 53353 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 53363 Clinical Epidemiology (3 Credits)

This course is designed to introduce students to clinical epidemiology. Topics will include evidence- based medicine, principles of clinical reasoning, study designs, screening, diagnostic, prognostic, and therapeutic 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 critical appraisal of medical literature, and guidelines for critically evaluating evidence from these studies.

EPID 55733 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).

Student has completed all of the following course(s): BIOS 50133–Biostatistics I, EPID 51103–Epidemiology I, EPID 53203–Epi II.

EPID 60001 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 COPH MPH program.

EPID 61001 COPH 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 61202 Principles and Practice of Public Health Surveillance (3 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 62243 Clinical Trials (3 Credits)
This course is designed to introduce students to clinical epidemiology. Topics will include screening, diagnostic clinical research, prognostic clinical research and etiognostic 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 62273 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 63203 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.

Student has completed all of the following course(s): BIOS 50133–Biostatistics I, EPID 51103–Epidemiology I.

EPID 63243 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.

Student has completed all of the following course(s): BIOS 52103–Biostats II.

EPID 63353 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 63363 Observational Study Designs (3 Credits)
This course is on designs and analysis used fro 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 64003 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.

EPID 64033 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.

EPID 64243 Advanced Epidemiologic Methods & Lab (4 Credits)
This is an advanced, doctoral level course for students who require extensive preparation in epidemiologic theory and methodology. Focuses on the conceptual underpinnings and application of strategies for addressing key methodological challenges that arise when carrying out epidemiologic research. 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. Each topic will be covered via lecture and a practical lab-based session.

FMED 82108 Primary Care Clerkship (8 Credits)
This course provides a deeper understanding of the principles of primary care in a variety of settings. First is a primer for the basics of cardiovascular, pulmonary, and renal physiology. Next are concentrated clerkships in Geriatrics and Pediatrics. The final weeks will be spent on elective rotations with a primary care focus.

FMED 83104 Family Medicine (4 Credits)
This clerkship covers the broad field of family medicine. In addition to a didactic series of topics relevant to family medicine, students see family medicine outpatients under direct faculty supervision.

FMED 83252 Family Medicine- Part 1 (0 Credits)
Family Medicine- Part 1.

FMED 83262 Family Medicine- Part 2 (4 Credits)
Family Medicine- Part 2.

FMED 8400V Clinical Study-Family Medicine (2–12 Credits)
Independent Clinical Study in Family Medicine. Faculty and student will determine specific clinical assignment.

FMED 8404V Rural Primary Care (2–12 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 8405V Family Medicine Primary Care (1–16 Credits)
Family Medicine Primary Care.

FMED 8406V AI in Family Medicine (1–16 Credits)
AI in Family Medicine.

FMED 8407V AI in Family Medicine (1–16 Credits)
AI in Family Medicine.

FMED 84084 Family Practice (4 Credits)
Family Practice.

FMED 84094 Family Medicine/Rural Elective (4 Credits)
Family Medicine/Rural Elective.

FMED 8410V Family Medicine Primary Care (1–16 Credits)
Family Medicine Primary Care.

FMED 8413V AI in Family Medicine (1–16 Credits)
AI in Family Medicine.

FMED 8414V Family Practice Rural Rotation (1–16 Credits)
Family Practice Rural Rotation.

FMED 8415V Family Medicine Primary Care (1–16 Credits)

Family Medicine Primary Care.

FMED 8416V College Health/Student Health Ctr (2–12 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 8417V AI in Family Medicine (1–16 Credits)
AI in Family Medicine.

FMED 8418V Rural Primary Care Family Medicine (1–16 Credits)
Rural Primary Care Family Medicine.

FMED 84194 Family Medicine (4 Credits)
Family Medicine.

FMED 8420V Family Medicine Elective (2–12 Credits)
Gain knowledge and skills in diagnosis and management of health problems in a family medicine practice.

FMED 8423V Family Medicine Primary Care (1–16 Credits)
Family Medicine Primary Care.

FMED 8424V AI in Family Medicine (1–16 Credits)
AI in Family Medicine.

FMED 8425V Rural Family Practice (1–16 Credits)
Rural Family Practice.

FMED 8426V Family Medicine Primary Care (1–16 Credits)
Family Medicine Primary Care.

FMED 84271 Community Services and Resources (1 Credit)
Community Services and Resources.

FMED 8428V Senior Student Continuity Clinic (1–12 Credits)
Senior Student Continuity Clinic.

FMED 8430V AI in Family Medicine (1–16 Credits)
AI in Family Medicine.

FMED 8433V Rural Primary Care Medicine (1–16 Credits)
Rural Primary Care Medicine.

FMED 8434V Family Medicine Primary Care (1–16 Credits)
Family Medicine Primary Care.

FMED 8435V AI in Family Medicine (1–16 Credits)
AI in Family Medicine.

FMED 8436V Family Medicine Rural Elective (1–16 Credits)
Family Medicine Rural Elective.

FMED 8437V Operational Medicine (1–16 Credits)
Operational Medicine.

FMED 8438 Rural Primary Care Family Medicine (1–16 Credits)
Rural Primary Care Family Medicine.

FMED 8438V Family Medicine Primary Care (1–16 Credits)
Family Medicine Primary Care.

FMED 8439V AI in Family Medicine (1–16 Credits)
AI in Family Medicine.

FMED 8440V Family Medicine Primary Care (1–16 Credits)

Family Medicine Primary Care.

FMED 8443V AI in Family Medicine (2–12 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 8444V Private Family Practice (2–12 Credits)
THIS ROTATION DOES NOT COUNT TOWARD THE 12 HOUR ON-CAMPUS RULE.

FMED 8445V Family Medicine Primary Care (2–12 Credits)
WORKING AT A COMMUNITY BASED PHYSICIANS OFFICE Students will learn by providing care to outpatients in a community setting.

FMED 8446V Intensive AI in Family Medicine (1–12 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 84472 AHEC Scholars (2 Credits)
Provide the student with a strong understanding of the importance of quality improvement, population health and value-based care, and highly marketable leadership skills and tools necessary to promote change within their future practices. AHEC Scholars is a national initiative proposed by the Area Health Education Centers (AHEC) Program and the Health Resources & Services Division, within the Bureau of Health Workforce of DHHS, to equip an interprofessional workforce to practice community-based primary care in rural and underserved areas.

FMED 84482 Rural Family Medicine Behavioral Health (2 Credits)
This is a self-study course designed to improve student knowledge of common behavioral health conditions readily treated in a resource limited Family Medicine setting. Students will complete 11 modules covering a wide range of topics. Modules include PowerPoints, research articles, cases, and questions. Student will submit completed cases and questions and then have a follow up meeting/discussion with the course director to discuss answers to the cases/questions.

FMED 8495V Away-Family Medicine (2–12 Credits)

FMED 8499V Research–Family Medicine (2–12 Credits)

GAST 84004 Gastroenterology (4 Credits)
Gastroenterology.

GAST 84104 Gastroenterology (4 Credits)
Gastroenterology.

GAST 8420V Gastroenterology (1–16 Credits)
Gastroenterology.

GENC 50003 Introduction 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.

Students who specified one or more of these Programs of Study or Program Foci: Genetic Counseling Masters of Science.

GENC 50102 Fieldwork Orientation (1 Credit)
Fieldwork observations both in-person and via telehealth (telephone or video) in outpatient genetic clinics and laboratories, as well as classroom instruction and assignments to prepare students for participatory encounters in later fieldwork placements.

GENC 50203 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. The course is organized to provide theory and application in the form of role play, clinical observation, talking with patients, and practice with standardized patients at the Clinical Skills Center.

Students who specified one or more of these Programs of Study or Program Foci: Genetic Counseling Masters of Science.

GENC 50402 Professional Issues in Genetic Counseling I (2 Credits)

This course addresses professional skills students will need during their fieldworkrotations and as a future genetic counselor (e.g., scope of practice; electronic medical records; casepreparation and follow-up; review of systems; medical documentation; health literacy; working withinterpreters; coordinating genetic testing; multicultural genetic counseling; and presenting to peers).

Students who specified one or more of these Programs of Study or Program Foci: Genetic Counseling Masters of Science.

GENC 50503 Medical Genetics I (3 Credits)

Students will learn key principles and concepts in medical genetics and methods to perform genetic risk calculations. Content will focus on the clinical features, natural history, mode of inheritance etiology, treatment and management options, diagnostic processes, and lived experiences for a variety of genetic conditions.

Students who specified one or more of these Programs of Study or Program Foci: Genetic Counseling Masters of Science.

GENC 50901 Reproductive Genetic Counseling & Teratology I (1 Credit)

Students will learn foundational information on a wide range of topics relevant toreproductive genetic counseling including but not limited to pregnancy basics, prenatal screening and diagnosis, common referral indications, carrier screening, teratogens, and reproductive management.

GENC 51002 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.

Student has satisfied all of the following:
[Students who specified one or more of these Programs of Study or Program Foci: Genetic Counseling Masters of Science].

GENC 51102 Research Methods and Critical Analysis in Genetic Counseling (2 Credits)

Introduction to research methodologies and critical analysis of the medical literature as it pertains to genetic counseling. Students will apply knowledge gained from the course content to launch their research project, which is a graduation requirement. Enrollment is limited to students in the GENC program.

GENC 51302 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.

Students who specified one or more of these Programs of Study or Program Foci: Genetic Counseling Masters of Science.

GENC 51403 Counseling and Interviewing (3 Credits)

Builds on GENC 50203; 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.

Student has satisfied all of the following:
[Student has completed all of the following course(s): GENC 50203 - Counseling Theory & Skills- GC]
And Student has satisfied all of the following:
[Students who specified one or more of these Programs of Study or Program Foci: Genetic Counseling Masters of Science].

GENC 51502 Human Population Genetics & Variant Interpretation (2 Credits)

This course will further develop the student's skills related to genetic risk assessment for Mendelian and non-Mendelian traits using population genetics, quantitative genetics and epidemiology. In addition, students will further develop their skills in variant interpretation, laboratory protocols for variant curation, and tools available to aid in variant classification.

Students who specified one or more of these Programs of Study or Program Foci: Genetic Counseling Masters of Science.

GENC 51803 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.

Students who specified one or more of these Programs of Study or Program Foci: Genetic Counseling Masters of Science.

GENC 51901 Reproductive Genetic Counseling & Teratology II (1 Credit)
Students will build upon information covered in previous course work and apply advancedconcepts in reproductive genetic counseling to develop skills and apply knowledge for managing complex cases.

GENC 52001 Professional Issues in Genetic Counseling II (1 Credit)
This course will further prepare students to join the profession of genetic counseling. Students will learn skills needed to secure a job through topics such as interviewing, negotiating, and certification examination. Students will also learn management skills, such as supervising students, managing multidisciplinary clinics, billing, and patient scheduling and triage.

Students who specified one or more of these Programs of Study or Program Foci: Genetic Counseling Masters of Science.

GENC 52201 Cancer Genetics I (1 Credit)
This course provides students with a basic understanding of the underlying cellularmechanisms leading to cancer development and focuses primarily on inherited predisposition tocancer. It familiarizes students with the basic principles and tools needed to practice cancer genetic counseling.

GENC 5220V Genetic Counseling Fieldwork I (1-4 Credits)
Students obtain practical experience performing genetic counseling practice-based competencies at the novice skill level in a variety of fieldwork settings under direct supervision of boardcertified genetic counselors and other qualified preceptors.

GENC 52202 Genetic Counseling Ethics (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.

Students who specified one or more of these Programs of Study or Program Foci: Genetic Counseling Masters of Science.

GENC 52301 Cancer Genetics II (1 Credit)
This course builds on the content in GENC 52201 and provides students with an advanced understanding of inherited predisposition to cancer and explores additional cancer syndromes. In addition, this course will explore patient education and advocacy as well as psychosocial adjustment to genetic testing in the context of cancer genetic counseling. The course includes a strong focus on syndrome recognition and management within the genetic counselor's scope of practice.

GENC 52302 Metabolic Genetics (1 Credit)
Information on inborn errors of metabolism: diagnosis, biochemical characteristics, inheritance, and treatment options.
Students who specified one or more of these Programs of Study or Program Foci: Genetic Counseling Masters of Science

GENC 53001 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.

Students who specified one or more of these Programs of Study or Program Foci: Genetic Counseling Masters of Science.

GENC 53102 Medical Genetics II (2 Credits)
This course will provide in-depth information for a variety of genetic conditions encountered in pediatric and adult genetics and emerging topics in clinical genetics. Content will focus on the clinical features, natural history, mode of inheritance, etiology, treatment and management options, diagnostic processes, and lived experiences for a variety of genetic conditions.

Students who specified one or more of these Programs of Study or Program Foci: Genetic Counseling Masters of Science.

GENC 5510V Special Topics in Genetic Counseling (1–2 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.

GENC 5620V Genetic Counseling Fieldwork II (1–4 Credits)
Students obtain practical experience performing genetic counseling practice-based competencies at the intermediate skill level in a variety of fieldwork settings under direct supervision of board-certified genetic counselors and other qualified preceptors.

GENC 5700V Thesis in Genetic Counseling (1–7 Credits)
The Master of Science in Genetic Counseling Thesis course provides graduate students with structured guidance and mentorship as they design, conduct, and complete an independent research project. Students enroll in this course over multiple semesters to complete a minimum of 7 thesis credit hours.

Students who specified one or more of these Programs of Study or Program Foci: Genetic Counseling Masters of Science.

GENC 5720V Genetic Counseling Fieldwork III (1–4 Credits)
Students obtain practical experience performing genetic counseling practice-based competencies at the advanced skill level in a variety of fieldwork settings under supervision of board-certified genetic counselors and other qualified preceptors.

GENC 5820V Genetic Counseling Fieldwork IV (1–4 Credits)
Students obtain practical experience performing genetic counseling practice-basedcompetencies at the advanced skill level in a variety of fieldwork settings under supervision of board-certified genetic counselors and other qualified preceptors. Rotations may be tailored to the student's interests when available.

GENC 5900V Genetic Counseling Review (1–2 Credits)
Guided review of the genetic counseling curriculum and ABGC content outline in preparation for the ABGC certification examination.

GENE 8410V Pediatric Medical Genetics (2–12 Credits)
Pediatric Medical Genetics.

GENE 8420V Medical Genetics (Adult and Ped) (2–12 Credits)
Medical Genetics (Adult and Ped).

GENE 8499V Research–Genetics (2–12 Credits)
Research in Genetics. Faculty and student will determine specific research assignment.

GERI 84004 Al in Interdisciplinary Geriatrics (4 Credits)
Al in Interdisciplinary Geriatrics.

GERI 84102 Communicating with Older Adult (2 Credits)
Communicating with Older Adult.

GERI 8420V Required Geriatrics on NW Campus (1–16 Credits)
Required Geriatrics on NW Campus.

GERI 84304 Palliative Care/Hospice (4 Credits)
Palliative Care/Hospice.

GERI 8440V Geriatrics (2–12 Credits)
This course is an overview of the care of elderly adults. In addition to didactics, students rotate in geriatric clinics, nursing homes, and in palliative care settings.

GERI 84504 Geriatric Inpatient Service/Consult (4 Credits)
Geriatric Inpatient Service/Consult.

GERI 84604 Al in Interdisciplinary Geriatrics (4 Credits)
Al in Interdisciplinary Geriatrics.

GERI 8499V Research–Geriatrics (2–12 Credits)
Research in Geriatrics. Faculty and student will determine specific research assignment.

GERO 7320 UALR: Health and Biology of Aging (3 Credits)
Understanding the consequences of aging and the extension of life expectancy requires the concurrent understanding of the interrelationship of biology and behavior. Research on normal aging over the lifespan offers the potential of understanding the changes that occur with age so that we can use this understanding to anticipate and cope with those physiological and behavioral functions altered by aging in ourselves and as caregivers. The course will examine physiological and epidemiological studies of disease and aging as well as the alteration in sensory perception, muscle function, etc. Finally, the issues of interventions, realistic expectations, and ethics will also be examined. Prerequisite: Graduate Standing

HBHE 51043 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 51053 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 52143 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 52203 Introduction to Maternal and Child Health (3 Credits)

This introductory course provides a solid foundation in domestic and global perspectives on maternal and child health research, practice, health policy, and advocacy. Utilizes various methods to examine critical health challenges facing women, children, health providers, and policymakers including disadvantaged and under resourced communities.

HBHE 52233 Special Populations in Maternal & Child Health (3 Credits)

This course focuses on health problems and diseases affecting both pregnant women and children from disadvantaged and disenfranchised population groups experiencing environmental or social challenges, health and healthcare disparities. This includes persons living in poverty, rural communities, and racial minority groups. The impact of various health problems at different stages of the life cycle and their functional outcomes in terms of morbidity, mortality, psychological wellbeing, reproduction and growth will be examined. Research, programs and resources available to combat health problems experienced by these groups will be explored.

HBHE 52253 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.

Student has satisfied all of the following:
[Student has completed all of the following course(s): HBHE 51043–Health Behavior & Health Educ]
Or Student has satisfied all of the following:
[Student is a member of the UAMS Instructor Consent Student Cohort].

HBHE 52403 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 52433 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 53203 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 53233 Maternal and Child Health Practicum (1 Credit)

The practicum course is a planned, supervised, and evaluated practice experience with a university sponsored program. The practicum allows for students to apply and integrate classroom learning in the public health work environment. This practicum is designed to provide students exposure to two interdisciplinary maternal and child health focused programs: 1) Motherhood Together–a prenatal education program for mom facing housing insecurity and 2) Home Together a case-management based social service program for women with young children facing housing insecurity. Participants for both programs are recruited through social service organizations currently partnering with UAMS on other projects related to homelessness. Students will serve in various capacities supporting these programs through health education, administration, evaluation, and community outreach.

Student has completed all of the following course(s): HBHE 51043–Health Behavior & Health Educ, HBHE 52203–Intro Maternal & Child Health.

HBHE 53263 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.

Student has completed or is in process of completing any of the following course(s): HBHE 53263–Hlth Communication with grade greater than or equal to C (UAMS Graduate Grading Scheme).

HBHE 53733 Effective Crisis Communication (3 Credits)

Over the past 30 years, crises and disasters have been studied in a number of disciplines. Sociologists, psychologists, economists, organizational theorists, and communication scholars to name a few have examined these events from different vantage points. Communication researchers are interested in the impact of communication on the onset and recovery of these events. Over the history of this research many of the responses to crises are judged by critics as ineffective, maladaptive, inappropriate, and unethical. Responses to crises including terrorism, and corporate malfeasance, natural disasters such as hurricanes and wildfires, public health crises like H1N1 and Ebola, have often been criticized for being ineffective. My ultimate goal in this class is to help you develop as a professional to better conceptually understand crises in order to produce effective crisis communication.

HBHE 54263 Disparities in Healthcare Access (3 Credits)

This course explores healthcare access disparities in the United States. Students will examine the literature on health and healthcare access gaps, the historical and social structural determinants pertinent to the etiology of these gaps, and policy and programmatic strategies for improving healthcare access for all. 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 activities that will include preparation and reflection.

HBHE 54363 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 57333 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 60233 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 61203 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.

Student has completed all of the following course(s): HBHE 62133–Behavioral Research, NURS 61033–Qualitative Research Method.

HBHE 62133 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.

Student has satisfied all of the following:
[Student has completed all of the following course(s): HBHE 60233 - Adv Health Behavior Theory with grade greater than or equal to C (UAMS Graduate Grading Scheme).]
Or Student has satisfied all of the following:
[Student is a member of the UAMS Instructor Consent Student Cohort].

HBHE 6234 Faith-Based Health Promotion (3 Credits)

This course will review the literature on religion and health, and faith-based health promotion. Students will explore the complex relationships between religion and health, and apply the literature on religion and health into the design of faith-based public health interventions. Students will gain experience in building upon the current religion and health literature, and in the design of public health interventions that are appropriate for a faith-based setting. Prerequisites: For MPH Students: You must have successfully completed PBHL 5003, PBHL 5133, PBHL 5623, and PBHL 5653,

and receive the instructor's permission to enroll in this course. For DrPH Students: You must have doctoral student standing in the DrPH program in Public Health Leadership, and have successfully completed at least one graduate-level course in health behavior or health education to enroll in this course. For PhD Students: You must have doctoral student standing in the PhD Program in Health Promotion and Prevention Research, and have successfully completed at least one graduate-level course in health behavior or health education to enroll in this course.

HBHE 63203 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 63733 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.

Student is a member of the UAMS Instructor Consent Student Cohort.

HBHE 64263 Disparities in Healthcare Access (3 Credits)

This course explores healthcare access disparities in the United States. Students will examine the literature on health and healthcare access gaps, the historical and social structural determinants pertinent to the etiology of these gaps, and policy and programmatic strategies for improving healthcare access for all. 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 activities that will include preparation and reflection.

HBHE 64363 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 67333 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 effiective 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 6800 Dissertation Research (1–10 Credits)

The doctoral dissertation is a culminating experience that requires the student to synthesize knowledge and apply behavioral theory and scientific methods in an independent research project. A written dissertation proposal must be presented and defended at a meeting of the Doctoral Advisory Committee. The completed dissertation must also be presented and successfully defended during a meeting of the Doctoral advisory Committee. The final written product must be submitted in accordance with the guidelines contained in Regulations for Preparing Theses and Dissertations. Prerequisite: Doctoral student standing and permission of instructor.

HPMT 51033 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 51043 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 51053 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 heath care, health management, and health policy.

Student has completed all of the following course(s): BIOS 50133–Biostatistics I, HPMT 51033–The Health Care System.

HPMT 51073 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.

Student has completed all of the following course(s): HPMT 51033–The Health Care System, PBHL 50033–Intro Public Health with grade greater than or equal to C (UAMS Graduate Grading Scheme).

HPMT 51083 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 51093 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, dieticians, 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 51103 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.

Student has completed all of the following course(s): HPMT 51033–The Health Care System, PBHL 50033–Intro Public Health with grade greater than or equal to C (UAMS Graduate Grading Scheme).

HPMT 51133 Healthcare Policy and American Society (3 Credits)

This semester long course is designed to provide each student with the opportunity to study, in dept, the many facets of our American history delivery and financing system.

HPMT 51143 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 professions in the areas of quality, safety, accessibility, efficiency and equity.

Students who specified one or more of these Programs of Study or Program Foci: Health Administration Master of Health Administration, Health Administration Master of Health Administration, Concentration in Medical Laboratory Management.

HPMT 51163 Communications and Negotiation for Health Leaders (3 Credits)

The purpose of this course is to develop foundation and skills in communications, negotiations, and relationship management. Health care administrators need these skills to manage people and to lead organizations. This course addresses essential skills that are sometimes referred to as "soft skills" in the industry.

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. Prerequisites: BIOS 5013: Biostatistics I; HPMT 5114: Management of Health Care Organizations.

HPMT 51333 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 51343 Healthcare Finance I (3 Credits)

This course introduces students to basic accounting and financial principles and practices for healthcare managers. Emphasis is placed on understanding financial structures and the role of managers in budgeting, financial analysis, cost management, third-party reimbursement systems, working capital management, capital investment decisions, and management of financial risk. Weekly case studies of real-world healthcare financial management problems allow students to apply concepts and demonstrate understanding and skills learned.

HPMT 52033 Health Law and Policy (3 Credits)
This course provides an overview of the health law system in the United States particularly as pertains to healthcare administrators and licensed providers. Utilizing the organizational schema of the text, the course is organized around central areas of health law in the US. In addition to conceptual discussions of "black letter" health law the course develops critical thinking skills and understanding of health law through review and application of actual appellate holdings, student/instructor and class debate during the semester. Integrated throughout the discussion of legal system and health law issues this course provides an overview of the policy generation and implementation process as pertains to the delivery of healthcare and administration of healthcare entities and systems.

Students who specified one or more of these Programs of Study or Program Foci: Health Administration Master of Health Administration, Health Administration Master of Health Administration, Concentration in Medical Laboratory Management.

HPMT 52043 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 obligagions, rights and obligations of governing boards, medical staff and employees, and labor law. Enrollment limited to EXCT MBA Walton students only.

HPMT 52053 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.

Student has completed all of the following course(s): PBHL 50033–Intro Public Health with grade greater than or equal to C (UAMS Graduate Grading Scheme).

HPMT 52063 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.

Student has completed all of the following course(s): HPMT 51033–The Health Care System, PBHL 50033–Intro Public Health with grade greater than or equal to C (UAMS Graduate Grading Scheme).

HPMT 52143 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.

Students who specified one or more of these Programs of Study or Program Foci: Health Administration Master of Health Administration, Health Administration Master of Health Administration, Concentration in Medical Laboratory Management.

HPMT 52153 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 52163 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 52173 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 52183 Statistics for Healthcare Managers (3 Credits)

This course develops student skills in statistics and basic analytical functions using Microsoft Excel. Specific skills will include preparing databases for analysis, conducting descriptive statistics, and testing hypotheses using bivariate and multivariable methods. Class activities include lectures/videos and programming using Excel.

Students who specified one or more of these Programs of Study or Program Foci: Health Administration Master of Health Administration, Public Health Master of Public Health, Concentration in Health Policy and Management.

HPMT 52193 Statistics for Laboratory Managers (3 Credits)

This course focuses on developing student skills in statistics and basic analytical functions using Microsoft Excel. Specific skills will include, preparing databases for analysis, conducting descriptive statistics, and hypothesis testing using bivariate and multivariable analyses. Special emphasis will be placed on the statistical analysis that is needed in clinical laboratory management. Class activities include recorded lectures/videos and programming work using Excel.

HPMT 52233 Seminar in Human Resources Management (3 Credits)

This course is designed to provide a broad overview of how effective human resources management affects healthcare organizations. Both tactical and strategic approaches will be explored through discussion, case studies and class assignments. Some of the topics to be addressed include: employee relations, workforce diversity, job analysis and job design, recruitment selection and retention, performance management, compensation, benefits management, labor relations, and leadership and organizational development.

Students who specified one or more of these Programs of Study or Program Foci: Health Administration Master of Health Administration, Public Health Master of Public Health, Concentration in Health Policy and Management.

HPMT 52343 Health Economics and Insurance (3 Credits)

This course enables students to develop economic thinking to understand and seek solutions for healthcare problems. The focus is on linking economic theory and application, offering tools for innovating and overcoming risks and uncertainties inherent in healthcare, including insurance, pricing, service demand and population health.

HPMT 52353 Advanced Topics in Healthcare Management (3 Credits)

This course explores current issues and innovations in healthcare management. Practical application of leadership and decision-making skills will be emphasized through simulation and case studies. Students will critically evaluate changes in healthcare management to ensure their long-term career success by reading and assessing current peer-reviewed literature.

HPMT 52363 Advanced Topics in Laboratory Management (3 Credits)

This course explores current issues and innovations in laboratory management. Practical application of leadership and decision-making skills will be emphasized through simulation and case studies. Students will critically evaluate changes in laboratory management to ensure their long-term career success by reading and assessing current peer-reviewed literature and applying to real-world problems.

HPMT 52853 MHA Health Administration Residency (3 Credits)

A three-month 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.

Student is a member of the UAMS Instructor Consent Student Cohort.

HPMT 52863 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-four (24) hours in the MHA program.

Student is a member of the UAMS Instructor Consent Student Cohort.

HPMT 52873 Laboratory Management Project (3 Credits)

This course provides students an opportunity to work through and propose solutions for Medical Laboratory Management/Administrative problems as defined by a healthcare organization or agency. The course is designed to expose students to "real world" problem solving experiences in an operational lab and/or healthcare organization. The student, preceptor and faculty supervisor work together to develop a project which will be mutually beneficial to the student and the sponsoring organization.

HPMT 53233 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 53333 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.

Student has satisfied all of the following:
[Student has completed all of the following course(s): HPMT 51343 - Intro Hlth Sys Financial Mgmt]
And Student has satisfied all of the following:
[Students who specified one or more of these Programs of Study or Program Foci: Health Administration Master of Health Administration, Public Health Master of Public Health, Concentration in Health Policy and Management].

HPMT 53343 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 53353 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 53363 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 data holdings and drive data driven change and improvement in the healthcare industry.

HPMT 53373 Data Quality Management (3 Credits)
This course provides essential knowledge to understand and improve data quality within healthcare organizations such as government agencies, insurance companies, and hospitals. In this course, students will learn the concepts, strategies, methods, and tools necessary to respond to the growth in healthcare data and the need to maintain high-quality data. The course first introduces data quality problems, root causes of quality problems, and the impact of such problems on healthcare costs, quality, and outcomes. The course then discusses data-quality dimensions (e.g., accuracy), how to measure data quality along those dimensions, establishing a data-quality strategy, and implementing data quality management. The course also elaborates on how data governance and stewardship must function together to support data quality.

HPMT 53383 Introduction to Natural Language Processing (3 Credits)
Natural Language Processing is an area of Artificial Intelligence that focuses on methods for using, understanding, and analyzing natural language text data. This course trains students to understand and apply NLP theory, techniques, and tools, with focus on applications and research in public health and healthcare data analytics.

HPMT 53403 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 course of studies; or permission of instructor.

Student is a member of the UAMS Instructor Consent Student Cohort.

HPMT 53443 Quality Management and Performance Improvement (3 Credits)
This course provides an overview of quality and performance improvement topics and methods (e.g., Lean, Six Sigma), emphasizing practical, conceptual, and analytical tools for quality improvement in healthcare organizations. The course also introduces advanced topics, including change management, implementation science, and learning health systems.

Student has satisfied all of the following:
[Students who specified one or more of these Programs of Study or Program Foci: Health Administration Master of Health Administration]
And Student has satisfied all of the following:
[Student has completed all of the following course(s): HPMT 52183 - Statistics-Healthcare Managers with grade greater than or equal to C (UAMS Graduate Grading Scheme).].

HPMT 53453 Laboratory Quality Management and Performance Improvement (3 Credits)
This course introduces performance improvement, Lean Six Sigma philosophy and terminology, and tools to address complex problems within the healthcare system in general and the medical laboratory specifically. Patient safety, teamwork, and change management are addressed, along with conceptual, practical and analytical tools required for performance improvement in medical laboratories and healthcare organizations.

HPMT 54483 Social Network Analysis (3 Credits)
This course provides essential knowledge necessary for social network (henceforth, called network) analysis in health-related sciences and professions. In this course, students will learn how to follow a methodological approach to (i) design social network studies, (ii) identify, evaluate, and/or collect network data (iii) conduct descriptive and inferential network analysis. The course first introduces the nature of network problems along with mathematical formulations. The course then discusses how to design studies/initiatives investigating network problems, followed by data collection, maintenance, analysis, and visualization. Students will learn both descriptive and inferential analysis techniques. The course will present several examples of social network analysis on existing data sets using the basic R programming language. A review of R language as needed for course purposes will be provided at the beginning of the semester.

HPMT 55633 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 measureing and implementing quality improvement initiatives using data driven techniques. The hybrid executive course format includes weekly onlien readings and discussion threads, as well as fours 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 55833 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.

Student has completed all of the following course(s): HPMT 51143–Mgmt of Health Care Org.

HPMT 55883 Strategic Healthcare Management (3 Credits)
In the 21st century the environment healthcare organizations are facing an environment which is changing at a more rapid rate than at any time in our history. The purpose of this course is to explore this change in detail and to provide future administrators with the tool necessary to manage and lead in a turbulent environment. The primary themes of the course are (1) The importance of culture in the leadership equation and techniques to move the culture of an organization in a desired direction, (2) The rise of transformational management and servant leadership as the driving forces of contemporary managerial theory and practices, (3) The increasing role of management in clinical affairs, (4) Exploration of the concept of strategic management, the development of relevant business models and strategic alliances, and the relationship of key stakeholders to mission attainment, and (5) the tools a modem administrator must possess to perform continuing surveillance of the strategic environment and to development of appropriate business plans.

Student has satisfied all of the following:
[Student has completed all of the following course(s): HPMT 51143 - Mgmt of Health Care Org]
[Students who specified one or more of these Programs of Study or Program Foci: Health Administration Master of Health Administration, Health Administration Master of Health Administration, Concentration in Medical Laboratory Management]
Or Student has satisfied all of the following:
[Students who specified one or more of these Programs of Study or Program Foci: Public Health Doctor of Public Health].

HPMT 60131 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 61033 Health Systems Theory and Research (2 Credits)
This course will review common theories used to guide health services research. Students will explore current empirical research conducted by local and national 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 61143 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 Prerequisites: Course for doctoral students or by permission of instructor. Students should be familiar with major public health concepts and practices, the organization and financing of the US health care system, major political institutions and processes in the US, and basic principles of statistics and probability.

HPMT 61163 Communications and Negotiation for Health Leaders (3 Credits)

The purpose of this course is to develop foundation and skills in communications, negotiations, and relationship management. Health care administrators need these skills to manage people and to lead organizations. This course addresses essential skills that are sometimes referred to as "soft skills" in the industry.

HPMT 62033 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.

Student has completed all of the following course(s): HPMT 51033–The Health Care System, PBHL 50033–Intro Public Health.

HPMT 62133 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.

HPMT 63133 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.

Student is a member of the UAMS Instructor Consent Student Cohort.

HPMT 63153 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.

HPMT 63173 Performance Measurement, Reporting and Incentives (3 Credits)

This course will assist students to develop competence in conducting performance measurement in healthcare and public health environments. Subjects addressed will include crafting program or organizational mission and objectives, engaging a performance measurement team, creating logic models to reflect program or organizational processes and outcomes, identifying or crafting appropriate indicators, benchmarks, and targets, and communicating performance results to key audiences.

HPMT 63193 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.

HPMT 63203 Advanced Health Economics (3 Credits)
This course provides an advanced examination of health economics, including theory, econometrics, and policy implications. The course addresses uncertainty in health care and its influence on the demand for health and health care, the theory of health insurance and other institutional features of health care systems, as well as theory and methods for modeling production and cost of health care. Students will be expected to understand the role of uncertainty in the design of health insurance and subsequent implications for equity and efficiency. A key goal of this course is for students to obtain a firm understanding of how researchers attempt to capture the economic aspects of consumer health and provider behavior when studying the impact of health policies and systems of care.

HPMT 63233 Advanced Health Economics II: Supply of Health (3 Credits)

HPMT 63243 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.

HPMT 63253 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 63273 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/ethic, socioeconomic and gender disparities in health and health care, and covers research methods for investigating the causes and consequences of disparities.

HPMT 63293 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 63303 Advanced Topics in Implementation Science (3 Credits)
This is the follow-up course to HPMT 63193: Implementation Research in Clinical Practice. 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.

Student has completed all of the following course(s): HPMT 63193–Impl Res in Clin Prac.

HSIE 61004 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.

Student is a member of the UAMS Instructor Consent Student Cohort.

HSIE 62001 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 5100V 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 5110V 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 51202 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 couse 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 51203 Bone Physiology and Pathophysiology (3 Credits)

The fundamentals of bone biology are presented with an emphasis on the cellular and molecular basis for understanding current concepts of bone formation, bone resorption, and skeletal disorders.

IBSD 51303 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 51403 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.

Student has completed all of the following course(s): NBDS 5122–Systems Neuroscience with grade greater than or equal to C (UAMS Graduate Grading Scheme).

IBSD 5150V Masters Thesis (I, II, S) (1–6 Credits)

Prerequisites: Graduate student standing and preceptor consent.

IBSD 54001 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 5800V IBSD Capstone (1–6 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.

IBSD 58102 MS-CTS Mentored Research (2 Credits)

This course allows students to conduct supervised research in the areas of clinical and translational sciences. The goal is to develop a research topic of interest, and prepare for key components of the capstone project through mentored research. The three semesters are sequential taking Sections 001, 002, and 003 in order.

IBSD 5830V MS-CTS Capstone (1–6 Credits)

This course is to provide the integrated learning experience for students to complete the final stage of MS-CTS program prior to graduation. The goal is to demonstrate your ability to synthesize and integrate your knowledge and competencies learned from the core and required selective courses in your own research in clinical and translational sciences. The format of the capstone uses a grant proposal, or a clinical trial protocol, or any other written format pre-approved by the instructors. The capstone is prepared and completed under advice of your research mentor, and the progress is supervised under the instructors.

Student has completed all of the following course(s): IBSD 58102–MS-CTS Mentored Research.

IBSD 61003 Bone Physiology and Pathophysiology (3 Credits)

The fundamentals of bone biology are presented with an emphasis on the cellular and molecular basis for understanding current concepts of bone formation, bone resorption, and skeletal disorders.

IBSD 6100V Special Topics in IBS (1 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 61037 Foundations in Biomedical Sciences (7 Credits)

This course provides an in-depth exploration of the cell and molecular biology principles relevant to biomedical research. It covers biochemical, molecular, and cellular foundations and emphasizes experimental design and the application of molecular techniques utilized to understand cellular processes. Course Learning Outcomes (Attach document or enter text here): Upon completion of this course, students will be able to explain the fundamental principles of cell and molecular biology by integrating biochemical, genetic, and structural approaches to describe how cellular processes, such as metabolism, gene expression, and cell signaling, are regulated and maintained in prokaryotic and eukaryotic cells, and underlie physiology and pathology.

IBSD 61101 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 6200V Doctoral Dissertation (I, II, S) (1–9 Credits)
Prerequisite: Candidacy and Consent.

INTM 82005 Introduction to Clinical Medicine 2 (5 Credits)
Introduction to Clinical Medicine 2.

INTM 83008 Internal Medicine (8 Credits)
This clerkship is a broad overview of adult medicine. In addition to didactics and frequent simulation sessions, students gain clinical experience participating in a team caring for medicine inpatients.

INTM 8400V Clinical Study – Internal Medicine (2–12 Credits)
Independent Clinical Study in Internal Medicine. Faculty and student will determine specific clinical assignment.

INTM 8404V AI in Internal Medicine (2–12 Credits)
This experience is to help prepare the student for their residency internship.

INTM 84054 Internal Medicine (4 Credits)
Internal Medicine.

INTM 8406V Internal Medicine (1–16 Credits)
Internal Medicine.

INTM 8407V AI in Internal Medicine (1–16 Credits)
AI in Internal Medicine.

INTM 8408V Internal Medicine Primary Care (1–16 Credits)
Internal Medicine Primary Care.

INTM 8409V AI in Internal Medicine (1–16 Credits)
AI in Internal Medicine.

INTM 8410V AI in Internal Medicine (1–16 Credits)
AI in Internal Medicine.

INTM 8413V Internal Medicine Primary Care (1–16 Credits)
Internal Medicine Primary Care.

INTM 8414V AI in Internal Medicine (1–16 Credits)
AI in Internal Medicine.

INTM 8415V Internal Medicine Primary Care (1–16 Credits)
Internal Medicine Primary Care.

INTM 8416V AI in Internal Medicine (2–12 Credits)
The broad goal of this experience is to prepare students for their internships, whether it will be surgical, medical, pediatric, or other.

INTM 8417V Internal Medicine Primary Care (2–12 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 8418V Complementary/Alternative Medicine (2–12 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 8419V Private Interventional Cardiology (1–16 Credits)
Private Interventional Cardiology.

INTM 8420V ECG Reading & Arrhythmias (2–12 Credits)

This course is designed to teach senior medical students how to read and interpret 12-lead ECG's 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 8423V Endocrinology (Basic Science) (2–12 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 preceived needs of the individual students. Credit in this course is variable, depending on the amount of time involved. (See Dr. Wheeler)

INTM 8424 Perioperative Risk Assessment (1–16 Credits)
Perioperative Risk Assessment.

INTM 8424V Hematology/Onc–Basic Research (2–12 Credits)
Hematology/Onc–Basic Research.

INTM 84251 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 84254 General Oncology (4 Credits)
General Oncology.

INTM 8426V Cardiology (2–12 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 8427V Clinical Endocrinology (2–12 Credits)
Clinical Experience in Endocrine-Metabolic Medicine, UAMS and/or LRVAH Hospital. Clinical Experience in diabetes (integrated with primary care) in the UA firm.

INTM 8428V Gastroenterology (2–12 Credits)
Gastroenterology.

INTM 8429V Palliative Care (2–12 Credits)
Palliative Care.

INTM 8430V General Hematology/Oncology (2–12 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 8433V Infectious Disease (2–12 Credits)
Infectious Disease.

INTM 8434V General Pulmonary (2–12 Credits)
General Pulmonary.

INTM 8435V Pulmonary Consultation (2–12 Credits)
Pulmonary Consultation.

INTM 8436V Renal Medicine (2–12 Credits)
Renal Medicine.

INTM 8437V Rheumatology (2–12 Credits)
Rheumatology.

INTM 8438V Intensive AI in Internal Medicine (2–12 Credits)
Intensive Medicine AI will be a more rigorous version of the existing Medicine AI course. The broad goal of this experience is to prepare students for their internships, whether it will be surgical, medical, pediatric, or other. Students will be expected to do 4-6 short calls and a capstone project during this block.

INTM 8439V Hospitalist Night Medicine (2–12 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 8440V ECG- NWA (2–12 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 84432 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 84442 Intro to Critical Care Medicine (2 Credits)
Intro to Critical Care Medicine (CCM) will introduce you to critical care practices. It will ease the transition between the fourth year and internship by providing usable knowledge and familiarity with routine practices in the medical intensive care unit.

INTM 8495V Away-Internal Medicine (2–12 Credits)
Away-Internal Medicine.

INTM 8499V Research–Internal Medicine (2–12 Credits)
Research in Internal Medicine. Faculty and student will determine specific research assignment.

ISHP 13013 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.

ISHP 24034 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.

ISHP 24044 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.

ISHP 24054 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.

ISHP 31031 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.

Student is a member of the UAMS Instructor Consent Student Cohort.

ISHP 31041 Health Care Management Issues for Allied Health (1 Credit)
Problems related to management issues commonly seen in the professional work place.

ISHP 33043 Management of Information Systems (3 Credits)
This course will allow students to apply computer technology and information concepts to the decision making process in the health care environment. Acquisition of systems, systems analysis life cycle, design, implementation, and evaluation will be explored along with issues relating to system security. Systems found in health care will be reviewed as will problems, limitations and future trends. The roles of administrator, clinician, and information manager within health care of various systems will be examined. Database architecture and design with interface design will be studied.

ISHP 33053 Reg Stds & Accreditation (3 Credits)
Addresses the regulatory standards for documentation of various agencies for acute care, rehabilitation, skilled nursing and other types of facilities. Also covers standards for records and data transmission from such external agencies such as ANSI, HL-7, ASTM, HIPAA, and others. Reviews accreditation standards as well as licensure requirements for acute care, rehab, state health, and others.

ISHP 33103 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

ISHP 41001 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.

ISHP 41331 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.

ISHP 42032 Topics in the Health Professions (2 Credits)
Topics in the Health Professions.

ISHP 42053 Introduction to Healthcare Administration (3 Credits)
Introduction and analysis of the healthcare administration profession. This course will provide an overview of the healthcare organization from the various perspectives of the administrative duties that are involved. In addition, numerous factors that can affect the operation, coordination, and services of a healthcare organization will be discussed. Sponsoring department: Radiologic Imaging Sciences.

ISHP 42632 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.

ISHP 42852 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.

ISHP 43033 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. Sponsoring department: Radiologic Imaging Sciences.

ISHP 4304V Independent Study in Health Professions (1–5 Credits)

ISHP 43983 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: Radiologic Imaging Sciences.

ISHP 4700V Directed Study in Professional Practice (1–6 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.

ISHP 51001 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.

ISHP 53033 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.

ISHP 53103 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

ISHP 53153 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.

MBIM 5033 Medical Microbiology (4) (I) (3 Credits)
Lectures, case presentations, conferences, and laboratories consider the basic biology of pathogenic bacteria, fungi, and viruses and their role in the causation of human disease

MBIM 5101011484 Scientific Writing (1 Credit)
Students will strengthen their basic writing skills in areas such as grammar, paragraph development, sentence structure, and audience analysis while producing documents relevant to their careers. In consultation with the instructor, students may choose to produce documents such as abstracts, research proposals, manuscripts, literature reviews and grants.

MBIM 51033 Immunology (3 Credits)
Lectures pertaining to 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 51043 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 51061 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 5107V 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 51091 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 51101 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 5203V Master's Thesis (1–6 Credits)
Prerequisite: graduate standing and consent.

MBIM 52133 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.

Student has completed all of the following course(s): MBIM 51033–Immunology with grade greater than or equal to C (UAMS Graduate Grading Scheme).

MBIM 52233 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.

Student has completed all of the following course(s): MBIM 51043–Basic Principles of Microbiol with grade greater than or equal to C (UAMS Graduate Grading Scheme).

MBIM 52333 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 6203V Doctoral Dissertation (1–10 Credits)
Prerequisite: candidacy and consent.

MBIM 62044 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.

Student has completed any of the following course(s): MBIM 51033–Immunology, MBIM 51043–Basic Principles of Microbiol, MODU 8103V–Disease and Defense with grade greater than or equal to C (UAMS Graduate Grading Scheme).

MBIM 62054 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.

Student has completed all of the following course(s): MBIM 62044–Adv Micro Immuno Mech with grade greater than or equal to C (UAMS Graduate Grading Scheme).

MBIM 82034 Microbiology (4 Credits)
Microbiology.

MBIM 8403V Research Microbiology & Immunology (2–12 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.

MEDH 74042 Medicine In Literature (2 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.

MEDH 74142 Art and Medicine (2 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 "artistry," 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.

MEDH 82002 Medical Ethics (2 Credits)
Medical Ethics.

MEDH 84002 Death and Dying (2 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.

MEDH 84032 Biomedical Ethics (2 Credits)
This is a seminar-style class covering a range of topics in bioethics that are pertinent to the life of a physician.

MEDH 84052 History Of American Medicine (2 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.

MEDH 84072 Law and Medicine (2 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.

MEDH 84102 Diseases from Antiquity to Now (2 Credits)
Diseases from Antiquity to Now.

MEDH 84152 Global Health Ethics (2 Credits)
Global Health Ethics.

MEDH 84162 Perspectives on Women's Health (2 Credits)
Perspectives on Women's Health.

MEDH 8417V Religion and Medicine (1–16 Credits)
Religion and Medicine.

MEDH 8418V Religion and Clinical Practice (1–16 Credits)
Religion and Clinical Practice.

MEDH 84192 Medical Spanish (2 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.

MEDH 84202 Women's Health (2 Credits)
Women's Health.

MEDH 84232 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.

MEDH 84242 Caring for Vulnerable Patients (2 Credits)
What makes someone vulnerable? How should healthcare professionals address vulnerabilities experienced by their patients? This course will give students the opportunity to explore these topics with a flexible schedule that includes didactics, invited speakers from the community, and independent study of first-person narratives in art, film/theatre, and literature.

MEDH 84252 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.

MEDH 84262 Healthcare Narratives in Popular Media (2 Credits)
Healthcare providers encounter misconceptions about health and medicine. Most of these ideas rise from and are reinforced by narratives in popular culture, including television and movies. We will deploy tools in media studies to sharpen critical thinking skills and help you identify and combat these narratives and misconceptions.

MEDI 8400V Practice of Medicine I Small Group (1–16 Credits)
Practice of Medicine I Small Group.

MEDI 8403V Dual Degree Programs (2–12 Credits)
This course is used to transfer hours from the Graduate School, Master of Public Health or JD Schools.

MEDI 84044 Infectious Disease NWA (4 Credits)
Infectious Disease NWA.

MEDI 84054 Performance Measure/Quality Improve (4 Credits)

MEDI 8406V Review Of Physiology (1–16 Credits)
Review Of Physiology.

MEDI 84074 Clinical Prevention and Nutrition (4 Credits)
Clinical Prevention and Nutrition.

MEDI 84082 Personal and Professional Financial Essentials for Physicians (2 Credits)
We will prepare students for personal financial issues including debt management, insurance, taxes, and investing, as well as basics of medical business such as billing, coding, and compensation. We will include malpractice avoidance, estate planning, and avoiding major financial mistakes.

MEDI 84091 Artificial Intelligence in Med (1 Credit)
Artificial Intelligence in Med.

MEDI 8410V Alcohol and Drug Dependency (1–16 Credits)
Alcohol and Drug Dependency.

MEDI 8413V Senior Specialties–Neuro/NS (1–16 Credits)
Senior Specialties–Neuro/NS.

MEDI 84141 Expert Systems in Medicine (1 Credit)
Expert Systems in Medicine.

MEDI 8415V Alcohol and Drug Dependency (1–16 Credits)
Alcohol and Drug Dependency.

MEDI 8416V Simulation Education (2–4 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.

MEDI 84182 What to do when the pager goes off (2 Credits)
What to do when the pager goes off.

MEDI 8419V Medical Missions–Third World (2–12 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."

MEDI 84201 Step 1/NBME Review (1 Credit)

MEDI 8423V Attending-Clin Skills/Sim Center (2–12 Credits)
Attending-Clin Skills/Sim Center.

MEDI 8424V Attending–ACH PULSE Center (1–12 Credits)
Attending–ACH PULSE Center.

MEDI 8425V Resident Survival Week (1–16 Credits)
Resident Survival Week.

MEDI 8426V Generic Research Elective (2–12 Credits)
Generic Research Elective.

MEDI 8427V Independent Clinical Study (2–12 Credits)
Independent Clinical Study.

MEDI 8428V 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.

MEDI 84294 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.

MEDI 84302 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.

MEDI 84332 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.

MEDI 84342 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.

MEDI 84352 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.

MEDI 8436V COVID Practical Experience (1–4 Credits)
The course is to encourage students to volunteer and participate in meaningful community interactions as part of their academic success. The course is variable credit (1 to 4 credits). The credit can only be documented in whole credits. The number of credits that a student receives will be managed and calculated by the College of Medicine. The College of Medicine will be tracking the hours on a spreadsheet and converting the hours to credits for senior level electives only. This course is open for all students to participate it. The hour(s) for the course will post on the student transcript the semester of his/her graduation. The course credits can only be posted one time for a student. The course is not taken for enrollment.

MEDI 84432 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.

MEDI 8444V 12th St Health Center- Part 2 (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.

MEDI 84452 Harmony Health Clinic- Part 1 (0 Credits)
Harmony Health Clinic Senior Elective- Part 1.

MEDI 8446V Harmony Health Clinic- Part 2 (2–4 Credits)
Harmony Health Clinic Senior Elective- Part 2.

MEDI 84472 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.

MEDI 84482 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.

MEDI 84532 Practice of Medicine 1 Facilitator–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.

MEDI 84542 Practice of Medicine 1 Facilitator–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.

MEDI 84552 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 ant 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.

MEDI 84562 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 ant 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.

MEDI 84572 Practice of Medicine 2 Facilitator–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.

MEDI 84582 Practice of Medicine 2 Facilitator–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.

MEDI 84633 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.

MEDI 84642 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.

MEDI 84652 Professional Communication and Interviewing Skills for Medical Students: A Toastmasters-Based Program (2 Credits)

This course applies the evidence-based communication framework of Toastmasters International to the context of medical education. Through structured speaking exercises, peer evaluations, and simulated interview experiences, students will develop confidence and competence in professional communication. Emphasis on patient-centered dialogue, professional presentation, and effective interviewing skills for clinical and residency settings.

MEDI 8495V Away Rotation (2–12 Credits)

Away Rotation.

MLSC 31101 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 31201 Body Fluids Laboratory for 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 32143 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 41161 Immunohematology Laboratory (1 Credit)

This course includes laboratory experiences that emphasize pre transfusion immunohematology testing to include ABO/Rh typing, antibody identification, and compatibility to ensure safe and effective blood component therapy. Includes techniques to manage maternal and neonatal blood incompatibilities.

MLSC 41171 Molecular Diagnostic Laboratory (1 Credit)

This course offers laboratory experiences, which emphasize basic molecular techniques such as DNA extraction and quantitation, restriction enzyme digestion, polymerase chain reaction and agarose gel electrophoresis.

MLSC 41201 Phlebotomy Internship (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 41261 Immunohematology Laboratory for Distance Learning (1 Credit)

This course includes online laboratory experiences that emphasize pre transfusion immunohematology testing to include ABO and Rh typing, antibody identification, and compatibility to assure the safe and effective transfusion of blood components. Includes techniques to manage maternal and neonatal blood incompatibilities.

MLSC 41271 Molecular Diagnostic Laboratory for Distance Learning (1 Credit)

This course includes online laboratory experiences to emphasize molecular techniques such as DNA extraction and quantitation, restriction enzyme digestion, polymerase chain reaction and agarose gel electrophoresis. The course includes application of molecular laboratory testing to the medical decision-making process.

MLSC 41301 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.

Students who specified one or more of these Programs of Study or Program Foci: Medical Laboratory Science (MLT-to-MLS) Bachelor of Science, Medical Laboratory Science (Traditional) Bachelor of Science, Medical Laboratory Science Non-Degree.

MLSC 41381 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 42102 Hematology Laboratory (2 Credits)
This course provides hands on student laboratory experiences, with emphasis on quantitative and qualitative techniques to evaluate the number, function, and morphology of blood cells in bone marrow and peripheral blood. In addition, focus is placed on testing methodology to diagnose and monitor treatment for hematologic and hemostatic disorders.

MLSC 42142 Parasitology (2 Credits)
This course examines the study and identification of human parasites of medical significance. Identify clinical signs, symptoms, treatment, and epidemiology associated with human parasitic disease. Examine specimen collection and transportation. The course includes laboratory methods used to detect and identify parasites.

MLSC 42152 Clinical Microbiology Laboratory (2 Credits)
This course emphasizes laboratory procedures within diagnostic clinical microbiology. Content includes detection and identification of pathogenic microorganisms from clinical specimens. Antimicrobial susceptibility testing is also discussed.

MLSC 42162 Chemistry Case Development & Review (2 Credits)
The student will apply acquired theory and skills to analyze and correlate the relationship between chemistry laboratory results and patient diagnosis and the progression of the disease. In addition to reviewing clinical chemistry principles, students will develop a case study that will demonstrate the value of laboratory results on patient care.

Student has completed all of the following course(s): MLSC 45145–Clinical Biochemistry.

MLSC 42172 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 42202 Hematology Laboratory for Distance Learning (2 Credits)
This course offers virtual laboratory experiences, which emphasize quantitative andqualitative techniques to evaluate the number, function, and morphology of blood cells in bone marrowand peripheral blood. Includes testing methods to diagnose and monitor treatment for hematologic and hemostatic disorders.

MLSC 42232 Body Fluids (2 Credits)
Theory and techniques of analyzing urine, cerebrospinal, synovial, amniotic, and other body fluids. Correlates chemical, cellular, and micro-biological findings in normal and disease states.

MLSC 42252 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.

Students who specified one or more of these Programs of Study or Program Foci: Medical Laboratory Science (MLT-to-MLS) Bachelor of Science, Medical Laboratory Science (Traditional) Bachelor of Science, Medical Laboratory Science Non-Degree.

MLSC 42302 Hematology Case Development & Review (2 Credits)
This course emphasizes critical analysis and correlation of clinical hematology and coagulation laboratory results to patient diagnoses and monitoring the progression of diseases. In addition, focus is on review of case studies to demonstrate the inter-professional nature of laboratory results to the delivery of health care today.

Student has completed all of the following course(s): MLSC 42202–Hematology Laboratory for Distance Learning, MLSC 43133–Hematology.

MLSC 42352 Microbiology Case Development & Review (2 Credits)
The student will apply the theory and skills acquired from Clinical Microbiology and Parasitology courses to gain experience in the analysis of clinical microbiology test results. In addition to a comprehensive review of all clinical microbiology principles, students will analyze clinical case studies and correlate the relationship between laboratory results, diagnosis, and the progression of the disease.

Student has completed all of the following course(s): MLSC 42142–Parasitology, MLSC 43153–Clin Microbiology.

MLSC 42362 Clinical Microbiology Laboratory for Distance Learning (2 Credits)
This online laboratory course emphasizes procedures within diagnostic clinical microbiology. Content includes detection and identification of pathogenic microorganisms from clinical specimens. Antimicrobial susceptibility testing is also discussed.

MLSC 42402 Immunohematology Case Development & Review (2 Credits)
Through the analysis of clinical case studies, students will correlate immunohematology laboratory findings with patient conditions and develop evidence-based decisions for selecting appropriate blood components and donor products. The course emphasizes critical thinking, problem-solving, and the integration of laboratory data in blood bank practice.

Student has completed all of the following course(s): MLSC 41261–Immunohematology Laboratory for Distance Learning, MLSC 43163–Immunohematology.

MLSC 43103 Immunology and Virology (3 Credits)
This course examines entry-level immunology and virology concepts, which include mechanisms of normal and abnormal immune responses, clinical immunology techniques, immune-related disease states, and diagnostic virology. The course focuses on clinical immunology laboratory methods applicable for the medical laboratory sciences student.

MLSC 43133 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 43143 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 43153 Clinical Microbiology (3 Credits)
This course includes concepts of isolation, cultivation and identification of normal flora and clinically significant bacteria and fungi from clinical specimens, correlation of the isolated organisms to disease states, and susceptibility testing of bacteria.

MLSC 43163 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 43214 Blood Bank Extended Clinical Internship (4 Credits)
This course reinforces previously learned content by providing hands on clinical experience through an extended supervised practical experience in the clinical blood bank and transfusion services laboratory. Emphasis will be given to on principles, procedures, and quality assurance. Includes management practices and development of professional behavior.

MLSC 43224 Chemistry Extended Clinical Internship (4 Credits)
This course reinforces previously learned content by providing hands-on clinical experience through an extended supervised practical experience in the clinical chemistry laboratory. Students may also complete supplemental rotations in immunology and molecular diagnostics. Emphasis is placed on procedures, techniques, diagnostic correlations, quality assurance, management practices and development of professional behavior.

MLSC 43234 Hematology Extended Clinical Internship (4 Credits)
This course reinforces previously learned content by providing hands-on clinical experience through an extended supervised practical experience in the clinical hematology and coagulation laboratory. Emphasis will be given to on principles, procedures, and quality assurance.

MLSC 43244 Microbiology Extended Clinical Internship (4 Credits)
This course reinforces previously learned content by providing hands-on clinical experience through an extended supervised practical experience in the clinical microbiology and mycology laboratory. Emphasis on principles, procedures, and quality assurance. Includes management practices and development of professional behavior.

MLSC 43303 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 43353 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 43403 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 43453 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 processed in preparation for the program's comprehensive final exam.

MLSC 45145 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.

MODU 8100V Brain and Behavior (1–10 Credits)
This course is a broad overview of the basic science of the neurological system and of behavioral science. It includes both normal and abnormal states for both systems.

MODU 8103V Disease and Defense (1–10 Credits)
This course is a broad overview of the immune system and of basic pathobiology.

MODU 8104V Human Structure (1–10 Credits)
This course is an in depth study of clinically relevant human anatomy.

MODU 8105V Molecules to Cells (1–10 Credits)
This course covers clinically relevant biochemistry, cell biology, and human genetics.

MODU 8106V Hematology (M1) (1–10 Credits)
This course is an overview of the human hematologic system in both normal and abnormal states.

MODU 81073 Introduction to Primary Care (3 Credits)
This course is an introduction to the basic concepts of primary care medicine. The course content will include concepts including: organization and delivery of primary care, patient-centered medical home, preventive medicine and appropriate disease screening, patient safety and quality improvement, and coordination of community resources.

MODU 81553 Practice of Medicine 1- Part 1 (5 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 81564 Practice of Medicine 1- Part 2 (3 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 8200V Musculoskeletal/Skin (1–10 Credits)
This course is a broad overview of the musculoskeletal and dermatologic systems in both health and disease states.

MODU 82033 Hematology (3 Credits)
Hematology.

MODU 8204V Cardiovascular/Renal/Pulmonary (1–10 Credits)
Cardiovascular/Renal/Pulmonary.

MODU 8205V GI and Nutrition (1–10 Credits)
This course provides a comprehensive overview of the gastrointestinal system and human nutrition.

MODU 8206V Endocrine/Reproduction (1–10 Credits)
This course is an in depth study of the human endocrine and reproductive systems. It covers both normal and pathological conditions.

MODU 8207V Capstone (1–10 Credits)
This course is a preparation course for the USMLE step 1 examination.

MODU 8208V Cardiovascular (1–10 Credits)
This course is an overview of the cardiovascular system, both normal and abnormal. Pharmacology of relevant drugs is included. 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 8209V Pulmonary (1–10 Credits)
This course is a broad overview of the human pulmonary system in health and disease. Relevant microbiology and pharmacology are included. 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 8210V Renal (1–10 Credits)
This course is an exploration of the human renal system in health and disease. Relevant pharmacology and microbiology are included. 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 82131 Independent Step 1 Study (1 Credit)
The Independent Step 1 Study course prepares students to take the United States Medical Licensing Exam (USMLE) Step 1. Each student develops an individual learning plan (ILP) and works with faculty guidance and feedback to follow the ILP and adapt the ILP as needed.

MODU 82554 Practice of Medicine 2- Part 1 (2 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 82562 Practice of Medicine 2- Part 2 (2 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 83001 Clerkship Didactics (1 Credit)

MODU 8302 Transition to Clerkships (1–4 Credits)
This course prepares you for the clinical clerkships and beyond. We will cover all aspects of working with patients and working with physicians, nurses, and staff. HIPAA, social determinants of health, how to study for NBMEs, professional identity, history taking, and EPIC are some of the variety of topics.

MODU 8355V Practice of Medicine 3 - Part A (1-8 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 8356V Practice of Medicine 3 - Part B (1-8 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 84551 Residency Preparation 101- Part 1 (1 Credit)
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 84561 Residency Preparation 101- Part 2 (1 Credit)
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.

NBDS 51003 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.

NBDS 51033 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 51043 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 51051 Seminar (I, II) (1 Credit)

NBDS 51063 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 5107V Research (I, II, S) (1–9 Credits)
Credits to be arranged.

NBDS 51081 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.

Student has satisfied all of the following:
[Student has completed all of the following course(s): NBDS 51003 - Basic Neuroscience with grade greater than or equal to C (UAMS Graduate Grading Scheme).]
And Student has satisfied all of the following:
[Student is a member of the UAMS Instructor Consent Student Cohort].

NBDS 51093 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.

Student is a member of the UAMS Instructor Consent Student Cohort.

NBDS 5110V Special Topics in Neurobiology (1–3 Credits)
This course gives in-depth consideration of topics of current researh 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 mutiple credits to a maximum of 6 hours.

NBDS 5113V Master's Thesis (1-6) (I, II, S) (1–6 Credits)
Prerequisite: graduate standing and consent.

NBDS 6200V Doctoral Dissertation (1-10) (I, II, S) (1–10 Credits)
Prerequisite: candidacy and consent.

NEUR 83004 Neurology (4 Credits)
This clerkship is an overview of clinical neurology. In addition to relevant didactic sessions, students participate in both inpatient and outpatient care of neurology patients.

NEUR 8400V Clinical Study–Neurology (2–12 Credits)

NEUR 84044 Neurology (4 Credits)
This clerkship is an overview of clinical neurology. In addition to relevant didactic sessions, students participate in both inpatient and outpatient care of neurology patients.

NEUR 8405V Neurology (1–16 Credits)
Neurology.

NEUR 8406V Topics In Neurobiology (2–12 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 8407V Neurophys of Voluntary Movement (2–12 Credits)
Neurophys of Voluntary Movement.

NEUR 84084 Advanced Neurology (4 Credits)
Advanced Neurology.

NEUR 8409V AI In Neurology (2–12 Credits)

AI In Neurology.

NEUR 8495V Away-Neurology (2–12 Credits)
Away-Neurology.

NEUR 8499V Research–Neurology (4–12 Credits)
Research in Neurology. Faculty and student will determine specific clinical assignment.

NMIS 41151 Radiopharmacy I (1 Credit)
Radiopharmaceutical preparation for diagnostic use to include quality control. Chemical, physical, and biological properties of radiopharmaceuticals will be examined.

NMIS 41161 Journal Review and Research Methods (1 Credit)
Critical evaluation of medical scientific literature to include statistical evaluation methods and presentation techniques.

NMIS 42102 Introduction to Nuclear Medicine (2 Credits)
Survey course for all phases of nuclear medicine technology.

NMIS 42132 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 42142 Instrumentation I (2 Credits)
Operational principles of radiation detection equipment to include statistical applications and quality control.

NMIS 42202 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.

Student has completed all of the following course(s): NMIS 42132–Nuclear Physics.

NMIS 42232 Instrumentation II (2 Credits)
Advanced application of radiation detection theory and instrumentation.

Student has completed all of the following course(s): NMIS 42142–Instrumentation I.

NMIS 42242 Radiation Biology (2 Credits)
A study of the interactions of ionizing radiation with human tissues and the potential biological effects resulting from such interactions.

Student has completed all of the following course(s): NMIS 42132–Nuclear Physics.

NMIS 42252 Radiopharmacy II (2 Credits)
Radiopharmaceutical preparation for diagnostic use, to include quality control. Chemical, physical, and biological properties of radiopharmaceuticals will be examined.

Student has completed all of the following course(s): NMIS 41151–Radiopharmacy I.

NMIS 42402 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 43103 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 43203 Clinical Procedures and Diagnosis II (3 Credits)
Continued study of application of radiopharmaceuticals for diagnostic use. In vitro and therapeutic procedures are introduced.

Student has completed all of the following course(s): NMIS 43103–Clin. Proc. & Diag. I.

NMIS 45175 Clinical Internship I (5 Credits)
Practical application of course work presented in the classroom. Students are assigned educational experiences in clinical imaging, radioimmunoassay, and radiopharmaceutical preparation.

NMIS 45245 Clinical Internship II (5 Credits)
Continuation of clinical course work at the intermediate level.

Student has completed all of the following course(s): NMIS 45175–Clinical Internship I

NMIS 45375 Clinical Internship III (4 Credits)
Continuation of clinical course work at the advanced level.

Student has completed all of the following course(s): NMIS 45245–Clinical Internship II

NSRG 83002 Neurosurgery–(M3) Selective (2 Credits)
This M3 selective gives interested students an opportunity to learn the basics of Neurosurgery.

NSRG 8403V Neurosurgery (1–16 Credits)
Neurosurgery.

NSRG 8404V Neurosurgery (2–12 Credits)
Neurosurgery.

NSRG 8405V 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.

NSRG 8495V Away-Neurosurgery (2–12 Credits)
Away-Neurosurgery.

NURS 31146 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 31153 Clinical Pharmacology in Nursing (3 Credits)
Relates principles of pharmacotherapeutics, pharmacodynamics, and medication administration within major drug classifications. Emphasizes application of knowledge in nursing care.

NURS 31165 Nursing Care of the Childbearing Family (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.

NURS 31175 Nursing Care of Children Theory & Practicum (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.

NURS 31185 Foundations of Professional Nursing Theory (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. Uses the nursing process to plan nursing care to clients across the lifespan.

NURS 31195 Foundations of Professional Nursing Clinical (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.

NURS 32103 Therapeutic Communication and Mental Health Nursing (3 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. 22.5 hours of clinical practice.

NURS 32161 Capstone I (1 Credit)
Capstone I prepares students to take the NCLEX-RN examination by reviewing knowledge and skills presented in previous courses and reinforcing content delivered in concurrent courses.

NURS 32171 ATI Summer Seminar (1 Credit)

ATI Summer Seminar guides students through remediation of first year courses and promotes readiness for the ATI comprehensive predictor and NCLEX exam.

NURS 32901 Professional Nursing I: Introduction to Professional Nursing Practice (1 Credit)
Students are introduced to the role of the professional nurse with an emphasis on safety, legal and ethical principles, and clinical judgment. Students will also learn the principles of therapeutic communication and methods for effective communication with the nursing team.

NURS 33002 Professional Nursing II: Health Care Systems and Quality Care (2 Credits)
Students are introduced to the health care delivery system and the role of the professional nurse in collaborating with the health care team to help patients and families meet optimum clinical outcomes.

NURS 33033 Professional Nursing Ill: Introduction to Evidence-Based Practice and Nursing Research (3 Credits)
Students are introduced to the evidence-based practice process and the role of the professional nurse in nursing research.

NURS 33043 Professional Nursing IV: Leadership and Management of Care Concepts (3 Credits)
Students are introduced to the concept of leadership and related management of care principles to ensure optimal clinical outcomes to meet health care standards and organizational goals.

NURS 33053 Professional Nursing V: Concept Synthesis (3 Credits)
Students synthesize program concepts to prepare, practice, and test for the national licensure examination for registered nurses.

NURS 33065 Foundations of Nursing Practice (5 Credits)
Students are introduced to health promotion and use of best practices for individuals across the lifespan to meet their basic needs through simulated learning activities. In the clinical learning environment, students focus on learning to safely perform beginning psychomotor skills, including activities of daily living and infection control.

NURS 33072 Basic Pharmacology I (2 Credits)
Students are introduced to the role of the professional nurse in medication administration and drug dosage calculation. Students will also learn the principles of pharmacokinetics and pharmacodynamics as they impact nursing care.

NURS 33082 Basic Pharmacology II (2 Credits)
Students focus on the role of the professional nurse in medication administration and drug dosage calculation for patients across the lifespan who have complex, emergent, and/or multi-system medical-surgical and mental/behavioral health problems.

NURS 33097 Health and Illness Concepts I: Care of Clients With Common Health Problems (7 Credits)
Students focus on nursing care for adult patients experiencing common acute and chronic medical-surgical and mental/behavioral health problems. In the clinical learning environment, students learn how to care for adult patients in a variety of health care settings.

NURS 33105 Health and Illness Concepts II: Care of the Childbearing and Childrearing Family (5 Credits)
Students focus on nursing care for families to include the childbearing woman and pediatric patients from newborn through adolescence. In the clinical learning environment, students learn how to care for low-risk perinatal women and pediatric patients who have common health problems.

NURS 33137 Health and illness Concepts Ill: Care of Patients with Complex Health Problems (7 Credits)
Students focus on nursing care for adult patients experiencing acute complex medical-surgical and mental/behavioral health problems. In the clinical learning environment, students learn how to care for adult patients in a variety of health care settings.

NURS 33144 Health and Illness Concepts IV: Care of Vulnerable Populations (4 Credits)
Students focus on nursing care for vulnerable populations in community and public health environments. In the clinical learning environment, students conduct individual, family, and population assessments to develop nursing interventions in a variety of community settings.

NURS 33157 Health and Illness Concepts V: Care of Clients with Multi-System Health Problems (7 Credits)
Students focus on nursing care for adult patients experiencing emergent and/or multi-system health problems. In the clinical learning environment, students learn how to care for adult patients in a variety of health care settings.

NURS 33165 Professional Nursing V: Clinical Immersion Capstone (5 Credits)
Students prepare for role transition to practice as an entry-level professional nurse under the guidance of RN preceptors in a clinical immersion experience.

NURS 33168 Capstone: Transition to Professional Practice (8 Credits)
This course integrates the synthesis of program concepts with a clinical immersion experience under the supervision of RN preceptors. Students transition to the role of the entry-level professional nurse while applying knowledge and skills in real-world settings. Emphasis is place on the refinement of clinical judgment, professional role development, and preparation for the National Council Licensure Examination for Registered Nurses (NCLEX-RN).

NURS 41103 Introduction to Research and Evidence-Based Practice (2 Credits)
Introduction to research methodology, critical appraisal of research literature, application of findings to nursing practice, and identification of clinical problems for study.

NURS 41135 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 41143 Leadership and Professionalism in Nursing Practice (3 Credits)
Addresses professional development needed to enhance nursing practice.

NURS 41303 Professional Transitions (3 Credits)
Professional Transitions prepares the RN-BSN student to identify and analyze the knowledge and skills needed to enhance the role of the professional nurse. The course provides the student with an overview of the role of the baccalaureate nurse. The student investigates current issues and trends impacting the nursing profession.

NURS 41333 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 41353 Nursing Leadership & Management (3 Credits)
Nursing Leadership and Management integrates concepts of leadership, management, communication, delegation, conflict resolution, ethics, and organizational structure.

NURS 41373 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 41383 Health and Cultural Assessment (3 Credits)
Health and Cultural Assessment equips students with the knowledge and skills to complete a comprehensive health assessment. The course assesses human differences, biases, and stereotypes to provide culturally competent nursing care.

NURS 41393 Nursing Leadership and Management (3 Credits)
Nursing Leadership and Management focus on the principles of leadership and management in various healthcare environments. The course integrates the concepts of communication, delegation, conflict resolution, and organizational structure.

NURS 42105 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.

NURS 42136 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. 112 hours of clinical practice.

NURS 42146 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. 112.5 hours of clinical practice.

NURS 42161 Capstone II (1 Credit)
Capstone II prepares students to take the NCLEX-RN examination by reviewing knowledge and skills presented in previous courses and reinforcing content delivered in concurrent courses. This course builds on the Capstone I course.

NURS 42303 Nursing Informatics (3 Credits)
Nursing Informatics is an introduction to computers and nursing informatics focusing on applications to the nursing profession and healthcare system. The concepts of telehealth are examined to enhance patient-centered care outcomes.

NURS 42352 Cultural Competency in Nursing (2 Credits)
Cultural Competency in Nursing addresses human differences, biases, and stereotypes to provide culturally competent nursing care.

NURS 42393 Policy, Legal, and Ethical Issues in Nursing (3 Credits)

Policy, Legal, and Ethical Issues in Nursing identifies the knowledge and skills needed to provide safe professional nursing practice. The course examines current issues and ethical dilemmas impacting the nursing profession. This course evaluates the legality of policies governing nursing practice.

NURS 42404 Holistic Care of the Older Adult Theory and Practicum (4 Credits)
Holistic Care of the Older Adult addresses developmental tasks and responses to changes in the health status of the aging adult. The nursing process is applied to the care of diverse older adult patients and families.

NURS 4717V Special Topics (1–6 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.

NURS 49103 Independent Study (2.5 Credits)

NURS 49131 Senior Capstone (1 Credit)
This course prepares students to take the NCLEX-RN examination by reviewing knowledge and skills presented in previous courses.

NURS 49303 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.

NURS 49333 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 49404 Community Health Nursing Theory and Practicum (4 Credits)
Community Health Nursing Theory and Practicum aims to analyze the nursing role as it relates to population-based health. The course provides an integrated experience exploring the concepts of community-based nursing care.

NURS 51003 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.

NURS 51033 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.

NURS 51043 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.

NURS 51103 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 51133 Clinical Management of Child/Family Practicum (2.5 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 51143 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 51153 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 51164 Clinical Management of Adult & Family Practicum (4 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 51243 Pediatric Primary Care Nursing Practicum I (3 Credits)
Provides a background in heath 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. To complete 270 hours clinical practice.

NURS 51273 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 adult hood 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 51283 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. Clinical practice consists of 270 hours.

NURS 51303 Fundamentals of Midwifery (2 Credits)
The course explores the role of the nurse-midwife in contemporary society. The historic, political and economic bases of nurse-midwifery practice are examined. Students will become familiar with documents of American College of Nurse-Midwives, as well as regulations and legislation which guide, interpret, and provide a legal and ethical base for future nurse-midwifery practice.

NURS 51342 Fundamentals of Maternal and Neonatal Anatomy and Physiology (3 Credits)
This course builds on advanced physiology and pathophysiology to examine maternal and neonatal anatomy and physiology within the context of the childbearing continuum. Students will gain an integrated understanding of human development from conception through pregnancy and birth to postpartum recovery, lactation, and neonatal adaptation—forming a critical knowledge base for midwifery practice. Core content includes reproductive anatomy, endocrine regulation, fertilization, embryonic development, and human genetics. The course also addresses physiologic adaptations across major maternal body systems during pregnancy, labor, and the puerperium, as well as placental function and fetal growth. Additional topics include pharmacologic principles and drug metabolism relevant to pregnancy, postpartum, and lactation. Course content aligns with the American College of Nurse-Midwives (ACNM) Standards of Practice and the Core Competencies established by the Accreditation Commission for Midwifery Education (ACME).

NURS 51353 Midwifery Care of the Pregnant Woman: Antepartum Theory (3 Credits)
This course provides an overview of the physiology of pregnancy. The focus is on pregnancy assessment, risk reduction, health promotion, and management of common antepartum concerns within a nurse-midwifery model of care. Deviations of normal processes and guidelines for care of women with prenatal conditions are emphasized. Additional focus will be on developing competence within the Nurse-Midwifery role and cost, quality, and safety of nurse midwifery practice models.

NURS 51364 Intrapartum, Postpartum, Neonatal Midwifery Care Clinical (3 Credits)
The focus of this course is on the delivery of care for mothers and newborns during intrapartum and postpartum periods, including risk assessment and differentiating normal from abnormal in the mother and newborn. The emphasis of this course is on the formulation and management of individualized treatment plans based on diagnostic findings and evidence-based practice models during the intrapartum, postpartum and neonatal periods of care, that includes differentiating normal from abnormal, and appropriate collaboration, consultation, and/or referral. Course content is based on the American College of Nurse-Midwives Standards of Practice (ACNM) and Core Competencies set by the Accreditation Commission for Midwifery Education (ACME).

NURS 51373 Midwifery Management of Reproductive Health, Gynecology, and Primary Care Practicum (2 Credits)
The focus of this course is to provide the student with opportunities to integrate in-depth diagnostic and management skills for the delivery of high-quality nurse-midwifery care in the ambulatory setting. The emphasis of this course is on the formulation of nurse-midwifery management and individualized treatment plans, based on diagnostic findings and evidence-based practice. Additional focus will be on developing competence within the Nurse-Midwifery role and consideration for care of vulnerable populations. Course content is based on the American College of Nurse-Midwives Standards of Practice (ACNM) and Core Competencies set by the Accreditation Commission for Midwifery Education (ACME).

NURS 51403 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 51422 Adult-Gerontology Primary Care Psychiatric Nursing Practicum (1.5 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. 90 hours clinical practice.

NURS 51513 Psychiatric Mental Health Nursing 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 51553 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 51583 MNSc Psychiatric Mental Health Nursing Practicum I (2.5 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 51753 Theoretical Foundations for Nursing Education (3 Credits)

This course examines the theoretical knowledge and foundational philosophies needed to develop and implement the nurse educator role. This course explores educational principles and practices used to meet the learning needs of nursing students.

NURS 51783 Curriculum Development for the Nurse Educator (3 Credits)

This course analyses the theoretical underpinnings and evidence-based principles and philosophies of curriculum development. This course appraises the process of curriculum development and examines the design, implementation, and evaluation of the nursing education curriculum.

NURS 51793 Teaching Strategies and Technology for the Nurse Educator (3 Credits)

Examines principles, issues, techniques, and instructional methods in teaching healthcare providers. Focuses on the development of a variety of teaching strategies for the didactic, clinical, and online settings, and the technologic development of a blackboard online course.

NURS 51854 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 51863 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. 270 hours clinical practice.

NURS 52053 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.

NURS 52063 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.

NURS 52073 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.

To be admitted to this course, the student will have completed the following pre-requisites: admission to the Master's or DNP degree programs; admission as a non-degree-seeking student; ***or*** *consent of the course coordinator.*

NURS 52102 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 52204 Integrated Practicum for Acute Care Pediatric Nurse Practitioners (3.5 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 52233 Acutely Ill/Hospitalized Child Theory I (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 52243 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 52252 Pediatric Primary Care Nursing Practicum II (3 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 52262 Pediatric Acute Care Nursing Practicum II (3 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 52274 Integrated Practicum for Pediatric Nurse Practitioners (3.5 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 52293 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 52303 Acutely ILL/Hospitalized Child Theory III (3 Credits)

This course expands the theoretical and clinical foundation for advanced nursing practice in care of the acutely ill or hospitalized child and their family. It explores theoretical, legal, and ethical implications of interventions for the management of children with complex medical conditions. The study of individual children within the context of their families to meet short- and long- term acute care needs will be emphasized.

NURS 52341 Complex Peripartum and Neonatal Conditions (1 Credit)

Comprehensive midwifery care includes anticipating, identifying, and facilitating appropriate care for peripartum and newborn with complex conditions or complications. Evidence-based practice and clinical reasoning skills are utilized as students participate in activities that identify subjective and objective data, diagnoses, and management or referral strategies for complex conditions with attention to cultural humility, professionalism, shared decision-making, advanced communication, and interprofessional collaboration. Current scientific evidence and national guidelines are used as a foundation for prevention and management of care. Course content is based on the American College of Nurse-Midwives Standards of Practice (ACNM) and Core Competencies set by the Accreditation Commission for Midwifery Education (ACME).

NURS 52352 Midwifery Management of the Pregnant Woman: Antepartum Practicum (2 Credits)

The purpose of this course is the application of clinical assessment skills for health management of women during the antepartum period. Focus will be on risk assessment, differentiation of normal from abnormal during pregnancy, and health promotion. Emphasis will be on evidence-based practice and national standards of care within a midwifery model. Additional focus will be on developing competence within the Nurse-Midwifery role. Course content is based on the American College of Nurse-Midwives Standards of Practice (ACNM) and Core Competencies set by the Accreditation Commission for Midwifery Education (ACME).

NURS 52363 Intraparum, Postpartum, and Neonatal Midwifery Care Theory (4 Credits)

The purpose of this course is to advance essential concepts in the provision of nurse-midwifery
practice during the intrapartum, postpartum and newborn periods. The focus is to prepare for the role of the nurse-midwife within an interprofessional model of care. Acquisition of knowledge and skills necessary to deliver safe, effective, evidence-based care during the intrapartum, postpartum and newborn periods is emphasized, as well as differentiating normal from abnormal in nurse-midwifery care models. Course content is based on the American College of Nurse-Midwives Standards of Practice (ACNM) and Core Competencies set by the Accreditation Commission for Midwifery Education (ACME).

NURS 52372 Midwifery Reproductive Health, Gynecology, and Primary Care Theory (3 Credits)

This course provides conceptual and theoretical principles for health promotion, and the assessment, diagnosis, and management of gynecological, reproductive, and common non-reproductive primary care health concerns of women across the lifespan in the ambulatory care setting. The focus is preparation to implement the role of the nurse-midwife within an interprofessional model of care. Emphasis is on communication and the application of critical thinking, assessments skills, and evidence-based practice to provide safe, effective, culturally sensitive care to diverse adolescents and women. The influence of health policy and social determinants on women's health is explored. Students are prepared to implement the role of the nurse-midwife within an interprofessional, nurse-midwifery model of care.

NURS 52385 Full Scope Midwifery Integration (5 Credits)
The purpose of this course is to demonstrate readiness to practice as a safe, entry-level nurse-midwife. The focus of this course is to evaluate the achievement of incorporating the Hallmarks of Midwifery and core competencies of nurse-midwifery practice. The emphasis is on the incorporation of evidence, concepts from previous coursework, and clinical practice in the provision of care for childbearing and non-childbearing populations. Course content is based on the American College of Nurse-Midwives Standards of Practice (ACNM) and Core Competencies set by the Accreditation Commission for Midwifery Education (ACME).

NURS 52403 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.

NURS 52434 Adult-Gerontology Primary Care Nursing Practicum II (4 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 52463 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 helath problems, treatment, and legal issues for adult-gerontology primary care advanced practice registered nurse pracitioners treating adults.

NURS 52483 Adult Gerontology Primary Care Nursing Practicum I (3 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 52574 Psychiatric Mental Health Nursing Theory II (3 Credits)
This course provides theoretical foundations for advanced psychiatric mental health nursing practice across the lifespan, with emphasis on the treatment and management of mental illness, reinforcing and building upon material introduced in Theory I.

NURS 52582 Psychiatric Mental Health Nursing Practicum II (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 across the lifespan diagnosed with psychiatric disorders per the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition, Text Revision (DSM-5-TR).

NURS 52693 Nursing Administration Practicum I (3 Credits)
Guided experiences I in the practice of nursing administration in lower, middle, or higher levels in complex healthcare facilities. Settings selected based on individual student needs and course expectations. Concurrent seminars related to administrative roles. 270 clinical practice hours.

NURS 52703 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 52743 Personnel Management in Nursing (3 Credits)
Explores current personnel management issues related to nursing administration in health care systems.

NURS 52753 Law, Policy and Procedure in Healthcare (3 Credits)
Legal, policy and procedural dimensions of health care delivery and administration.

NURS 52763 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 52853 Adult/Gerontology Acute Care Nursing Theory II (3 Credits)
Expands the research-based conceptural 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 52862 Adult Gerontology Acute Care Nursing Practicum II (2 Credits)
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. 180 hours clinical practice.

NURS 52974 Case Management and Managed Care Across the Lifespan (4 Credits)
This course focuses on the process of case management when working with clients ranging in age from newborn to older adult.

NURS 53053 Advanced Health Assessment and Diagnostic Reasoning (3 Credits)
This course focuses on advanced registered nursing assessment across the lifespan, encompassing the synthesis and application of history-taking, physical examination, laboratory and diagnostic interpretation, diagnostic reasoning, and clinical decision-making within the context of diverse clients and their families across various settings. The course emphasizes culturally appropriate and client-centered care, underpinned by evidence-based research, fostering an elevated level of understanding applicable to advanced practice registered nursing. This course is complemented by experiences tailored to each specialty, focusing on the performance and interpretation of assessment and diagnostic techniques. It functions as a prerequisite for other clinical courses within the sequence.

NURS 53293 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 53573 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 53584 MNSc Psychiatric Mental Health Nursing Practicum III (4 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 across the lifespan diagnosed with psychiatric disorders per the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition, Text Revision (DSM-5-TR).

NURS 53693 Nursing Administration Practicum II (3 Credits)
Guided experiences II in the practice of nursing administration in lower, middle, or higher levels in complex healthcare facilities. Settings selected based on individual student needs and course expectations. Concurrent seminars related to administrative roles. 270 clinical practice hours.

NURS 53796 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 53852 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 53864 Adult/Gerontology Acute Care Nursing Practicum III (4 Credits)
Apply, with increasing competency, theoretical concepts from adult-gerontology acute care nursing theory courses in the management and referral of adults from across the lifespan with commonly occurring chronic and acute alterations in health patterns. Clinical competences and role integration for the Adult-Gerontology Acute Care Nurse Practitioner in multiple acute care settings are emphasized. 360 hours of clinical practice.

NURS 53903 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 53953 Nursing Education Practicum (3 Credits)
This course investigates best practices in implementing the nurse educator role through planning and developing learner-centered activities. Students implement the nurse educator role through guided experiences with a preceptor practicing in a clinical and/or academic education setting.

NURS 53973 Case Management Practicum I (3 Credits)
This course focuses on the practical application of case management in various health care settings.

NURS 54973 Case Management Practicum II (3 Credits)
This course focuses on the practical application of case management in various facilities supporting outpatient and inpatient health care.

NURS 5790V Special Topics (1–6 Credits)

To be admitted to this course, the student will have completed all of the following pre-requisites: consent of the course coordinator.

NURS 5800V Independent Study (1–3 Credits)
Provides opportunity to pursue study to meet individual student needs. May repeat to a maximum of 6 credit hours.

NURS 59951 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 defense based on specific outcomes-based criteria.

NURS 6100V Independent Study (1–6 Credits)
Provides opportunity to meet individual student needs. May repeat to a maximum of 6 credit hours.

NURS 61033 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.

NURS 61043 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.

NURS 61052 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.

NURS 61083 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.

NURS 6113V 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.

NURS 61143 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.

NURS 61161 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 NURS 62103 (Leadership in Healthcare Systems). This is a field-based experiential course.

NURS 61183 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.

NURS 61193 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.

NURS 6200V 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.

NURS 6203V Doctoral Dissertation: (1–10 Credits)
Each student must complete a minimum of eighteen (18) dissertation hours and be enrolled in dissertation hour(s) each semester (including summer after passing DCE). The number of hours each semester will be determined in conjunction with the dissertation chair. Prerequisite: candidacy status.

NURS 62103 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.

NURS 62153 Grant Writing and Development (3 Credits)
Develops skills needed to conduct preliminary pilot studies and prepare a grant proposal.

NURS 62171 Research Practicum (1 Credit)
Develop research skills needed to conduct dissertation study.

NURS 71053 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.

NURS 71103 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.

NURS 71133 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 71143 Healthcare Analytics for Nursing Practice (3 Credits)
This course prepares the Doctor of Nursing Practice to systematically apply strategic approaches for managing, analyzing and presenting healthcare data for evidence-based practice in nursing. Within the framework of scientific inquiry, students will develop the competencies needed to select and perform appropriate 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.

NURS 71153 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 71163 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.

NURS 71173 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.

NURS 71183 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 71203 Pediatric Acute Care Practicum I (4 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 280 hours.

NURS 71253 Pediatric Primary Care Practicum I (4 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. 280 hours clinical practice.

NURS 71403 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. 140 clinical practice hours.

NURS 71805 Adult Gerontology Acute Care Nursing Practicum I (4 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 72103 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 72133 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 72142 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 72153 Clinical Management of Family Reproductive Health Practicum (3 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. Clinical practice hours are 210.

NURS 72165 Clinical Management of Adult & Family Practicum (5 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. Clinical Practice hours are 350.

NURS 72175 Clinical Management of Child & Family Practicum (3 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. Clinical practice hours are 210.

NURS 72183 Introduction to Digital Health (3 Credits)
This course introduces graduate nursing students to the principles of implementation and utilization of digital health in the advanced practice nursing roles. Content emphasizes the legal, practical, and appropriate use of digital health to address the healthcare needs of patients.

NURS 72203 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. Clinical practice consists of 140 hours.

NURS 72253 Pediatric Primary Care Nursing Practicum II (3 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. 140 hours clinical practice.

NURS 72405 Adult Gerontology Primary Care Nursing Practicum I (4 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 interventions. 280 hours of clinical practice.

NURS 72802 Adult Gerontology Acute Care Nursing Practicum II (2 Credits)
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. 140 hours clinical practice.

NURS 73206 Integrated Practicum for Acute Care Pediatric Nurse Practitioners (5 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. Clinical practice consists of 350 hours.

NURS 73256 Integrated Practicum for Primary Care Pediatric Nurse Practitioners (5 Credits)
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 350 total hours of clinical practice.

NURS 73405 Adult Gerontology Primary Care Nursing Practicum II (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. 350 clinical practice hours.

NURS 73806 Adult Gerontology Acute Care Nursing Practicum III (5 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. Clinical practice hours are 350.

NURS 74004 Advanced Nursing Clinical Practice (5 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 75104 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.

NURS 75133 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.

NURS 75204 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.

NURS 75234 Advanced Physiology for Nurse Anesthesia (4 Credits)
The focus of this course is a more comprehensive exploration of advanced physiologic concepts for anesthesia practice.

NURS 75243 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.

NURS 75255 DNP Anesthesia Practicum I (4.5 Credits)
The focus of this course is physical, biophysical and anesthetic scientific knowledge integration by the "novice" student registered nurse anesthetist (SRNA) in the provision of care for relatively healthy (ASA I & II) patients.

NURS 75265 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 75302 Pathophysiology for Specialty Populations in Nurse Anesthesia (2 Credits)
This course focuses on the exploration of mechanisms and concepts of human pathophysiology in specialty populations encountered in nurse anesthesia practice.

NURS 75344 DNP Anesthesia Practicum II (4 Credits)
The focus of this course is physical, biophysical and anesthetic scientific knowledge integration by the advanced beginner student registered nurse anesthetist (SRNA) with a focus on healthy (ASA IE, IIE and 111) patients' anesthetic care.

NURS 75354 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 75363 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 75446 DNP Anesthesia Practicum III (6 Credits)
The focus of this course is physical, biophysical and anesthetic scientific knowledge integration by the "competent" student registered nurse anesthetist (SRNA) for increasingly complex patients with multiple co-morbidities, such as emergent ASA Ill, functionally incapacitated (ASA IV), and moribund (ASA V) patients, including care for patients undergoing subspecialty anesthesia, diagnostic, and surgical procedures.

NURS 75503 Psychiatric Mental Health Practicum I (4 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 across the lifespan diagnosed with psychiatric disorders per the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition, Text Revision (DSM-5-TR). 280 clinical practice hours.

NURS 75533 Psychiatric Mental Health Nursing Practicum II (3 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 across the lifespan diagnosed with psychiatric disorders per the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition, Text Revision (DSM-5-TR). 140 clinical practice.

NURS 75546 Psychiatric Mental Health Nursing Practicum III (5 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). 350 clinical practice hours.

NURS 75553 DNP Anesthesia Practicum IV (3 Credits)
The focus of this course is physical, biophysical and anesthetic scientific knowledge integration by the "competent" student registered nurse anesthetist (SRNA) for the emergent, functionally incapacitated (ASA IVE), moribund (ASA VE) and organ donor (ASA VI) patient and subspecialty anesthetic, diagnostic, and surgical procedures.

NURS 75644 DNP Anesthesia Practicum V (4 Credits)
The focus of this course is physical, biophysical and anesthetic scientific knowledge integration by the "expert" student registered nurse anesthetist (SRNA) in caring for patients across the lifespan and undergoing subspecialty anesthetic, diagnostic, and surgical procedures.

NURS 7800V Independent Study (1–3 Credits)
Provides opportunity to pursue study to meet individual student needs. May repeat to a maximum of 6 credit hours.

NURS 7920V Doctor of Nursing Practice Practicum (1–4 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 and/or complex healthcare organizations.

NUTR 5100V Research in Nutrition (1–4 Credits)
Completion of a capstone nutrition research project under the direction of faculty advisor and non-thesis project committee. Minimum of three hours required. Pre-requisite: Completion of, or concurrent enrollment in, all required courses in Clinical Nutrition. Co-requisite: approval of project advisor.

Student is a member of the UAMS Instructor Consent Student Cohort

NUTR 51033 Assessment of Nutritional Status (3 Credits)
Study of nutritional assessment systems and methodology including the latest technology in dietary, biochemical, anthropometric, and clinical evaluation. Interpretation and application of data in nutrition consultation. Prerequisites: Undergraduate courses in Biochemistry, Anatomy, Physiology, Nutrition, or equivalents.

NUTR 51043 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.

NUTR 51053 Principles of Advanced Nutrition Support (3 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.

NUTR 51063 Nutrition and Metabolism Micronutrients II (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.

Student has completed all of the following course(s): NUTR 51103–Nutr & Metab Macronutrien.

NUTR 51073 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 51083 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 and consent.

NUTR 51093 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. Consent.

NUTR 51103 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 51133 Nutrition Counseling (3 Credits)
Covers methods, strategies, and evaluation techniques of nutrition and diet counseling; develops interviewing and counseling skills for individual or group settings; practice application of appropriate education theories, motivation techniques, and media sources.

NUTR 51143 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: Graduate courses in metabolism, nutrition assessment, and advanced clinical nutrition, or consent of faculty.

NUTR 51153 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.

NUTR 51163 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.

NUTR 51173 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.

NUTR 5120V 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 5123V 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.

OBGN 83006 Obstetrics/Gynecology (6 Credits)
This clerkship is an overview of women's health and healthcare. Relevant didactics are provided and students rotate in both inpatient and outpatient obstetrics and gynecology settings.

OBGN 8400V Clinical Study–OB/GYN (2–12 Credits)
Independent Clinical Study in Obstetrics and Gynecology. Faculty and student will determine specific clinical assignment.

OBGN 84044 Obstetrics and Gynecology (4 Credits)
Obstetrics and Gynecology.

OBGN 8405V Obstetrics and Gynecology (2–12 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.

OBGN 84064 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.

OBGN 8407V Obstetrics and Gynecology (1–16 Credits)
Obstetrics and Gynecology.

OBGN 8408V Obstetrics and Gynecology (1–16 Credits)
Obstetrics and Gynecology.

OBGN 84094 Obstetrics and Gynecology (4 Credits)
Obstetrics and Gynecology.

OBGN 84104 Obstetrics and Gynecology (4 Credits)
Obstetrics and Gynecology.

OBGN 8413V Obstetrics and Gynecology (1–16 Credits)
Obstetrics and Gynecology.

OBGN 8414V AI in Womens Primary Health Care (2–12 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.

OBGN 84154 Geriatric Gyn Clinic (4 Credits)
Geriatric Gyn Clinic.

OBGN 84164 Vulvar Clinic (4 Credits)
Vulvar Clinic.

OBGN 8417V Externship In Obstetrics (1–16 Credits)
Externship In Obstetrics

OBGN 8418V Ambulatory Gynecology (1–16 Credits)
To participate in an active Gynecological practice.

OBGN 8419V Gynecology And Gyn Oncology (2–12 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.

OBGN 8420V Maternal-Fetal Med (High Risk Ob) (2–12 Credits)
Post-graduate training for students interested in high-risk obstetrics and gynecology; provides opportunity to assess and manage parturients with obstetrical complications

OBGN 8423V Reproductive Endo & Infertility (2–12 Credits)
This course is designed for students wishing to increase their knowledge of clinical female reproductive endocrinology and infertility.

OBGN 84244 Distance Health and Telemedicine (4 Credits)
Distance Health and Telemedicine.

OBGN 8425V 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.

OBGN 8426V AI in Obstetrics (2–12 Credits)
AI in Obstetrics.

OBGN 8427V Intensive AI in Obstetrics (2–12 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.

OBGN 8428V Intensive Ambulatory Gynecology (2–12 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.

OBGN 84292 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.

OBGN 8495V Away-OB/Gyn (2–12 Credits)
Away-OB/Gyn.

ONCO 84004 General Hematology and Oncology (4 Credits)
General Hematology and Oncology.

ONCO 84101 Molecular Biology of Neoplasms (1 Credit)
Molecular Biology of Neoplasms.

ONCO 8413 AI In Hematology-Oncology (1–16 Credits)
AI In Hematology-Oncology.

ONCO 8420V Hematology And Oncology (1–16 Credits)
Hematology And Oncology.

ONCO 84304 Cancer Prevention (4 Credits)
Cancer Prevention.

OPTH 31001 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.

OPTH 31101 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.

OPTH 31201 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.

OPTH 32002 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.

OPTH 32102 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.

OPTH 32202 Ocular Anatomy & Physiology (2 Credits)
Provides the student a detailed knowledge of the normal anatomy and physiology of the eye and orbit.

OPTH 32302 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 Rule, magnification, and basics of refractometry.

OPTH 32402 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.

OPTH 32502 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.

OPTH 32602 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.

OPTH 32702 Ocular Motility I (2 Credits)
Acquaints the student with normal and abnormal binocular vision, including evaluation of motor and sensory status.

OPTH 34004 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.

OPTH 35005 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.

OPTH 36006 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.

OPTH 41001 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.

OPTH 41101 CPR (1 Credit)
Teaches student cardiopulmonary resuscitation for certification by the American Red Cross.

OPTH 42002 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.

OPTH 42102 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.

OPTH 42202 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.

OPTH 42302 Ocular Emergencies & Ocuplastics (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.

OPTH 42402 Advanced Concepts in Opthalmology (2 Credits)

This course will use journals and ophthalmic literature to introduce students to on-going research in clinical and surgical ophthalmology, and re-introduce important ophthalmic concepts to enable the student to become more effective in assisting ophthalmologists deliver eye care to patients.

OPTH 43003 Special Testing (3 Credits)
Familiarizes the student with special testing procedures not normally accomplished during routine ophthalmic examinations.

OPTH 43103 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.

OPTH 43203 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.

OPTH 44004 Clinical Practicum VI (4 Credits)
The final course in patient care experiences. Students are expected to act as full members of the health care team in all clinical areas. Students will use this semester to advance their skills across the discipline.

OPTH 45005 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.

OPTH 45105 Clinical Practicum V (5 Credits)
Continuation of previous clinical experiences in patient care. The student will be required to perform at a high level of competence in all phases of ophthalmic technology. Classroom instruction will decrease, as most of this material will already have been presented. Emphasis will be placed on advanced supervision techniques, specialized testing techniques, and autonomy.

OPTH 83002 Ophthalmology (M3) Selective (2 Credits)
This M3 selective gives the student clinical experiences in ophthalmology, from basic patient evaluation to ophthalmologic surgery.

OPTH 84104 Ophthalmology (4 Credits)
Ophthalmology.

OPTH 8420V Ophthalmology (1–16 Credits)
Ophthalmology.

OPTH 8430V 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 8440V Clinical Ophthalmology (2–12 Credits)
To gain experience, under supervision, in the office and hospital management of the most common conditions encountered in private practice of ophthalmology.

OPTH 8450V Neuro-Ophthalmology (2–12 Credits)
Neuro-Ophthalmology.

OPTH 8495V Away-Ophthalmology (2–12 Credits)
Away-Ophthalmology.

OPTH 8499V Research–Ophthalmology (2–12 Credits)
Research in Ophthalmology. Faculty and student will determine specific clinical assignment.

ORTH 80454 Orthopaedics (4 Credits)
Orthopaedics.

ORTH 83002 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 subspeciality exposure, but student exposure must still allow for them to achieve acquisition of the necessary course requirements for passage of the course.

ORTH 8400V Orthopaedics (1–16 Credits)
Orthopaedics.

ORTH 8403V Orthopaedics (1–16 Credits)
Orthopaedics.

ORTH 84044 Orthopaedics (4 Credits)
Orthopaedics.

ORTH 8406V Orthopaedics (1–16 Credits)
Orthopaedics.

ORTH 8407V Orthopaedics (1–16 Credits)
Orthopaedics.

ORTH 8408V Orthopaedic Surgery (1–16 Credits)
Orthopaedic Surgery.

ORTH 8409V Orthopaedics (1–16 Credits)
Orthopaedics.

ORTH 8410V Sports Medicine (2–12 Credits)
The course is designed specifically for those students who are interested in serving as team physicians in the communities where they practice.

ORTH 8413V Orthopaedic Surgery (2–12 Credits)
Orthopaedic Surgery.

ORTH 8495V Away-Orthopaedics (2–12 Credits)
Away-Orthopaedics.

ORTH 8499V Research–Orthopaedics (2–12 Credits)
Research in Orthopaedics. Faculty and student will determine specific research assignment.

OTOL 83002 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).

OTOL 8410V Otolaryngology (2–12 Credits)
Gain increased knowledge of the scope of otolaryngology.

OTOL 84204 ENT (4 Credits)
ENT.

OTOL 8430V Oto-Rhino-Laryngology (1–16 Credits)
Oto-Rhino-Laryngology.

OTOL 8440V Otolaryngology (1–16 Credits)
Otolaryngology.

OTOL 8450V Otolaryngology (1–16 Credits)
Otolaryngology.

OTOL 8495V Away-ENT (2–12 Credits)
Away-ENT.

OTOL 8499V Research–Otolaryncology (2–12 Credits)
Research in Otolaryncology. Faculty and student will determine specific research assignment.

PATH 51001 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 57001 Pathology Seminar (1 Credit)

PATH 59001 Master's Thesis (1-6) (I, II, S) (1 Credit)
Student is a member of the UAMS Instructor Consent Student Cohort.

PATH 61103 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.

PATH 61203 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.

PATH 61303 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.

Student has completed all of the following course(s): BIOC 51033–Biochem & Molec Biology, NBDS 51033–Cell Biology, PHYO 51093–Gene Expression.

PATH 6800V Research in Pathology (1-9) (1–3 Credits)

PATH 82007 Pathophysiology (7 Credits)
Pathophysiology.

PATH 83002 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.

PATH 8400V Clinical Study–Pathology (4–12 Credits)
Independent Clinical Study in Pathology. Faculty and student will determine specific clinical assignment.

PATH 84044 Patholog (4 Credits)
Pathology.

PATH 84054 Pathology (4 Credits)
Pathology.

PATH 8406V Pathology (1–16 Credits)
Pathology.

PATH 8407V Pathology (1–16 Credits)
Pathology.

PATH 8408V Pathology (1–16 Credits)
Pathology.

PATH 8409V Clinical Pathology (2–12 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.

PATH 8410V Anatomic Pathology (2–12 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.

PATH 8413V Hematopathology (2–12 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.

PATH 8414V Forensic Pathology (2–12 Credits)
Forensic Pathology.

PATH 8415V Clinical Dermatopathology (2–12 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.

PATH 8416V Dermatopathology research (2–12 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.

PATH 8417V Immunohematology (Blood Banking) (2–12 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.

PATH 8418V Surgical Pathology (1–4 Credits)
Surgical pathology is an exciting division of Anatomic Pathology that requires significant hands-on expertise that cannot be acquired during most elective rotations. It is our goal that you should become more comfortable with specimen handling and grossing as well as microscopy and the crafting of pathology reports. The elective is designed for medical students interested in pursuing pathology as a residency specialty.

PATH 8495V Away-Pathology (2–12 Credits)
Away-Pathology.

PATH 8499V Research–Pathology (2–12 Credits)
Research in Pathology. Faculty and student will determine specific research assignment.

PBHL 50000 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.

PBHL 5001 COPH Seminar Series (1 Credit)
This course is designed to give students a broad overview of current topics in public health through ongoing seminar series sponsored by the College of Public Health and its partners. Seminar series such as the Health Research, Policy and Health Promotion Conference and the Arkansas Department of Health Public Health Grand Rounds provide students an opportunity to learn about the diversity in public health research and practice, to apply their knowledge of public health concepts to a variety of topics, and to increase their professional network within the public health field. *Students must attend a minimum of 15 individual seminar meetings (or view the videotapes thereof) during the semester in which they are registered for the course to earn a passing grade.

PBHL 50033 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.

PBHL 50040 Quantitative Reasoning Workshop (0 Credits)
This course will assist students who need improvement in quantitative reasoning, with an emphasis in quantitative skills related to applications to public health.

PBHL 51403 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.

PBHL 51453 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.)

PBHL 51463 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.

PBHL 51473 Special 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.

PBHL 51483 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.

PBHL 5200V 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.)

PBHL 53463 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.

PBHL 54103 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.

PBHL 54203 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.

PBHL 54233 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.

PBHL 54303 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.

PBHL 59893 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 join 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.

PBHL 59901 Integrative Learning Experience Seminar (1 Credit)

This course is required of all students seeking a Master of Public Health (MPH) degree. After successful completion of all 6 MPH core courses (BIOS 50133, PBHL 50033, ENVH 51033, EPID 51103, HBHE 51043, HPMT 51033), all COPH MPH enrolled students must take this course. The course is designed to provide information and support to students who are preparing themselves for the National Board of Public Health Examiners (NBPHE) Certified in Public Health (CPH) exam. The CPH credential, the only one of its kind for public health, demonstrates knowledge of key public health sciences and a commitment to the field through continuing education focused on emerging and established public health issues.

PBHL 5993 Integration Project (3 Credits)
135 hours of field experience under the joint direction of a public health faculty member and a qualified specialist working in selected areas of public health. A written report specifying activities, products, and outcomes of the experience is required upon completion of the preceptorship.

PBHL 59931 Certified in Public Health Exam Prep Seminar (1 Credit)
This course is required of all students seeking a Master of Public Health degree. Designed to provide information and support to students preparing themselves for the NBPHE Certified in Public Health (CPH) exam. The CPH credential demonstrates knowledge of key public health sciences and a commitment to the field through continuing education focused on emerging and established public health issues.

PBHL 59932 Integrative Learning Experience Project (2 Credits)
The Integrated Learning Experience (ILE) Project requires the student to integrate the knowledge gained and demonstrate the skills acquired through their course work and practical experience into a synthesized product. The student will be overseen by an Integrated Learning Experience Project Advisory Committee (ILEPAC) composed of College of Public Health faculty members. Department consent is required. A well written document such as a program evaluation report, technical report, training manual, policy statement, research manuscript, or other approved written documents is required.

PBHL 6013 Special Topics: Crisis Communication (3 Credits)
In the past few years, the field of crisis communication has grown in breadth and depth. Initial crisis studies focused predominately on apologies from single speakers and organizations. More recently, studies are including larger social issues such as terrorism, public health crises as well as corporate malfeasance. This course focuses on public health crisis and issues related to bioterrorism. However, students will learn critical components of crisis communication theory related to better describing, explaining, and better understanding the role of communication in public health crises.

PBHL 6100V Directed Study (1–6 Credits)

PBHL 63033 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 data in order to design an appropriately targeted intervention for a population. Survey, qualitative, and qualitative designs will be explored.

PBHL 63463 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.

Student has satisfied all of the following:
[Student has completed all of the following course(s): EPID 51103–Epidemiology I, HBHE 51043–Health Behavior & Health Educ]
Or Student has satisfied all of the following:
[Student is a member of the UAMS Instructor Consent Student Cohort].

PBHL 6400V Directed Study (1–3 Credits)
Directed Study.

PBHL 64101 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, negtiation/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.

PBHL 64373 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.

PBHL 64381 Fundamentals of Research (1 Credit)
This course (1 credit hour) is designed as an introduction to basic research principles and methods. Cross-cutting issues related to framing a research question, generating a testable hypothesis, evaluating the appropriateness of a range of study designs, minimizing threats to internal and external validity, and protecting human subjects during the research endeavor will be considered. It is expected that students will follow this brief

introductory course with a more in-depth course in either behavioral research or health services research methods. Pre-requisites: Enrollment as a doctoral student in the COPH or Graduate School or permission of instructor.

PBHL 65001 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.

PBHL 6600V 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.

PBHL 66203 Leadership in Public Health (3 Credits)
This seminar course aims to prepare you for leadership careers in public health and to pursue lifelong development of your leadership by focusing on development of your self-concept as a leader. In this course, you will learn to: Develop your self-concept as a leader; evaluate characteristics, principles and types of leadership; create mission and vision statements; assess your own strengths and weaknesses in leadership capacities, including cultural proficiency, emotional and other psychological intelligences, and personality; propose interprofessional team approaches to improving public health; create organizational change strategies, including storytelling; select a platform to further develop your self-concept as a leader; plan individual, institutional, or network strategies to develop your self-concept as a leader; and take deep dives into selected aspects of leadership.

PBHL 6989V 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.

PBHL 6999V Dissertation Research (1–18 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.

PEDI 82003 Genetics II (2.5 Credits)
Genetics II.

PEDI 83008 Pediatrics (2–8 Credits)
The curriculum of this clerkship is designed to help students gain the knowledge and skills needed by a physician to properly care for children. Students 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 84004 Pediatric Hospital Medicine Elective (4 Credits)
The Pediatric Hospital Medicine 4th year elective has been designed to expose and introduce the future pediatric or family medicine resident to inpatient pediatric medicine and physiology in the Arkansas Children's Hospital inpatient units. The experience expands on the common pediatric pathology seen during the 3rd year Pediatric Clerkship. Students work closely with a pediatric hospitalist and will observe multi-specialty huddles, learn about common pediatric illnesses seen in the inpatient setting, procedures common to pediatric care, and understand the longitudinal care for pediatric patients by participating in daily rounds.

PEDI 8400V Clinical Study – Pediatrics (4–12 Credits)
Independent Clinical Study in Pediatrics. Faculty and student will determine specific clinical assignment.

PEDI 8404V Pediatric Primary Care (1–16 Credits)
Pediatric Primary Care.

PEDI 8405V AI in General Pediatrics (1–16 Credits)
AI in General Pediatrics.

PEDI 8406V Pediatrics (1–16 Credits)
Pediatrics.

PEDI 8407V AI in General Pediatrics (1–16 Credits)
AI in General Pediatrics

PEDI 8408V Pediatric Primary Care (1–16 Credits)
Pediatric Primary Care.

PEDI 8409V AI in General Pediatrics (1–16 Credits)
AI in General Pediatrics.

PEDI 8410V Pediatric Primary Care (1–16 Credits)
Pediatric Primary Care.

PEDI 8413V Adolescent Medicine (2–12 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 8414V AI in In-Patient Gen Pediatrics (2–12 Credits)
AI in In-Patient Gen Pediatrics.

PEDI 8415V Pediatric Primary Care (2–12 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 8416V Pediatric Critical Care Medicine (2–12 Credits)
Pediatric Critical Care Medicine.

PEDI 8417V Preceptorship In Pediatrics (2–12 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 8418V Neonatology (2–12 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 8419V Transport Medicine (2–12 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 8420V Pediatric Sleep Medicine (1–16 Credits)
Pediatric Sleep Medicine.

PEDI 84234 Pediatric Teaching Skills (4 Credits)
This elective is only available to UAMS students. This course is designed to proide 4th year medical students with teaching skills that will be used during residency and potentially with a career in academic medicine.

PEDI 8424V Quality Improvement Elective (2–12 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 8425V Pediatric Allergy/Immunology (2–12 Credits)
Pediatric Allergy/Immunology.

PEDI 8426V Pediatric Cardiology (2–12 Credits)
Pediatric Cardiology.

PEDI 8427V Pediatric Endo And Metabolism (2–12 Credits)
Pediatric Endo And Metabolism.

PEDI 8428V Peds Gastroenterology/Nutrition (2–12 Credits)
Peds Gastroenterology/Nutrition.

PEDI 8429V Pediatric Hematology/Oncology (2–12 Credits)

Pediatric Hematology/Oncology.

PEDI 8430V Pediatric Infectious Disease (2–12 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 8433V Child Neurology (2–12 Credits)
Child Neurology.

PEDI 8434V Ped Pulmonary Disease (2–12 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 8435V Pediatric Nephrology (2–12 Credits)
Pediatric Nephrology.

PEDI 8436V Pediatric Gynecology (2–12 Credits)
Clinical and surgical management of the pediatric gynecologic patient.

PEDI 8437V Newborn Nursery (1–4 Credits)
The Newborn Nursery 4th year elective has been designed to expose and introduce the future pediatric or family medicine resident to newborn medicine and physiology in the UAMS well-baby nursery and neonatal intensive care unit. The experience expands on the common neonatal pathology seen during the 3rd year Pediatric Clerkship. Students work closely with a neonatal hospitalist and will observe multi-specialty huddle, attend deliveries, learn about procedures common to newborn care, understand the long-term longitudinal care for premature neonates by participating in daily rounds, and gain an appreciation of the complex follow-up needs of high risk neonates.

PEDI 8495V Away-Pediatrics (2–12 Credits)
Away-Pediatrics.

PEDI 8499V Research–Pediatrics (2–12 Credits)

PHAR 51031 Research in Pharmacology and Toxicology (I, II) (1–10 Credits)
Students will participate in research projects under the supervision of a faculty member.

PHAR 51053 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.

PHAR 51073 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.

PHAR 51091 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.

PHAR 51133 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.

PHAR 51151 Recent Advances in Pharmacological and Toxicological Research (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.

PHAR 51171 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.

PHAR 51191 Scientific Communication and Ethics II (1 Credit)
This course will provide additional formal training in scientific communications and ethics.

PHAR 51201 Scientific Communication and Ethics III (1 Credit)
This course will provide additional formal training in scientific communications and ethics.

PHAR 51231 Scientific Communication And Ethics IV (1 Credit)
This course will provide additional formal training in scientific communications and ethics.

PHAR 51241 Doctoral Dissertation (I, II, S) (1–10 Credits)
Prerequisite: candidacy and consent.

PHAR 51433 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.

PHAR 61003 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.

PHAR 61033 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. Prerequisite is PCOL 5105 or consent of the course director.

PHAR 82005 Pharmacology (4.5 Credits)
Pharmacology.

PHAR 84004 Primary Care Pharmacotherapy (4 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 84032 Problems in Peds Pharmacology/Tox (2 Credits)
Problems in Peds Pharmacology/Tox.

PHAR 84062 Medical Toxicology (2–12 Credits)
Medical Toxicology.

PHAS 51001 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.

PHAS 51031 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.

PHAS 51041 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.

PHAS 51051 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.

PHAS 51061 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.

PHAS 51071 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.

PHAS 51081 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.

PHAS 51091 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.

PHAS 51101 Patient Commmunication 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.

PHAS 51141 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.

PHAS 51451 Introduction to Lifestyle Medicine (1 Credit)
Lifestyle Medicine is an area of clinical practice that focuses on the prevention, management, and reversal of chronic diseases. It uses evidence-based lifestyle therapeutics as the primary modality to provide value-based, quality, and cost-effective methods of management of modality to provide value-based, quality, and cost-effective methods of management of chronic diseases/chronic diseases. This course is designed to introduce the concept of Lifestyle Medicine, highlighting its purpose and significance. Focus will be placed on Lifestyle Medicine's six pillars of healthy behaviors–Nutrition, Physical activity, Stress management, Restorative sleep, Social relationships, and Avoidance of risky substances-with an emphasis on patient education and disease management and prevention. This course will also emphasize the role of motivational interviewing and techniques for supporting lasting behavioral changes.

PHAS 52002 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.

PHAS 52032 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.

PHAS 52042 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.

PHAS 52052 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.

PHAS 52062 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.

PHAS 52072 Foundations of Evidence 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.

PHAS 53003 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.

PHAS 53033 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.

PHAS 53043 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.

PHAS 53053 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.

PHAS 53063 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.

PHAS 53073 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.

PHAS 53083 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.

PHAS 54004 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.

PHAS 55005 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.

PHAS 58008 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, cellmediated and humeral 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.

PHAS 58038 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.

PHAS 58101 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.

PHAS 58202 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.

PHAS 59003 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.

PHAS 59033 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.

PHAS 59045 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.

PHAS 59055 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.

PHAS 59065 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.

PHAS 59075 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.

PHAS 59085 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.

PHAS 59095 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.

PHAS 59105 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.

PHAS 59135 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.

PHAS 59145 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.

PHAS 59155 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.

PHPR 71002 Pharmaceutical Calculations (2 Credits)

This course is a study of the system of weights, measures and mathematical expertise requisite to the compounding, dispensing, and utilization of drugs. Typical situational problems are used for practice in the application of this knowledge to prescription and medication procedures. Lecture two hours per week.

PHPR 71042 Career Orientation and Communications (2 Credits)

A course to acquaint the beginning pharmacy student with the multiple aspects of the profession of pharmacy, including discussions 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. Lecture two hours per week.

PHPR 71064 Community Introductory Pharmacy Practice Experience (4 Credits)

The P1 IPPE is a key component of the 300+ hours required by ACPE in the introductory experience setting that provides students a structured, practical, and closely supervised introductory pharmacy practice experience in the community pharmacy setting. The P1 IPPE will be a 160-hour experience that occurs in the summer following the P1 didactic curriculum. Students will have the opportunity to integrate their basic sciences and clinical background knowledge into this practice setting under a preceptor’s guidance. Students will have the opportunity to refine their professional judgment, practice competency, technical skills, and modeling of the professional behaviors of a pharmacist when delivering patient care.

PHPR 71082 Drug Information (2 Credits)

This course will introduce the top 200 drugs available in the U.S. and to the drug and medical literature that is available at UAMS. The instructors will emphasize how to locate, evaluate and communicate medical and drug information. The course will involve didactic lectures and assignments that will require the student to utilize the information resources available on the UAMS Library website, the UAMS Intranet and the Internet.

PHPR 71101 Longitudinal Lab I (1 Credit)

The longitudinal lab series is meant to provide an intentional place where students can repeatedly practice various skills that are necessary for pharmacy practice during the didactic curriculum. This allows students to receive regular feedback and layer on additional skills, contexts, and complexity as they progress through the series. Additionally, the longitudinal lab series provides a venue in which students can apply and integrate knowledge they learn in other didactic courses within the context of pharmacy practice.

Students who specified one or more of these Programs of Study or Program Foci: Pharmacy Doctor of Pharmacy, Pharmacy Doctor of Pharmacy (Intake A), Pharmacy Doctor of Pharmacy (Intake B), Pharmacy Doctor of Pharmacy (Intake C), Pharmacy Doctor of Pharmacy (Intake D).

PHPR 71131 Longitudinal Lab II (1 Credit)

The longitudinal lab series is meant to provide an intentional place where students can repeatedly practice various skills that are necessary for pharmacy practice during the didactic curriculum. This allows students to receive regular feedback and layer on additional skills, contexts, and complexity as they progress through the series. Additionally, the longitudinal lab series provides a venue in which students can apply and integrate knowledge they learn in other didactic courses within the context of pharmacy practice.

Students who specified one or more of these Programs of Study or Program Foci: Pharmacy Doctor of Pharmacy, Pharmacy Doctor of Pharmacy (Intake A), Pharmacy Doctor of Pharmacy (Intake B), Pharmacy Doctor of Pharmacy (Intake C), Pharmacy Doctor of Pharmacy (Intake D).

PHPR 71133 Principles of Pharmacy Practice I (3 Credits)

This foundational course series covers essential principles and skills required for effective pharmacy practice, with an emphasis on person-centered care. The course introduces and/or builds upon the following content areas throughout the series: drug/health information retrieval, professional communication, medication dispensing and distribution, patient safety, health informatics, patient assessment skills, cultural and structural humility, history of pharmacy, advocacy, and practice transformation.

Students who specified one or more of these Programs of Study or Program Foci: Pharmacy Doctor of Pharmacy, Pharmacy Doctor of Pharmacy (Intake A), Pharmacy Doctor of Pharmacy (Intake B), Pharmacy Doctor of Pharmacy (Intake C), Pharmacy Doctor of Pharmacy (Intake D).

PHPR 71142 Pursuing Careers in Clinical Trials and Industry (2 Credits)

This elective explores the variety of roles available to pharmacists in clinical trial and industry settings. The course touches on the foundations of biomedical research, basic clinical research principles, and regulatory practices. Students will examine the FDA and its role in oversight, drug approval, and controversial drug safety events.

PHPR 71143 Social & Admin Sciences I (3 Credits)

The Social and Administrative Sciences (SAS) Series consists of five courses that explore the social, psychological, political, legal, historical, and economic factors influencing healthcare services in the United States. This series also provides a foundation in implementation science, the principles and application of evidence-based medicine, ethical decision-making, and the skills, attitudes, and behaviors essential for effective management and leadership. SAS I introduces students to the pharmacy profession, focusing on professional identity formation, and offers foundational content in ethics, law, management, and the U.S. healthcare system as they pertain to the community pharmacy setting.

Students who specified one or more of these Programs of Study or Program Foci: Pharmacy Doctor of Pharmacy, Pharmacy Doctor of Pharmacy (Intake A), Pharmacy Doctor of Pharmacy (Intake B), Pharmacy Doctor of Pharmacy (Intake C), Pharmacy Doctor of Pharmacy (Intake D).

PHPR 71153 Therapeutics I (3 Credits)

The therapeutics series will consist of five courses, including a dedicated course for self care topics. These courses are intended to link directly to the drug action series and relevant pathophysiology. Topics will include therapeutic treatment planning and medication therapy management for patients with specific diseases and conditions that complicate care and/or put patients at high risk for adverse events. Additional focus will include patient safety, clinical efficacy, pharmacogenomic and pharmacoeconomic considerations, and treatment of patients across the lifespan.

Students who specified one or more of these Programs of Study or Program Foci: Pharmacy Doctor of Pharmacy, Pharmacy Doctor of Pharmacy (Intake A), Pharmacy Doctor of Pharmacy (Intake B), Pharmacy Doctor of Pharmacy (Intake C), Pharmacy Doctor of Pharmacy (Intake D).

PHPR 71232 Principles of Pharmacy Practice II (2 Credits)

This foundational course series covers essential principles and skills required for effective pharmacy practice, with an emphasis on person-centered care. The course introduces and/or builds upon the following content areas throughout the series: drug/health information retrieval, professional communication, medication dispensing and distribution, patient safety, health informatics, patient assessment skills, cultural and structural humility, history of pharmacy, advocacy, and practice transformation.

Students who specified one or more of these Programs of Study or Program Foci: Pharmacy Doctor of Pharmacy, Pharmacy Doctor of Pharmacy (Intake A), Pharmacy Doctor of Pharmacy (Intake B), Pharmacy Doctor of Pharmacy (Intake C), Pharmacy Doctor of Pharmacy (Intake D).

PHPR 71242 The Lifestyle Medicine Prescription (2 Credits)

This 2-credit hour elective provides the student with the opportunity to learn the fundamentals of lifestyle medicine (LM) to address overall health and well-being goals. The student will develop a personalized lifestyle medicine self-care prescription to address focus areas that include well-being mindset, stress management, restorative sleep, regular physical activity, positive social connections, healthy nutrition & avoidance of risky substance use through a structured coaching, motivational interviewing, and goal-setting process. They will apply this same process to patient-cases in a problem-based learning format to develop evidence-based lifestyle interventions to effectively prevent, treat and reverse chronic diseases that are lifestyle-related. The use of ongoing assessment, as well as incorporation of values & strengths, will be emphasized to create pathways for long-term sustainable lifestyle behavior changes. There are no specific prerequisites other than a student in the P3 year.

PHPR 72004 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 the Top 200 Drugs, compliance with Board of Pharmacy Regulations, labeling/auxiliary labeling of prescriptions, technical practice aspects and knowledge of current dosage delivery systems. This course will provide students with information and skills in the areas of IV therapy and physical assessment. Students will demonstrate competency in aseptic techniques, IV admixtures, sterile products, drug delivery systems, and drug therapy monitoring. Lecture three hours per week, and laboratory three hours per week.

PHPR 72034 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.

PHPR 72045 Therapeutics I (5 Credits)

Utilizing a pathophysiological approach, the therapeutics curriculum focuses on the structural and functional consequences of disease on various organ systems in the body. Each block of instruction begins with a discussion of the nature and causes of disease in an organ system. This is expanded through a discussion of the etiology, pathogenesis, diagnosis and treatment of the major disease states of that organ system. Emphasis is placed on the considerations for the drug therapy used, therapeutic goals, plans of treatment, dosage regimens, therapeutic alternatives and therapeutic endpoints. The goal of the course is to enable the student to assist in the development of the safest and most rational plan of drug therapy for a given patient. This is a five credit hour course that includes recitation.

PHPR 72052 Self-Care Therapeutics (2 Credits)

This course will prepare students to assess a patient and make recommendations for nonprescription medicines. Nonprescription medicines are widely used by patients; therefore, it is essential that students have a comprehensive understanding to interact appropriately with patients concerning the proper use of these medications.

PHPR 72062 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.

PHPR 72131 Longitudinal Lab III (1 Credit)

The longitudinal lab series is meant to provide an intentional place where students can repeatedly practice various skills that are necessary for pharmacy practice during the didactic curriculum. This allows students to receive regular feedback and layer on additional skills, contexts, and complexity as they progress through the series. Additionally, the longitudinal lab series provides a venue in which students can apply and integrate knowledge they learn in other didactic courses within the context of pharmacy practice.

Students who specified one or more of these Programs of Study or Program Foci: Pharmacy Doctor of Pharmacy, Pharmacy Doctor of Pharmacy (Intake A), Pharmacy Doctor of Pharmacy (Intake B), Pharmacy Doctor of Pharmacy (Intake C), Pharmacy Doctor of Pharmacy (Intake D).

PHPR 72134 Pharmacokinetics & Personalized Medicine (4 Credits)

The objective of this course is to provide students with a continuation of pharmacokinetics (PK) concepts previously covered, introduce and integrate Pharmacodynamics (PD) and Pharmacogenomics (PGx) that, in conjunction with other coursework, equips the future pharmacist with the knowledge and skills to serve as the drug expert in an interdisciplinary team of health care professionals. The knowledge acquired in this course will provide students with the tools and principles to individualize a patient's treatment by selecting an optimal dose and dosing regimen.

Students who specified one or more of these Programs of Study or Program Foci: Pharmacy Doctor of Pharmacy, Pharmacy Doctor of Pharmacy (Intake A), Pharmacy Doctor of Pharmacy (Intake B), Pharmacy Doctor of Pharmacy (Intake C), Pharmacy Doctor of Pharmacy (Intake D).

PHPR 72141 Longitudinal Lab IV (1 Credit)

The longitudinal lab series is meant to provide an intentional place where students can repeatedly practice various skills that are necessary for pharmacy practice during the didactic curriculum. This allows students to receive regular feedback and layer on additional skills, contexts, and complexity as they progress through the series. Additionally, the longitudinal lab series provides a venue in which students can apply and integrate knowledge they learn in other didactic courses within the context of pharmacy practice.

Students who specified one or more of these Programs of Study or Program Foci: Pharmacy Doctor of Pharmacy, Pharmacy Doctor of Pharmacy (Intake A), Pharmacy Doctor of Pharmacy (Intake B), Pharmacy Doctor of Pharmacy (Intake C), Pharmacy Doctor of Pharmacy (Intake D).

PHPR 72143 Principles of Pharmacy Practice III (3 Credits)

This foundational course series covers essential principles and skills required for effective pharmacy practice, with an emphasis on person-centered care. The course introduces and/or builds upon the following content areas throughout the series: drug/health information retrieval, professional communication, medication dispensing and distribution, patient safety, health informatics, patient assessment skills, cultural and structural humility, history of pharmacy, advocacy, and practice transformation.

Students who specified one or more of these Programs of Study or Program Foci: Pharmacy Doctor of Pharmacy, Pharmacy Doctor of Pharmacy (Intake A), Pharmacy Doctor of Pharmacy (Intake B), Pharmacy Doctor of Pharmacy (Intake C), Pharmacy Doctor of Pharmacy (Intake D).

PHPR 72152 Social & Admin Sciences II (2 Credits)

The Social and Administrative Sciences (SAS) Series consists of five courses that explore the social, psychological, political, legal, historical, and economic factors influencing healthcare services in the United States. This series also provides a foundation in implementation science, the principles and application of evidence-based medicine, ethical decision-making, and the skills, attitudes, and behaviors essential for effective management and leadership. SAS II introduces students to practice transformation through the lens of implementation science and examining the

factors contributing to the evolving healthcare system. Additionally, students will develop the skills necessary to formulate focused clinical questions.

Students who specified one or more of these Programs of Study or Program Foci: Pharmacy Doctor of Pharmacy, Pharmacy Doctor of Pharmacy (Intake A), Pharmacy Doctor of Pharmacy (Intake B), Pharmacy Doctor of Pharmacy (Intake C), Pharmacy Doctor of Pharmacy (Intake D).

PHPR 72162 Social & Admin Sciences III (2 Credits)

The Social and Administrative Sciences (SAS) Series consists of five courses that explore the social, psychological, political, legal, historical, and economic factors influencing healthcare services in the United States. This series also provides a foundation in implementation science, the principles and application of evidence-based medicine, ethical decision-making, and the skills, attitudes, and behaviors essential for effective management and leadership. SAS III prepares students to develop skills needed for critiquing the medical literature and clinical decision-making. Additionally the course will help students maintain personal accountability in personal and professional development.

Students who specified one or more of these Programs of Study or Program Foci: Pharmacy Doctor of Pharmacy, Pharmacy Doctor of Pharmacy (Intake A), Pharmacy Doctor of Pharmacy (Intake B), Pharmacy Doctor of Pharmacy (Intake C), Pharmacy Doctor of Pharmacy (Intake D).

PHPR 72174 Therapeutics II (4 Credits)

The therapeutics series will consist of five courses, including a dedicated course for self care topics. These courses are intended to link directly to the drug action series and relevant pathophysiology. Topics will include therapeutic treatment planning and medication therapy management for patients with specific diseases and conditions that complicate care and/or put patients at high risk for adverse events. Additional focus will include patient safety, clinical efficacy, pharmacogenomic and pharmacoeconomic considerations, and treatment of patients across the lifespan.

Students who specified one or more of these Programs of Study or Program Foci: Pharmacy Doctor of Pharmacy, Pharmacy Doctor of Pharmacy (Intake A), Pharmacy Doctor of Pharmacy (Intake B), Pharmacy Doctor of Pharmacy (Intake C), Pharmacy Doctor of Pharmacy (Intake D).

PHPR 72184 Therapeutics III (4 Credits)

The therapeutics series will consist of five courses, including a dedicated course for self care topics. These courses are intended to link directly to the drug action series and relevant pathophysiology. Topics will include therapeutic treatment planning and medication therapy management for patients with specific diseases and conditions that complicate care and/or put patients at high risk for adverse events. Additional focus will include patient safety, clinical efficacy, pharmacogenomic and pharmacoeconomic considerations, and treatment of patients across the lifespan.

Students who specified one or more of these Programs of Study or Program Foci: Pharmacy Doctor of Pharmacy, Pharmacy Doctor of Pharmacy (Intake A), Pharmacy Doctor of Pharmacy (Intake B), Pharmacy Doctor of Pharmacy (Intake C), Pharmacy Doctor of Pharmacy (Intake D).

PHPR 73002 Pharmacy Law and Ethics (2 Credits)

This course will provide students with information and skills in the areas of communication and pharmacy law. Students will be provided resources aimed at improving and utilizing communication skills in diverse pharmacy practice settings. The course will also cover the study of law, regulations and court decisions on federal, state, and local levels and the ethical considerations which control and influence pharmacy practice. Professional ethics will be covered in this course.

PHPR 73035 Therapeutics II (5 Credits)

This course is a continuation of PhPr 7203, Therapeutics I. This is a five credit hour course that includes recitation.

PHPR 73042 Medication Error Reduction (2 Credits)

This course will cover different types of medication errors, causes of medication errors, and current error prevention techniques.

PHPR 73043 EBM and 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 73055 Therapeutics III (5 Credits)

This course is a continuation of PHPR 72174–Therapeutics II.

PHPR 73063 Pharmacy Management (3 Credits)

Course is designed to teach 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. This is a three credit hour course.

PHPR 73071 P3 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 (April 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 P-3 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 medical mission trips; student pharmacy exchange programs; or other pharmacy-based activities (obtain prior approval from course coordinator).

PHPR 73083 Pharmacy Practice Assessment & Skills (3 Credits)
Pharmacy Practice Assessment and Skills (PPAS) emphasizes physical assessment, interviewing, and counseling skills necessary to assess common complaints and 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 7308V 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.

PHPR 73091 Addiction (1 Credit)
This course deals with the development, progression, symptomatology, treatment and recovery aspects of addictive diseases. Addiction aspects of all drugs/chemicals are presented. Lecture will be equivalent to 1 hour per week.

PHPR 7309V 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 IEP for an individual IPPE rotation must be completed successfully for a student to progress to an experience for Credit.

PHPR 73102 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 73132 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 73141 Longitudinal Lab V (1 Credit)
The longitudinal lab series is meant to provide an intentional place where students can repeatedly practice various skills that are necessary for pharmacy practice during the didactic curriculum. This allows students to receive regular feedback and layer on additional skills, contexts, and complexity as they progress through the series. Additionally, the longitudinal lab series provides a venue in which students can apply and integrate knowledge they learn in other didactic courses within the context of pharmacy practice.

Students who specified one or more of these Programs of Study or Program Foci: Pharmacy Doctor of Pharmacy, Pharmacy Doctor of Pharmacy (Intake A), Pharmacy Doctor of Pharmacy (Intake B), Pharmacy Doctor of Pharmacy (Intake C), Pharmacy Doctor of Pharmacy (Intake D).

PHPR 73142 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. 2 credit hours

PHPR 73151 Longitudinal Lab VI (1 Credit)
The longitudinal lab series is meant to provide an intentional place where students can repeatedly practice various skills that are necessary for pharmacy practice during the didactic curriculum. This allows students to receive regular feedback and layer on additional skills, contexts, and complexity as they progress through the series. Additionally, the longitudinal lab series provides a venue in which students can apply and integrate knowledge they learn in other didactic courses within the context of pharmacy practice.

Students who specified one or more of these Programs of Study or Program Foci: Pharmacy Doctor of Pharmacy, Pharmacy Doctor of Pharmacy (Intake A), Pharmacy Doctor of Pharmacy (Intake B), Pharmacy Doctor of Pharmacy (Intake C), Pharmacy Doctor of Pharmacy (Intake D).

PHPR 73152 Nuclear Instrumentation (2 Credits)
Operational principles of radiation detection equipment to include statistical application and quality control.

PHPR 73153 Principles of Pharmacy Practice IV (3 Credits)
This foundational course series covers essential principles and skills required for effective pharmacy practice, with an emphasis on person-centered care. The course introduces and/or builds upon the following content areas throughout the series: drug/health information retrieval, professional communication, medication dispensing and distribution, patient safety, health informatics, patient assessment skills, cultural and structural humility, history of pharmacy, advocacy, and practice transformation.

Students who specified one or more of these Programs of Study or Program Foci: Pharmacy Doctor of Pharmacy, Pharmacy Doctor of Pharmacy (Intake A), Pharmacy Doctor of Pharmacy (Intake B), Pharmacy Doctor of Pharmacy (Intake C), Pharmacy Doctor of Pharmacy (Intake D).

PHPR 73162 Drug-Induced Disease (2 Credits)

This course explores the most appropriate interventions for prevention, detection, and management of drug induced diseases.

PHPR 73163 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 73172 Problem Based Learning in Pediatrics Therapeutics (2 Credits)
This PBL 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 73173 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 73182 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. 2 credit hours

PHPR 73183 Social & Admin Sciences IV (3 Credits)
The Social and Administrative Sciences (SAS) Series consists of five courses that explore the social, psychological, political, legal, historical, and economic factors influencing healthcare services in the United States. This series also provides a foundation in implementation science, the principles and application of evidence-based medicine, ethical decision-making, and the skills, attitudes, and behaviors essential for effective management and leadership. SAS IV prepares students to identify and apply state and federal pharmacy legal requirements. Students will also build upon previous management and U.S. healthcare systems content while continuing to uphold accountability in their personal and professional development.

Students who specified one or more of these Programs of Study or Program Foci: Pharmacy Doctor of Pharmacy, Pharmacy Doctor of Pharmacy (Intake A), Pharmacy Doctor of Pharmacy (Intake B), Pharmacy Doctor of Pharmacy (Intake C), Pharmacy Doctor of Pharmacy (Intake D).

PHPR 73192 Problem Based Learning in Therapeutics-Critical Care (2 Credits)
This elective utilizes a simulated case management format with emphasis on evaluating patient and agent variables and formulating appropriate therapeutic decisions.

PHPR 73193 Social & Admin Sciences V (3 Credits)
The Social and Administrative Sciences (SAS) Series consists of five courses that explore the social, psychological, political, legal, historical, and economic factors influencing healthcare services in the United States. This series also provides a foundation in implementation science, the principles and application of evidence-based medicine, ethical decision-making, and the skills, attitudes, and behaviors essential for effective management and leadership. In SAS V, students will advance their management expertise, critically analyze challenging evidence-based medicine topics, and refine their ethical reasoning through the examination of intricate cases. The course also includes a final touchpoint for reflecting on their overall progress in personal and professional development.

Students who specified one or more of these Programs of Study or Program Foci: Pharmacy Doctor of Pharmacy, Pharmacy Doctor of Pharmacy (Intake A), Pharmacy Doctor of Pharmacy (Intake B), Pharmacy Doctor of Pharmacy (Intake C), Pharmacy Doctor of Pharmacy (Intake D).

PHPR 73202 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 73232 PBL Therapeutics–Supportive Care in Oncology (2 Credits)
This elective 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 73234 Therapeutics IV (4 Credits)
The therapeutics series will consist of five courses, including a dedicated course for self care topics. These courses are intended to link directly to the drug action series and relevant pathophysiology. Topics will include therapeutic treatment planning and medication therapy management for patients with specific diseases and conditions that complicate care and/or put patients at high risk for adverse events. Additional focus will include patient safety, clinical efficacy, pharmacogenomic and pharmacoeconomic considerations, and treatment of patients across the lifespan.

Students who specified one or more of these Programs of Study or Program Foci: Pharmacy Doctor of Pharmacy, Pharmacy Doctor of Pharmacy (Intake A), Pharmacy Doctor of Pharmacy (Intake B), Pharmacy Doctor of Pharmacy (Intake C), Pharmacy Doctor of Pharmacy (Intake D).

PHPR 73244 Therapeutics V (4 Credits)

The therapeutics series will consist of five courses, including a dedicated course for self care topics. These courses are intended to link directly to the drug action series and relevant pathophysiology. Topics will include therapeutic treatment planning and medication therapy management for patients with specific diseases and conditions that complicate care and/or put patients at high risk for adverse events. Additional focus will include patient safety, clinical efficacy, pharmacogenomic and pharmacoeconomic considerations, and treatment of patients across the lifespan.

Students who specified one or more of these Programs of Study or Program Foci: Pharmacy Doctor of Pharmacy, Pharmacy Doctor of Pharmacy (Intake A), Pharmacy Doctor of Pharmacy (Intake B), Pharmacy Doctor of Pharmacy (Intake C), Pharmacy Doctor of Pharmacy (Intake D).

PHPR 7324V Special Problems Pharmacy/Academic Admin (1–3 Credits)

PHPR 73252 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 reading 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.

PHPR 73262 Infectious Diseases Pharmacotherapy Elective (2 Credits)
This elective provides an opportunity for students to apply knowledge in infectious disease and antimicrobial stewardship. The course will consist of team-based learning labs covering microbiology, immunization, and antibiotic selection along with case/topic scenarios allowing students to utilize the primary literature and teach their peers.

PHPR 73272 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 73282 Innovations in Pharmacy Practice (2 Credits)
This elective 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 be focused on developing sustainable pharmacy practice models in conjunction with value-based payment principles.

PHPR 73292 Medication Therapy Management Advanced Training (2 Credits)
This course 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.

PHPR 73302 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. P2 students may enroll by permission only.

PHPR 73332 Leadership (2 Credits)
This course is designed to develop foundational leadership skills by providing students with an opportunity for self-assessment, individual development, effective teamwork, and public speaking. Students will complete activities and assessments that analyze individual strengths, personalities, group behavior, mindfulness, networking abilities, and public speaking skills.

PHPR 73342 Toxicology (2 Credits)
This course deals with the basic concepts of toxicology with an emphasis placed on prevention of exposure, 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.

PHPR 73352 Problem Based Learning: Specialty Pharmacy Services (2 Credits)
The course introduces students to Specialty Pharmacy Services and appropriate interventions for assessment, management, counseling, and benefits investigation in regards to specialty medications. It will explore impact, accreditation, limited distribution drug channels, and Specialty Pharmacy types, positions, and disease states.

PHPR 73362 Problem-Based Learning: Emergency Medicine (2 Credits)
The course enhances the student's ability to make therapeutic decisions independently, factoring in variables related to the individual patient, disease state, and drug in emergency medicine patient cases. The course uses patient cases, discussions, presentations, and projects that pertain to emergency medicine pharmacotherapy to facilitate learning.

PHPR 73372 Infectious Diseases and Stewardship Elective (2 Credits)
This elective provides student with opportunities for application of infectious diseases principles. The course consists of direct instruction with team-based learning facilitated by the course coordinator. The course is divided into two components: instruction and application of infectious diseases pharmacotherapy and instruction and development of antimicrobial stewardship projects.

PHPR 73382 Caring for Patients With Pain (2 Credits)
This course is an interactive approach to the assessment and treatment of pain that will allow students to develop and appreciate a comprehensive understanding of the social, psychological, physical, spiritual and ethical implications of pain. Students will be exposed to a multidisciplinary approach to the treatment of various pain.

PHPR 73392 Culinary Medicine (2 Credits)
The course is designed to provide a basic understanding of the concepts of culinary medicine, including knowledge of food, exercise, and wellness as they relate to health. Practical lab sessions include training of dietary education and cooking skills, kitchen safety, knife handling skills, and food preparation techniques suitable for diet-related illnesses.

PHPR 73432 Advanced Pharmaceutical Compounding (2 Credits)
An elective advanced compounding course for pharmacy students who would like further instruction in preparing dosage forms used in contemporary pharmaceutical compounding. The course will include weekly required reading 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 73442 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.

PHPR 73452 Geriatric Therapeutics (2 Credits)
This course will provide a concentrated introduction to the management of common geriatric pathologies.

PHPR 73462 Treatment Adherence (2 Credits)
This 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.

PHPR 73472 Personal Finance (2 Credits)
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 73782 Turning Ideas into Impact: Research in Pharmacy Practice (2 Credits)
Students will learn the technical and practical approaches necessary to conduct clinical research. Students will assist with ongoing quantitative research studies, with activities consisting of but not limited to literature review, data collection, data analysis, poster preparation and presentation, and manuscript preparation. It is expected that students in collaboration with research team members will disseminate their work through at least one presentation and publication.

PHPR 73792 Implementing Pharmacy Services (2 Credits)
This course will prepare students to identify opportunities and challenges within the evolving healthcare system and describe evidence-based change processes needed to drive pharmacy practice transformation. Students will be able to discuss practice models, payment models, legal considerations, implementation, and measures of success in various practice settings. A focus of the course will be practice change in the ambulatory care settings and community pharmacy setting highlighting point of care testing as the prime example.Course Learning Outcomes (Attach document or enter text here): 1. Compare and contrast advanced practice models in a variety of practice settings. 2. Describe public and private payment models available for advanced pharmacy services.3. Describe practical and legal considerations for implementing advanced pharmacy services. 4. Explain the steps involved in developing and implementing an advanced pharmacy service.

PHPR 73802 Learning Assistants (2 Credits)
This pedagogy course introduces student Learning Assistants to educational research, active learning, and strategies that support: (1) eliciting student ideas and helping all team members become active and engaged in the class; (2) listening and questioning; (3) building relationships; and (4) integrating learning theories with effective practices. Course Learning Outcomes (Attach document or enter text here): After completing this course, students will be able to: Read, evaluate, and reflect on educational research literature. Recognize innovative strategies that successfully engage students in meaningful learning and produce long-term outcomes. Design interventions that assist learners with overcoming misconceptions and constructing knowledge. Facilitate in active classrooms in the future.

PHPR 73842 Infectious Diseases and Drug Therapy (2 Credits)
This elective 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 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 74004 Advanced Pharmacy Practice Experience (4 Credits)
Advanced pharmacy practice experiences (APPEs) provide training opportunities in a variety of practice settings, including direct, indirect, and non-patient care. The mix of required experience types is defined in the APPE Manual.

PHPR 74034 Individualized Education Plan (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. 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.

PHPR 74231 Longitudinal Practice-Readiness Experience, Part 1 (1 Credit)
This is the first of two courses serving 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 74241 Longitudinal Practice Readiness Experience, Part 2 (1 Credit)
This is the second of two courses serving 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 74251 Practice Readiness Longitudinal (2 Credits)
The NAPLEX preparation course is designed to reinforce knowledge to prepare pharmacy students to excel in the North American Pharmacist Licensure Examination (NAPLEX). This course offers a structured approach to review and practice essential concepts, facilitating students' initial preparation for the exam.

Students who specified one or more of these Programs of Study or Program Foci: Pharmacy Doctor of Pharmacy, Pharmacy Doctor of Pharmacy (Intake A), Pharmacy Doctor of Pharmacy (Intake B), Pharmacy Doctor of Pharmacy (Intake C), Pharmacy Doctor of Pharmacy (Intake D).

PHTH 71032 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 prosecution labs and surface anatomy labs.

PHTH 71042 Human Anatomy II (2 Credits)
Continuation of PHTH 71032 with a comprehensive study of human anatomy concentrating on the nervous, skeletal, arthrodial, muscular and circulatory systems of the lower extremity. The laboratory sessions consist of prosection labs and surface anatomy labs. Prosected material, skeleton models and diagnostic imaging will be introduced for each area of study.

Student has enrolled in all of the following course(s): PHTH 71032–Human Anatomy I.

PHTH 71052 Human Anatomy III (2 Credits)
Continuation of PHTH 71042 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.

Student has completed all of the following course(s): PHTH 71042–Human Anatomy II.

PHTH 71061 MSK Imaging in Physical Therapy (1 Credit)
The use of diagnostic imaging in the assessment and treatment of musculoskeletal (MSK) disorders.

Student has completed or is in process of completing all of the following course(s): PHTH 71052–Human Anatomy III with grade greater than or equal to C (UAMS Graduate Grading Scheme).

PHTH 71132 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.

PHTH 71162 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.

PHTH 71232 Exercise Physiology I (2 Credits)
Study of the effect of physical activity on human physiology with an emphasis on the musculoskeletal and endocrine systems.

PHTH 71242 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.

PHTH 71333 Introductory PT Skills (3 Credits)
Introduction to the principles and techniques of patient care utilized in physical therapy practice.

PHTH 71344 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.

Student has completed all of the following course(s): PHTH 71463–Musculoskeletal Dis IV.

PHTH 71362 Psychosocial Aspects of Rehabilitation (2 Credits)
Discussion of human interactions in professional-patient relationships and how they influence patient outcomes.

Student has completed all of the following course(s): PHTH 72947–Clin Experience II.

PHTH 71434 Muscoskeletal 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.

PHTH 71443 Musculoskeletal Dis II (3 Credits)
Continuation of PHTH 71434, 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.

Student has enrolled in all of the following course(s): PHTH 71434–Muscoskeletal Disorders I.

PHTH 71454 Musculoskeletal Dis III (4 Credits)
A continuation of PHTH 71443 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.

Student has completed all of the following course(s): PHTH 71443–Musculoskeletal Dis II.

PHTH 71463 Musculoskeletal Dis IV (3 Credits)
Continuation of PHTH 71454 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 71473 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.

Student has completed all of the following course(s): PHTH 71463–Musculoskeletal Dis IV.

PHTH 71731 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 and PT/patient relationships; a review of medical terminology.

PHTH 71741 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.

Student has completed all of the following course(s): PHTH 71731–Professional Issues I.

PHTH 71761 Research Principles & Evidence-based Practice (1 Credit)
Introduction to research concepts and statistical methods and critical analysis of the scientific literature. Topics include descriptive and interferential analysis of research data, sensitivity and specificity and predictive ratios.

PHTH 71831 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 emphais will be on musculoskeletal disorders of the upper and lower extremities.

PHTH 71841 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. Laboratory sessions will include shadowing faculty and staff therapists in outpatient and inpatient settings.

Student has completed all of the following course(s): PHTH 71831–Clinical Reasoning I.

PHTH 71935 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.

Student has completed all of the following course(s): PHTH 71831–Clinical Reasoning I.

PHTH 72062 Human Anatomy IV (2 Credits)
Continuation of PHTH 71052 with a comprehensive study of human anatomy concentrating on the nervous, skeletal, arthrodial, muscular and circulatory systems of the head, face and trunk, with an emphasis on organ systems.

Student has completed all of the following course(s): PHTH 71052–Human Anatomy III.

PHTH 72072 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.

PHTH 72142 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.

Student has completed all of the following course(s): PHTH 71132–Pathophysiology I.

PHTH 72152 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.

Student has completed all of the following course(s): PHTH 72142–Pathophysiology II.

PHTH 72171 Pharmacology II (1 Credit)
The second 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 neurological disorders.

PHTH 72251 Movement Science II (1 Credit)
Continuation of Movement Science I, with a focus on how we control movement. An introduction to normal development, motor control and motor learning as they relate to the acquisition and performance of human movement. With an emphasis on growth and development, this course examines the process of typical human development and aging across the life span, including neuro-motor development in childhood and changes associated with aging.

PHTH 72263 Movement Science III (3 Credits)
Continuation of Movement Science 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.

PHTH 72352 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.

PHTH 72533 Neuromuscular Disorders I (3 Credits)
Study of the rehabilitation of people with critical care needs, spinal cord injury, neurodegenerative, and neuromuscular disorders.

PHTH 72543 Neuromuscular Disorders II (3 Credits)
Study of the rehabilitation of people with stroke and acquired brain injury.

PHTH 72552 Neuromuscular Disorders III (3 Credits)
Study of the management of geriatric disorders.

PHTH 72563 Neuromuscular Disorders IV (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.

Student has completed all of the following course(s): PHTH 5125–Movement Sciences III.

PHTH 72632 Acute Care I (2 Credits)
Study of the principles and practice of physical therapy for patients treated in the acute care setting, with an emphasis on the cardiovascular and pulmonary systems.

Students who specified one or more of these Programs of Study or Program Foci: Physical Therapy Doctor of Physical Therapy, Physical Therapy Doctor of Physical Therapy (Intake A), Physical Therapy Doctor of Physical Therapy (Intake B), Physical Therapy Doctor of Physical Therapy (Intake C).

PHTH 72642 Acute Care II (2 Credits)
Continuation of the study of the principles and practice of physical therapy for patient treated in the acute care setting, with an emphasis on the cardiovascular and pulmonary systems.

Students who specified one or more of these Programs of Study or Program Foci: Physical Therapy Doctor of Physical Therapy, Physical Therapy Doctor of Physical Therapy (Intake A), Physical Therapy Doctor of Physical Therapy (Intake B), Physical Therapy Doctor of Physical Therapy (Intake C).

PHTH 72653 Integumentary Disorders (2 Credits)
Study of the practice of physical therapy in management of skin disorders and underlying dsease with an emphasis on the patient with open wounds, including burns.

PHTH 72751 Professional Issues III (1 Credit)
Continuation of Professional Issues II, this course examines the professional behaviors required to build a career in physical therapy.

Student has completed all of the following course(s): PHTH 71741–Professional Issues II.

PHTH 72851 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.

Student has completed all of the following course(s): PHTH 71841–Clinical Reasoning II.

PHTH 72861 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.

Student has completed all of the following course(s): PHTH 72851–Clinical Reasoning III.

PHTH 72871 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.

Student has completed all of the following course(s): PHTH 72861–Clin Reasoning IV.

PHTH 72947 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.

Student has completed all of the following course(s): PHTH 71935–Clinical Experience I.

PHTH 73273 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.

PHTH 73372 Health Promotion & Wellness (2 Credits)
Prevention of impairments, functional liminations, or disabilities by identifying disablement risk factors and providing educational intervention to facilitate a positive change in the health behavior of patients.

PHTH 73383 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.

PHTH 73393 Oncology in Physical Therapy (3 Credits)
This is an elective course which focuses on the oncologic specialty area in physical therapy for the management and rehabilitative needs of patients living with and beyond cancer and other chronic illnesses.

PHTH 73483 Manual Therapy (3 Credits)
Advanced study of manual therapy techniques, with an emphasis on techniques used in orthopaedic practice.

PHTH 73493 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).

PHTH 73573 Advanced Pediatrics (3 Credits)
Advanced study of physial therapy for pediatric patients.

PHTH 73583 Advanced Adult Neuro (3 Credits)
Advanced study of physical therapy for the geriatric patient.

PHTH 73593 Vestibular Rehab (3 Credits)
Focus on the assessment and treatment of patients with vertigo and disequilibrium from verstibular causes.

PHTH 73673 Pelvic 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.

Student is a member of the UAMS Instructor Consent Student Cohort.

PHTH 73773 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.

PHTH 73782 Comprehensive Capstone (2 Credits)
Occuring 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.

PHTH 73793 Service Learning (3 Credits)
Exploration of the physical therapist's role in providing a variety of services to medically underserved communities.

PHTH 73881 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.

PHTH 73893 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.

Student is a member of the UAMS Instructor Consent Student Cohort.

PHTH 73957 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 clinical experience in a physical therapy practice setting.

PHTH 73965 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.

Student has completed all of the following course(s): PHTH 73957–Clin Experience III.

PHTH 73973 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.

PHTH 73983 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.

Student is a member of the UAMS Instructor Consent Student Cohort.

PHTH 73993 Applied Research II (3 Credits)
Continuation of PHTH 73983, this is the undertaking of a faculty-assisted research project, including analysis and preparation of the research results for presentation in paper and poster formats.

PHYO 51003 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 51033 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 5104V 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 51051 Departmental Seminar (1 Credit)

PHYO 51063 Molecular Biophysics I (I) (3 Credits)
Introduction to molecular biophysics: the investigation of the structure, dynamics and function of biological macromolecules, using physical techniques. Subject matter includes selected cellular macromolecules (e.g., polypeptides; nucleic acids), the role of molecular chaperones, and relevant topics in radiation biophysics. Prerequisite: BIOC 5103 or equivalent.

PHYO 51072 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 51082 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 51093 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 5200V Master's Thesis (1-6) (I, II, S.) (1–3 Credits)
Prerequisite: graduate standing and preceptor consent.

PHYO 6100V 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 61033 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 61044 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.

PHYO 6200V Doctoral Dissertation (1–10 Credits)
Prerequisite: candidacy and dissertation committee consent.

PSCH 73003 Learning and Cognition (3 Credits)

PSCH 73203 Regression and Multivariate Analysis (3 Credits)

PSCH 73303 Independent Study (3 Credits)

PSCH 82004 Behavioral Science (3.5 Credits)
Behavioral Science.

PSCH 83006 Psychiatry (6 Credits)
This clerkship is an overview of mental healthcare. In addition to relevant didactic sessions, students participate in the care of both inpatient and outpatient psychiatry patients.

PSCH 8400V Clinical Study–Psychiatry (2–12 Credits)
Independent Clinical Study in Psychiatry. Faculty and student will determine specific clinical assignment.

PSCH 84044 Geriatric Psychiatry (4 Credits)
Geriatric Psychiatry.

PSCH 84054 Psychiatry (4 Credits)
Psychiatry.

PSCH 84064 Geriatric Psychiatry (4 Credits)
Geriatric Psychiatry.

PSCH 84074 Psychiatry (4 Credits)
Psychiatry.

PSCH 8408V Psychiatry–Adult Inpatient (2–12 Credits)
Psychiatry–Adult Inpatient.

PSCH 8409V Substance Abuse and Mental Illness (2–12 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.

PSCH 8410V Mental Health Services Research (2–12 Credits)
Mental Health Services Research.

PSCH 84134 Chronically Mentally Ill-Outpatient (4 Credits)
Chronically Mentally Ill-Outpatient.

PSCH 8414V Adolescent LongTerm Sex Offender Tx (2–12 Credits)
Adolescent LongTerm Sex Offender Tx.

PSCH 8415V Dx and Tx of Adolescent Psych Pts. (2–12 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.

PSCH 8416V Forensic Psychiatry (2–12 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.

PSCH 8417V Treatment of Chronic Mental Illness (2–12 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.

PSCH 8418V Palliative Care-Psychotherapy (2–12 Credits)

To teach students about the biopsychosocial context in which patients with life-limiting diagnoses present, including pain problems, psychiatric diagnoses, and family dynamics.

PSCH 8419V Outpatient Substance Abuse Disorder (2–12 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.

PSCH 8420V Child and Adolescent Psychiatry (2–12 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.

PSCH 84234 Child and Adolescent Psychiatry (4 Credits)
Child and Adolescent Psychiatry.

PSCH 8424V Psychiatry in a Medical Setting-UA (2–12 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.

PSCH 8425V Psychiatry in a Medical Setting-VA (2–12 Credits)
Psychiatry in a Medical Setting-VA.

PSCH 8426V Outpatient Psychiatry NLRVAH (2–12 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.

PSCH 8427V Outpatient Psychiatry (2–12 Credits)
Outpatient Psychiatry.

PSCH 8428V Substance Abuse: Detox to Discharge (2–12 Credits)
Substance Abuse:Detox to Discharge.

PSCH 8429V Dx and Rx of Psychotic Patient (2–12 Credits)
Dx and Rx of Psychotic Patient.

PSCH 8430V Emergency Room Psychiatry LRVA ER (2–12 Credits)
Emergency Room Psychiatry LRVA ER.

PSCH 84334 Developing Brain and Psychiatric DX (4 Credits)
Developing Brain and Psychiatric DX.

PSCH 84344 Psychiatry and Society: Gain Program (4 Credits)
Psychiatry and Society: Gain Program.

PSCH 8435V Geriatric Psychiatry (2–12 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.

PSCH 8436V PRI Inpatient Psychiatry (2–12 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.

PSCH 8437V Women's Mental Health Program (2–12 Credits)
Psychiatric care of prenatal and postpartum women.

PSCH 8438V Inpatient and Outpatient Substance Use Disorder (1–4 Credits)
This elective is designed for students interested learning about addiction and substance use disorder treatment. This is not exclusive to students applying to psychiatry after medical school but can also be applicable for every field of medicine. Time on this rotation is split between the Co-Occurring Disorder inpatient unit at PRI and the Center for Addiction Services and Treatment (CAST) outpatient clinic.

PSCH 8495V Away-Psychiatry (2–12 Credits)
Away-Psychiatry.

PSCH 8499V Research–Psychiatry (2–12 Credits)
Research in Psychiatry. Faculty and student will determine specific research assignment.

PSCI 51003 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.

PSCI 51033 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.

PSCI 51041 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.

PSCI 51053 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.

PSCI 51063 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.

PSCI 5107V 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.

PSCI 51081 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.

PSCI 51092 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.

PSCI 51103 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.

PSCI 5113V 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.

PSCI 5114V Research in Pharmaceutical Sciences (1–10 Credits)
Prerequisite: graduate standing and consent of major advisor.

PSCI 51153 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 idividuals, 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.

PSCI 5116V Mentored Research Experience (1–3 Credits)
The student will work with an external supervisor to complete a research internship in one of the following settings: pharmaceutical industry, contract research organization, government agency, non-government organization, or academia. Other settings will be considered based on the goals and needs of the student. The major professor will guide the student throughout the experience and facilitate reflection on the connection between the experience, their career goals, and the didactic curriculum.

PSCI 51173 Foundations of Pharmaceutical Evaluation and Policy Research 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.

PSCI 51183 Foundations of Pharmaceutical Evaluation and Policy Research Methods – Part II (3 Credits)
The course builds upon the PGSP course to expand students' repertoire of research tools necessary to design, conduct, and disseminate findings from research studies evaluating pharmaceutical interventions and health-related policies. Students will explore various quantitative and qualitative study design and analytical methods as well as their associated strengths and limitations. The course aims to engage students in the application of methods by working through the research process. Additionally, students will design and conduct an independent research project and prepare a manuscript.

PSCI 51193 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.

PSCI 51203 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.

PSCI 51233 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.

PSCI 51243 US Healthcare System (1 Credit)
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 will be required for all persons without a prior U.S. degree in a health filed such as pharmacy, medicine, public health, or nursing.

PSCI 51253 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.

PSCI 51263 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.

PSCI 5200V Master's Thesis (1–9 Credits)
Prerequisite: graduate standing and consent.

PSCI 61003 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.

PSCI 61033 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.

PSCI 61043 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.

PSCI 61053 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.

PSCI 61063 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.

PSCI 61073 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.

PSCI 61083 Drug Action and Design (3 Credits)
This course is an overview of concepts from orgain and medicinal chemistry and pharmacology that are fundamental to understanding the design of drugs, including factors affecting stability, absorption, distribution and metabolism.

PSCI 61093 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.

PSCI 61102 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.

PSCI 61133 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.

PSCI 61143 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.

PSCI 61153 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.

PSCI 61163 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.

PSCI 6200V Dissertation (1–10 Credits)
Prerequisite: Admission to Ph.D. candidacy and dissertation committee consent.

PSCI 71005 Anatomy/Physiology/Pathology (5 Credits)
This course is 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. Lecture five hours per week.

PSCI 71034 Drug Action I (4 Credits)
This course series provides an integrated study of the principles of pharmacology, medicinal chemistry, and toxicology, with a focus on the mechanisms of drug action, both intended and unintended. The course series introduces these foundational sciences and then transitions to classes of drugs, including their relevant chemical and physical properties, pharmacokinetics, pharmacodynamics, and toxicity. Emphasis will be placed on the relevance of these topics to pharmacy practice, and how this knowledge can be used to optimize drug therapy for patients.

Students who specified one or more of these Programs of Study or Program Foci: Pharmacy Doctor of Pharmacy, Pharmacy Doctor of Pharmacy (Intake A), Pharmacy Doctor of Pharmacy (Intake B), Pharmacy Doctor of Pharmacy (Intake C), Pharmacy Doctor of Pharmacy (Intake D).

PSCI 71103 Basis for Drug Therapy I (3 Credits)
Basis for Drug Therapy is a two-course series in the PharmD program, designed to equip students with essential knowledge on the physiological and biochemical foundations critical for understanding pharmacotherapy. Covering major organ systems, cellular communication, and metabolism, this series emphasizes the structure, function, and regulation of the human body. Emphasis will be placed on identifying relevant endogenous targets for drug therapy, explaining fundamental mechanisms of common therapies, and describing how pharmacists use this knowledge in practice.

Students who specified one or more of these Programs of Study or Program Foci: Pharmacy Doctor of Pharmacy, Pharmacy Doctor of Pharmacy (Intake A), Pharmacy Doctor of Pharmacy (Intake B), Pharmacy Doctor of Pharmacy (Intake C), Pharmacy Doctor of Pharmacy (Intake D).

PSCI 71104 Biological & Cellular Chemistry (3 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. Lecture four hours per week.

PSCI 71204 Basis for Drug Therapy II (4 Credits)
Basis for Drug Therapy is a two-course series in the PharmD program, designed to equip students with essential knowledge on the physiological and biochemical foundations critical for understanding pharmacotherapy. Covering major organ systems, cellular communication, and metabolism, this series emphasizes the structure, function, and regulation of the human body. Emphasis will be placed on identifying relevant endogenous targets for drug therapy, explaining fundamental mechanisms of common therapies, and describing how pharmacists use this knowledge in practice.

Students who specified one or more of these Programs of Study or Program Foci: Pharmacy Doctor of Pharmacy, Pharmacy Doctor of Pharmacy (Intake A), Pharmacy Doctor of Pharmacy (Intake B), Pharmacy Doctor of Pharmacy (Intake C), Pharmacy Doctor of Pharmacy (Intake D).

PSCI 71205 Principles of Drug Actions (5 Credits)
This course covers the principles of drug actions from both the pharmacological and medicinal chemical perspective. General principles of drug absorption, distribution, metabolism and excretion as well as pharmacodynamic principles governing dose-response relationships are covered. Subsequently, the focus shifts to specific agents including local anesthetics, neuromuscular blockers and drugs acting on the autonomic nervous system. Lecture five hours per week.

PSCI 71303 Pharmaceutics I (3 Credits)
A study of the physicochemical aspects of liquid dosage forms, both aqueous and non-aqueous, with emphasis on the technology and pharmaceutical rationale fundamental to their design and development. Lecture three to four hours per week, and recitation three hours per week half of the semester

PSCI 71403 Pharmaceutics II (3 Credits)
This course is a continuation of the study of dosage forms and pharmaceutical products with emphasis on solid and semi-solid systems. Dispensing techniques, physical and chemical incompatibilities, drug product evaluation, and aspects of drug product stability are studied in the laboratory. Lecture three hours per week, and laboratory three hours per week.

PSCI 72004 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. Lecture four hours per week.

PSCI 72034 Drug Action II (4 Credits)

This course series provides an integrated study of the principles of pharmacology, medicinal chemistry, and toxicology, with a focus on the mechanisms of drug action, both intended and unintended. The course series introduces these foundational sciences and then transitions to classes of drugs, including their relevant chemical and physical properties, pharmacokinetics, pharmacodynamics, and toxicity. Emphasis will be placed on the relevance of these topics to pharmacy practice, and how this knowledge can be used to optimize drug therapy for patients.

Students who specified one or more of these Programs of Study or Program Foci: Pharmacy Doctor of Pharmacy, Pharmacy Doctor of Pharmacy (Intake A), Pharmacy Doctor of Pharmacy (Intake B), Pharmacy Doctor of Pharmacy (Intake C), Pharmacy Doctor of Pharmacy (Intake D).

PSCI 72044 Drug Action III (4 Credits)

This course series provides an integrated study of the principles of pharmacology, medicinal chemistry, and toxicology, with a focus on the mechanisms of drug action, both intended and unintended. The course series introduces these foundational sciences and then transitions to classes of drugs, including their relevant chemical and physical properties, pharmacokinetics, pharmacodynamics, and toxicity. Emphasis will be placed on the relevance of these topics to pharmacy practice, and how this knowledge can be used to optimize drug therapy for patients.

Students who specified one or more of these Programs of Study or Program Foci: Pharmacy Doctor of Pharmacy, Pharmacy Doctor of Pharmacy (Intake A), Pharmacy Doctor of Pharmacy (Intake B), Pharmacy Doctor of Pharmacy (Intake C), Pharmacy Doctor of Pharmacy (Intake D).

PSCI 72104 Pharmacology II (4 Credits)

This course is a continuation of PSCI 72004.

PSCI 72204 Medicinal Chemistry/Natural Products (4 Credits)

This course is a study of the relationship between the physicochemical properties of synthetic and naturally derived drugs and their stability, absorption, distribution, metabolism, elimination, and pharmacological mechanism of action.

PSCI 72303 Molecular Biology & Biotechnology (3 Credits)

This course covers fundamental molecular biology and extends this knowledge to provide the student a basic understanding of human genetics, biotechnology, and genetic and immunologic engineering. Emphasis will be placed on clinical applications and biotechnology-based drugs and therapies. This is a three credit hour course.

PSCI 72403 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 will be discussed with respect to routes of administration. Parameters that influence pharmacokinetic and therapeutic outcomes of the most common drug regimens will be emphasized. Additionally, the principles of therapeutic drug monitoring and dosing will be explained.

PSCI 73032 Drug Action IV (2 Credits)

This course series provides an integrated study of the principles of pharmacology, medicinal chemistry, and toxicology, with a focus on the mechanisms of drug action, both intended and unintended. The course series introduces these foundational sciences and then transitions to classes of drugs, including their relevant chemical and physical properties, pharmacokinetics, pharmacodynamics, and toxicity. Emphasis will be placed on the relevance of these topics to pharmacy practice, and how this knowledge can be used to optimize drug therapy for patients.

Students who specified one or more of these Programs of Study or Program Foci: Pharmacy Doctor of Pharmacy, Pharmacy Doctor of Pharmacy (Intake A), Pharmacy Doctor of Pharmacy (Intake B), Pharmacy Doctor of Pharmacy (Intake C), Pharmacy Doctor of Pharmacy (Intake D).

PSCI 73502 Pharmacognosy/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. Lecture two hours per week.

PSCI 7350V 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.

PULM 84104 Pulmonary (4 Credits)

Pulmonary.

PULM 8420V Pulmonary Medicine (1–16 Credits)

Pulmonary Medicine.

PULM 8430V Pulmonary (1–16 Credits)

Pulmonary.

RADI 83002 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 8403V Radiology (1–16 Credits)
Radiology.

RADI 8404V Radiology (1–16 Credits)
Radiology.

RADI 8405V Radiology (1–16 Credits)
Radiology.

RADI 8406V Radiology NW (1–16 Credits)
Radiology NW.

RADI 8407V Radiology (1–16 Credits)
Radiology.

RADI 84084 Radiation Oncology (4 Credits)
Radiation Oncology.

RADI 8409V Advanced Medical Imaging (2–12 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 8410V Pediatric Radiology (2–12 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 8413V Diagnostic Radiology (2–12 Credits)
Diagnostic Radiology.

RADI 8414V Radiation Biology Research (2–12 Credits)
Radiation Biology Research.

RADI 8415V Vascular and Intervention Radiology (2–12 Credits)
Vascular and Intervention Radiology.

RADI 8416V Nuclear Medicine PET Service (2–12 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 8495V Away-Radiology (2–12 Credits)
Away-Radiology.

RADI 8499V Research–Radiology (2–12 Credits)
Research in Radiology. Faculty and student will determine specific research assignment.

RADO 83002 Radiation Oncology–(M3) Selective (2 Credits)
This two-week course gives interested students an opportunity to learn the basics of radiation oncology. Students will rotate through our outpatient clinic and are given the opportunity to observe procedures and assist with research if interested. Students will also participate in didactic lectures, case conferences, journal clubs, and departmental chart rounds.

RADO 8400V Radiation Oncology (2–12 Credits)
Radiation Oncology.

RADO 8495V Away-Radiation Oncology (2–12 Credits)
Away-Radiation Oncology.

RADO 8499V Research–Radiation Oncology (2–12 Credits)
Research in Radiation Oncology. Faculty and student will determine specific research assignment.

REGS 51073 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 60133 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 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 60233 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 61003 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.

REHA 83002 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 8400V Rehabilitation Medicine (1–16 Credits)

Rehabilitation Medicine.

REHA 8403V Physical Med and Rehabilitation (2–12 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 8404V Spinal Cord Injury Medicine (2–12 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.

REHA 8405 Pediatric Physical Medicine & Rehabilitation (2–12 Credits)

Pediatric PM&R focuses on management of rehabilitation surrounding growth and development, injury, and pathologic causes of functional impairment in the pediatric population. This elective will include inpatient rehabilitation and clinic experiences including complex care, cerebral palsy management, cancer rehabilitation, movement disorders, orthopedic injuries, TBI and SCI, and more.

REHA 8495V Away-PM & R (2–12 Credits)

Away-PM & R.

RENL 84004 Renal Medicine (4 Credits)

Renal Medicine.

RENL 8405 AI In Renal Medicine (1–16 Credits)

AI In Renal Medicine.

RENL 8410V Renal Medicine (1–16 Credits)
Renal Medicine.

RENL 8420V Renal Medicine (1–16 Credits)
Renal Medicine.

RENL 84304 Renal Medicine (4 Credits)
Renal Medicine.

RESP 31131 Equipment and Techniques I Laboratory (1 Credit)
Respiratory care equipment function, maintenance and use; guided practice prior to clinical experiences.

RESP 31151 Basic Assessment and Diagnosis Laboratory (1 Credit)
Cardio-respiratory assessment and diagnostic equipment function, maintenance and use; guided practice prior to clinical experience.

RESP 31161 Pharmacology I (1 Credit)
Practical and clinical pharmacology related to inhaled drugs administered by the respiratory therapist.

RESP 31171 Clinical Practicum I (1 Credit)
Supervised clinical experience in basic respiratory care procedures and practices.

RESP 31241 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 31281 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 31301 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 32232 Equipment and Techniques II Laboratory (2 Credits)
Critical respiratory care equipment and function, maintenance and use; guided practice prior to clinical experiences.

RESP 32262 Clinical Practicum II (2 Credits)
Continuation of Clinical Practicum I; includes an introduction to critical respiratory care procedures and practice.

RESP 32302 Clinical Internship I (2 Credits)
Concentrated clinical experiences in critical and non-critical respiratory care procedures and practices.

RESP 33143 Basic Assessment and Diagnosis (3 Credits)
Basic cardio-respiratory assessment and diagnostic procedures and practice.

RESP 33203 Equipment and Techniques II (3 Credits)
Cardio-respiratory Care of critically ill patients with emphasis on mechanical ventilation and physiologic monitoring.

RESP 33273 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 34104 Cardiopulmonary A & P (4 Credits)
Emphasis on the respiratory, cardiac, and renal systems.

RESP 34134 Equipment & Techniques I (4 Credits)
Respiratory Care procedures and equipment; emphasis on basic respiratory care procedures and practice.

RESP 34204 Cardio-Respiratory Disorders (4 Credits)

Study of common respiratory and cardiac disorders.

RESP 41301 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.

Student is a member of the UAMS Instructor Consent Student Cohort.

RESP 4133 Patient & 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.

RESP 41401 Legal and Ethical Issues (1 Credit)
A review of basic legal and ethical principles which serve as a foundation for interprofessional clinical practice.

RESP 41461 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 42402 Advanced Assessment & Diagnosis (2 Credits)
Advanced cardiopulmonary assessment and diagnostic procedures and practices.

RESP 42432 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 42441 Scholarship Project (1–2 Credits)
Introduction to the application of scientific research methods.

RESP 42482 Bachelor's Thesis Proposal (2 Credits)
Planning the bachelor's thesis, practicum, research project or scholarly activity.

Student has completed all of the following course(s): RESP 42571–Literature Review, RESP 43303–Research & Evaluation.

RESP 42502 Integration Project (2 Credits)
Integration of respiratory care course work, focused on a case study.

RESP 42552 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 42571 Literature Review (1–3 Credits)
Discussion of advanced theory and application of cardio-respiratory care as found in the professional literature.

Student has completed all of the following course(s): RESP 43303–Research & Evaluation.

RESP 4258 Clinical Capstone I (1–2 Credits)

RESP 43303 Research and Evaluation (3 Credits)
An introduction to the methods of scientific research and evaluation.

RESP 43313 Evidence Based Inquiry (3 Credits)
An introduction to the principles and clinical application of evidence based medicine related to the practice of cardio-respiratory care.

RESP 43403 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 43553 Leadership & Management (3 Credits)
Basic concepts, principles, and practices necessary for effective supervision and leadership in a health care environment.

RESP 43563 Clinical Internship II (3 Credits)

Continuation of Clinical Practicum III; includes alternate care site and additional critical care practices and procedures.

RESP 43603 Special Topics in Acute Respiratory Syndromes (3 Credits)
This course examines current and emerging topics in acute respiratory syndromes including infectious, environmental, occupational, and pediatric causes. Students will explore epidemiology, modes of transmission, prevention and control measures, clinical presentation, and evidence-based management strategies. Case-based discussions emphasize critical thinking and application of respiratory therapy principles to real-world scenarios.

RESP 44454 Clinical Practicum III (4 Credits)
A continuation of Clinical Practicum II; includes neonatal and diagnostic procedures and practices.

RESP 44503 Disease Management (3 Credits)
Introduction to chronic disease management.

RESP 4652 Capstone II (6 Credits)

RESP 46536 Bachelor's Thesis (6 Credits)
The bachelor's thesis is implemented, evaluated, and evidenced-based recommendations are disseminated.

Student has completed all of the following course(s): RESP 42482–BS Thesis Proposal.

RESP 51341 Pharmacology II (1 Credit)
A continuation of Pharmacology I. Emphasis will be placed on non-steroidal, anti-asthmatic, anti-infective drugs, sedatives, analgesics, neuromuscular blocking agents, and cardiac drugs.

RESP 51441 Legal and Ethical Issues in Healthcare (1 Credit)
A review of basic legal and ethical principles which serve as a foundation for inter-professional clinical practice.

RESP 51461 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, patient and family learning.

RESP 52323 Master's Internship I (3 Credits)
Supervised clinical internship in adult critical care procedures and practices. An introduction to the neonatal critical care setting is included.

RESP 52442 Advanced Assessment and Diagnosis (2 Credits)
Advanced cardiopulmonary assessment and diagnostic procedures and practices for the Master's Degree student.

RESP 52452 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, guided practice prior to clinical experiences.

RESP 52461 Scholarship Project (1 Credit)
Application of scientific research methods to patient care.

RESP 52573 Literature Review (1 Credit)
Demonstration of EBM research methods and discussion of advanced theory and application of cardio-respiratory care as found in the professional literature.

RESP 5327 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, guided practice prior to clinical experiences. Neonatal Resuscitation Program (NRP) certification required.

RESP 53343 Research and Evaluation (3 Credits)
An introduction to the methods of scientific research and evaluation.

RESP 53443 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 53543 Leadership and Management (3 Credits)

Concepts, principles and practices necessary for effective supervision and leadership in a health care environment. Emphasis on personal evaluation and development of leadership attributes.

RESP 54454 Clinical Practicum III (4 Credits)
A continuation of Clinical Practicum II with additional emphasis on diagnostic, emergency room, neonatal and pediatric procedures and practices.

RESP 54464 Master's Internship II (4 Credits)
Supervised clinical internship in various practice settings. Emphasis placed on the application of advanced respiratory care knowledge and skills in an area of interest to the student.

RESP 54543 Disease Management (3 Credits)
Introduction to chronic disease management with discussion of the theory and application of cardio-respiratory diagnostics and/or therapeutic intervention used to manage the chronic disease.

RISP 31231 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 31232 Radiologic Anatomy (3 Credits)
An investigation of human anatomy of the skeletal, gastrointestinal, genitourinary, cardiovascular, and central nervous systems as demonstrated on radiologic images.

RISP 31233 Radiographic Procedures I (3 Credits)
A study of radiographic positioning of the chest, abdomen, extremities, and vertebral column.

RISP 31234 Basic Patient Care (3 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 31241 Radiographic Procedures Laboratory I (1 Credit)
Laboratory session to accompany Radiographic Procedures I. Guided practice in principles of radiographic positioning.

RISP 31262 Clinical Practicum I (2 Credits)
Supervised clinical experience emphasizing radiographic procedures of the chest, abdomen, extremities, and vertebral column.

RISP 31333 Imaging Foundations (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.

RISP 32333 Radiographic Procedures II (3 Credits)
A study of radiographic positioning of the cranium, gastrointestinal structures, and genitourinary structures.

RISP 32344 Image Production (3 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.

RISP 32353 Clinical Practicum II (3 Credits)
Supervised clinical experience emphasizing radiographic procedures of the extremities, vertebral column, fluoroscopy, and introduction to special modalities.

RISP 32533 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 32543 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 33132 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 33434 Clinical Practicum III (4 Credits)

Supervised clinical experience emphasizing radiographic procedures of the cranium, gastrointestinal system, and genitourinary system.

RISP 41533 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.

Student has completed all of the following course(s): RISP 32333–Radio Proc II.

RISP 41545 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 41753 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.

Student is a member of the UAMS Instructor Consent Student Cohort.

RISP 41773 Interventional Cardiovascular 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.

Student is a member of the UAMS Instructor Consent Student Cohort.

RISP 41863 Physics of Computed Tomography (3 Credits)
A study of the instrumentation of computed tomography, computed tomographic image formation, and radiation dose and safety concerns.

Student is a member of the UAMS Instructor Consent Student Cohort.

RISP 41933 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.

Student is a member of the UAMS Instructor Consent Student Cohort.

RISP 41943 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 41953 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.

Student is a member of the UAMS Instructor Consent Student Cohort.

RISP 42432 Professional Development (3 Credits)
Interactive course focusing on critical job search skills and professional development in healthcare.

RISP 42533 Advanced Radiographic Procedures (3 Credits)
Study of alternate, specialized radiographic projections used to image anatomic structures that are not visualized with routine procedures. The procedures covered in this course are more complex than the routine studies discussed in Radiographic Procedures I, II, and III. This course includes procedures that are not as common in the radiology department and the operating room but are vital to advancing the development of a competent radiographer.

Students who specified one or more of these Programs of Study or Program Foci: Radiologic Imaging Sciences Associate of Science, Radiologic Imaging Sciences Bachelor of Science.

RISP 42553 Imaging Informatics (3 Credits)
This course introduces the concepts of information technology as it relates to healthcare and radiology as well as provides an overview of computer and network system basics needed in a medical imaging informatics role. This course focuses on current medical imaging informatics system architecture, healthcare data trends, health information privacy and security, ethics, mobile technology, telemedicine, quality improvement, patient safety, and medical image management & processing system (MIMPS) standards, and protocol.

RISP 42633 Radiologic Pathology (3 Credits)
A study of disease processes emphasizing major organ-related and multiple system disease from a clinical and radiologic standpoint.

RISP 42635 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 42763 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.

Student has completed all of the following course(s): RISP 41753–Mammo Fundamentals.

RISP 42783 Interventional Cardiovascular 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.

Student has completed all of the following course(s): RISP 41773–Interventional Cardiovascular I.

RISP 42833 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 42873 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.

Student has completed all of the following course(s): RISP 41863–Physics of Computed Tomog.

RISP 42933 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.

Student has completed all of the following course(s): RISP 41933–Phys of Magnetic Res. Ima.

RISP 42963 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.

Student has completed all of the following course(s): RISP 41953–Vascular Intervention I.

RISP 43833 Adv. Patient Care (3 Credits)
A study of advanced patient care skills emphasizing the cardiovascular and respiratory systems.

RISP 4500V Independent Study (1 Credit)
Student is a member of the UAMS Instructor Consent Student Cohort.

RISP 45795 Cardiac Interventional Practicum (5 Credits)
Supervised clinical experience in cardiovascular interventional imaging.

Student has satisfied all of the following:
[Student has completed all of the following course(s): RISP 41773–Interventional Cardiovascular I].

RISP 45855 Mammography Practicum (5 Credits)
Supervised clinical experience in mammography.

Student is a member of the UAMS Instructor Consent Student Cohort.

RISP 45885 CT Practicum (5 Credits)
Supervised clinical experience in computed tomography.

Student is a member of the UAMS Instructor Consent Student Cohort.

RISP 45945 MRI Practicum (5 Credits)
Supervised clinical experience in magnetic resonance imaging.

Student is a member of the UAMS Instructor Consent Student Cohort.

RISP 45975 Vascular Interventional Practicum (5 Credits)
Supervised clinical experience in vascular interventional imaging.

Student has satisfied all of the following:
[Student is a member of the UAMS Instructor Consent Student Cohort]
And Student has satisfied all of the following:
[Student has completed all of the following course(s): RISP 41953–Vascular Intervention I].

RISP 45993 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.

SGRY 83008 Surgery (8 Credits)
This clerkship provides both didactic and practical clinical experience in general surgery. Students work with faculty surgeons helping to care for patients in both inpatient and outpatient settings.

SGRY 83034 Surgery Subspecialties (4 Credits)
Surgery Subspecialties.

SGRY 8400V Clinical Study–Surgery (2–12 Credits)
Independent Clinical Study in Surgery. Faculty and student will determine specific clinical assignment.

SGRY 8403V General Surgery (1–16 Credits)
General Surgery.

SGRY 8404V General Surgery (1–16 Credits)
General Surgery.

SGRY 8405V General Surgery (1–16 Credits)
General Surgery.

SGRY 8406V General Surgery (1–16 Credits)
General Surgery.

SGRY 84074 General Surgery (4 Credits)
General Surgery.

SGRY 8408V General Surgery (1–16 Credits)
General Surgery.

SGRY 8409V Basic Surgical Skills (2–12 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 8410V 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 8413V General Surgery (1–16 Credits)
General Surgery.

SGRY 8414V General Surgery (2–12 Credits)
General Surgery.

SGRY 8415V AI- Cardiovascular Surgery (1–12 Credits)
AI- Cardiovascular Surgery.

SGRY 8416V Plastic And Reconstruct Surg (1–16 Credits)
Plastic And Reconstruct Surg.

SGRY 8417V General Surgery (1–16 Credits)
General Surgery.

SGRY 84184 Thoracic Surgery (4 Credits)
Thoracic Surgery.

SGRY 8419V AI in Surgery (2–12 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 8420V General Surgery Outpatient Clinic (2–12 Credits)
General Surgery Outpatient Clinic.

SGRY 8423V AI – Department Honors Program in Surgery (2–12 Credits)
Department Honors Prog in Surgery.

SGRY 8424V Surgical Oncology/Breast Service (2–12 Credits)
Surgical Oncology/Breast Service.

SGRY 8425V Vascular Surgery (2–12 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 8426V Endoscopy, Colon and Rectal Surgery (2–12 Credits)
Endoscopy, Colon and Rectal Surgery.

SGRY 8427V Pediatric Surgery (2–12 Credits)
Pediatric Surgery.

SGRY 8428V Emergency Surgical Trauma Service (2–12 Credits)
Emergency Surgical Trauma Service.

SGRY 8429V Private Surgery (1–12 Credits)
Private Surgery–This elective will not count toward the 12 hour on-campus rule.

SGRY 8430V Management of Burns and Wounds (2–12 Credits)
Management of Burns and Wounds.

SGRY 8433V General Surgery & Surgical Oncology (2–12 Credits)
General Surgery & Surgical Oncology.

SGRY 8434V Pediatric Cardiothoracic Surgery (2–12 Credits)
Pediatric Cardiothoracic Surgery.

SGRY 8435V Plastic and Reconstructive Surgery (2–12 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 8436V Cardio-Thoracic Surgery (2–12 Credits)
Cardio-Thoracic Surgery.

SGRY 8437V NW Surgical Specialties Clerkship (1–16 Credits)
NW Surgical Specialties Clerkship.

SGRY 8438V Surgical Intensive Care (2–12 Credits)
Surgical Intensive Care.

SGRY 8439V General and Endocrine Surgery (2–12 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 diaphramatic 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).

SGRY 8495V Away-Surgery (2–12 Credits)

Away-Surgery.

SGRY 8499V Research–Surgery (2–12 Credits)
Research in Surgery. Faculty and student will determine specific research assignment.

UNIV 11000 Exposure Workshop (0 Credits)
This introductory workshop in the Exposure Phase of the IPE Curriculum Framework includes exposure to the key concepts of the Quadruple Aim and Interprofessional Education and Practice. Learning objectives addressed include: The Quadruple Aim Interprofessional Education Collaborative (IPEC) Domains: Values and Ethics, Roles and Responsibilities, Effective Communication, Teams and Teamwork, Patient- and Family-Centered Care, Health Literacy, Social determinants of health and Arkansas most prevalent health disparities, Cultural competency, Research, Health economics: the role of the provider, the payers, and society, Professional Wellness. Students should refer to their College/Program's IPE Timeline for further details regarding designated time and date or approved alternative options to complete this requirement. Session dates and further details for this activity are available on the Seven Core IPE Activities page of the IPE website at ipe.uams.edu.

UNIV 12000 Exposure Bridge Transition (0 Credits)
The Exposure Bridge Transition Activity is an introductory interprofessional experience in the Exposure Phase of the IPE Curriculum Framework. A variety of offerings are approved for this activity. Student participation is determined by home program and curriculum governance. Exposure Bridge Transition activities include OIPE-sponsored: movie night, skills training, common book or reading, professional seminar and interprofessional discussion, volunteer at the 12th Street Health and Wellness Center/North Street Clinic or other approved interprofessional free or reduced cost clinic, or shadow interprofessional rounds/clinic or interdisciplinary research/regulatory team. IPEC domain competencies at the novice level as well as content-specific learning objectives are addressed. A reflective essay, verification form, and co-curricular assessment accompany this activity. Students should refer to their College/Program's IPE Timeline for further details regarding designated time/session/approved options to complete this requirement. Session dates and further details for this activity are available on the Seven Core IPE Activities page of the IPE website at ipe.uams.edu.

UNIV 13000 Immersion Quadruple Aim Project (0 Credits)
The Quadruple Aim Project Proposal is to be completed by eligible UAMS learners during the Immersion Phase of the IPE Curriculum Framework. Eligible learners are those who have completed the Exposure Phase. The purpose of this activity is for interprofessional teams of students to work together to develop an interprofessional project proposal that addresses a problem related to the Quadruple Aim. Students are responsible for developing and presenting the project proposal only. Teams are not responsible for implementation of the project. The Quadruple Aim has four goals: 1) patient care/patient experience improvement, 2) population health improvement, 3) healthcare cost reduction and 4) professional wellness and provider satisfaction improvement. IPEC domain competencies at the intermediate level are addressed. A co-curricular assessment accompanies this activity. Students should refer to their College/Program's IPE Timeline for further details regarding designated time/session/approved options to complete this requirement. Session dates and further details for this activity are available on the Seven Core IPE Activities page of the IPE website at ipe.uams.edu.

UNIV 14000 Immersion Simulation (0 Credits)
Interprofessional simulations covering a broad range of topics are completed during the Immersion Phase of the IPE Curriculum Framework. The purpose of this activity is for interprofessional teams of students to work together to evaluate and recommend direct patient care, population- or systems-based, or professional wellness management strategies as this content is learned. This is considered early application for intermediate learners. A variety of topics are approved for this activity. Student participation is determined by home program and curriculum governance. IPEC domain competencies at the intermediate level as well as content-specific learning objectives are addressed. Students should refer to their College/Program's IPE Timeline for further details regarding designated time/session/approved options to complete this requirement. Session dates and further details for this activity are available on the Seven Core IPE Activities page of the IPE website at ipe.uams.edu.

UNIV 15000 Competence Workshop (0 Credits)
The Competence Workshop is a summative workshop completed during the Competence Phase of the IPE Curriculum Framework. Interprofessional groups of students address Quadruple Aim content through evaluation of patient, population, systems, or professional wellness case content and recommend an action plan. Eligible students are considered advanced level learners nearing completion of the curriculum program or learners pursuing advanced degrees in their field. A variety of topics are approved for this activity. Student participation is determined by home program and curriculum governance. IPEC domain competencies at the advanced level as well as content-specific learning objectives are addressed. Students should refer to their College/Program's IPE Timeline for further details regarding designated time/session/approved options to complete this requirement. Session dates and further details for this activity are available on the Seven Core IPE Activities page of the IPE website at ipe.uams.edu.

UNIV 16000 Competence Practice Activity (0 Credits)
The Competence Practice Activity is completed by advanced learners during the Competence Phase of the IPE Curriculum Framework. The purpose of this activity is for the student to apply the knowledge, skills, and behaviors accrued during professional training to serve as a member of an interprofessional team. A variety of practice settings are available to complete this requirement. Student participation is determined by home program and curriculum governance. Practice activities include participation in health fairs/screening events, community education events, interprofessional rounds/clinic, and interdisciplinary research or regulatory team. IPEC domain competencies at the advanced level as well as content-specific learning objectives are addressed. . A reflective essay, verification form, and co-curricular assessment accompany this activity. Students should refer to their College/Program's IPE Timeline for further details regarding designated time/session/approved options to complete this requirement. Further details for this activity are available on the Seven Core IPE Activities page of the IPE website at ipe.uams.edu.

UNIV 17000 Competence Student Educator Activity (0 Credits)
The Competence Student Educator Activity is completed by advanced learners during the Competence Phase of the IPE Curriculum Framework. The purpose of this activity is for the student to share or "teach" information specific to their profession forward and relate the role/overlap of this information to interprofessional partners. A variety of student educator activities are available to complete this requirement. Student participation is determined by home program and curriculum governance. Student educator activities include participating in IPE Curriculum events to assist in instruction of early career students (Exposure Workshop, Exposure Bridge Activities, Immersion Simulation, Immersion Quadruple Aim Project, Competence Workshop), providing community education during health fairs, serving as a student advisory board member, presenting a seminar on health professions as a career opportunity to students in K-12 education/Pre-Health students, providing a seminar on a practice-related topic (inservice, case conference topic presentation, etc.), presenting original research (Advanced Practice Experience (APE), Integrative Learning Experience (ILE), poster/platform presentation, etc.). IPEC domain competencies at the advanced level as well as content-specific learning objectives are addressed. A reflective essay and verification form accompany this activity. Students should refer to their College/Program's IPE Timeline for further details regarding designated time/session/approved options to complete this requirement. Further details for this activity are available on the Seven Core IPE Activities page of the IPE website at ipe.uams.edu.

UNIV 60000 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.

UNIV 60030 Culinary Medicine (2 Credits)
Students will gain a basic 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 learn basic kitchen safety, knife handling skills and food preparation techniques suitable for diet-related illnesses.

Student is a member of the UAMS Instructor Consent Student Cohort.

UROL 83002 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. See the following URL for additional curriculum details: http://www.auanet.org/meetings-and-education/for-medical-students/medical-students-curriculum 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 8400V Clinical Study–Urology (2–12 Credits)

UROL 84034 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 patents over the four-week period, in coordination with other members of the team.

UROL 84044 Urology (4 Credits)
Urology.

UROL 84054 Urology (4 Credits)
Urology.

UROL 84064 Urology (4 Credits)
Urology.

UROL 84074 Urology (4 Credits)
Urology.

UROL 84084 Urology (4 Credits)
Urology.

UROL 8409V Urology (1–16 Credits)
Urology.

UROL 84104 Urology (4 Credits)
Urology.

UROL 84134 Urology (4 Credits)
Urology.

UROL 8414V AI- Urology (2–12 Credits)
Allow the student to function as an acting PGY1 on the urology service at UAMS, VAH and/or ACH.

UROL 8495V Away-Urology (2–12 Credits)
Away-Urology.

UROL 8499V Research–Urology (2–12 Credits)
Research in Urology. Faculty and student will determine specific research assignment.

Addenda and Updates

The academic catalog was published 04/17/2026. The document is subject to change, and such updates are listed in this section along with applicable dates and reference notations. Change notices are publicized via UAMS email communications and website notifications to https://registrar.uams.edu. All updates are effective with the publication date listed unless otherwise noted. Questions regarding the UAMS academic catalog may be directed to the University Registrar, 501-526-5600 / registrar@uams.edu.

October 1, 2026 – Mid-Cycle Update
The AY2027 Academic Catalog was updated to reflect corrections and minor updates indentified since the original publication.