



UNIVERSITY OF ARKANSAS FOR MEDICAL SCIENCES

Academic Catalog

2024-2025

UAMS[®]



2024-2025 University Academic Catalog

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Institutional Overview & History

Little Rock Campus

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

Northwest Regional Campus

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

UAMS History

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

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

In fulfilling its educational mission, the six academic units of UAMS — the Colleges of Medicine, Nursing, Pharmacy, Health Professions, and Public Health, and the Graduate School — as well as the UAMS Medical Center, the Regional Campuses, the Winthrop P. Rockefeller Cancer Institute, the Harvey & Bernice Jones Eye Institute, the Donald W. Reynolds Institute on Aging, the Jackson T. Stephens Spine & Neurosciences Institute, the Psychiatric Research Institute, the Translational Research Institute, 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 life-long learning opportunities as appropriate to their missions. The UAMS Library serves as a resource for all health professionals by maintaining a portfolio of information services needed to support their information needs. The Office of Continuing Education holds joint accreditation to deliver interprofessional continuing education for physicians, nurses and pharmacists

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

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

- College of Health Professions
- College of Medicine
- College of Nursing
- College of Pharmacy
- College of Public Health
- Graduate School
- UA Clinton School of Public Service
- Eight Regional Campuses
- Donald W. Reynolds Institute on Aging
- Harvey & Bernice Jones Eye Institute
- Jackson T. Stephens Spine & Neurosciences Institute
- Translational Research Institute
- Institute for Digital Health & Innovation
- 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 Sperindo Restaurant and Hotel in downtown Little Rock served as the first home for what was then known as the Medical Department of Arkansas Industrial University. As enrollment grew into the 20th century, the school was housed in several different locations, including the Old State House in downtown Little Rock. A new medical school was built in the 1930s with funding provided by President Franklin Roosevelt's Public Works Administration. Additional funding was provided by a tax on beer and liquor assessed by the Arkansas state legislature.

Public Support

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

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

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

In early 2009, UAMS opened a new hospital, a 540,000-square-foot facility with 234 adult beds (since expanded to 346 adult beds) and 64 neonatal beds. This facility enables UAMS to create comfort, hope and healing for more patients and families than ever before. Also in 2009, in response to a nationwide shortage of health care professionals 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 3,275 students and 890 resident physicians as of Fall 2023.

Advanced Institutes

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

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

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

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

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

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

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

The 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 smart phones, tablets and personal computers. The institute's work led to the 2020 introduction of UAMS HealthNow, providing a real-time video connection with a UAMS medical professional using the internet through mobile devices and computers.

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

In the last year, UAMS has celebrated many clinical milestones improving 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 submitted its application to become Magnet designated, the highest distinction of nursing excellence for hospitals in the United States. Around the same time, 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.

During this time, UAMS opened new 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. UAMS also broke ground on its new Orthopaedics and Sports Performance Center in Springdale.

To improve care in South Arkansas, UAMS enter 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' only academic medical center, UAMS has remained committed to promoting a better state of health.

Mission & Values

UAMS Mission

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

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

Vision 2029

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

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

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

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

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

While working toward those stakeholder objectives, UAMS also will:

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

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

Core Values

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

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

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

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

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

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

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

University of Arkansas System

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

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

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

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

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

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

The board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties through a rigorous conflict of interest structure. The board has set forth the general standards of conduct for all trustees. Trustee decisions shall be made in good faith, with the care of an ordinarily prudent person in a like position, and in a manner that the trustee believes to be in the best interest of the university. All trustees must abstain from voting or influencing transactions where a conflict of interest 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 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 & Institutional Policy

Accreditation

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

Higher Learning Commission
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 <http://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 <http://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, gender identity, pregnancy, national or ethnic origin, non-disqualifying disability, age, ancestry, marital status, sexual orientation, veteran status, political beliefs or affiliations, and to comply with all federal and state non-discrimination, equal opportunity and affirmative action laws, orders and regulations, including remaining compliant and consistent with the Civil Rights Act; the Americans with Disabilities Act; the Rehabilitation Act of 1973; and Title IX of the Education Amendments of 1972.

2.1.6 Artificial Intelligence Generative Tool Use Policy. This policy aids in clarifying the use 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.

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

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

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

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

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

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

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

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

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

2.2.9 Formal Complaint Resolution Policy. UAMS is committed to providing a safe and inclusive learning environment that is supportive of student success. From time-to-time, students may have complaints regarding academic and non-academic decisions or actions by UAMS or a UAMS employee that the student contends was in violation of written campus policies or constitutes unfair or unequal application of such policies. The formal complaint resolution policy outlines the policies and procedures in place to manage student academic and non-academic complaints. This policy applies to students 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.

Student Records and Enrollment Policies

2.1.01 (UAMS Administrative Guide) Confidentiality Policy. UAMS prohibits the unlawful or unauthorized access, use or disclosure of Confidential Information obtained during the course of employment or other relationship with UAMS. As a condition of employment, continued employment or relationship with UAMS, the UAMS workforce and all non-UAMS employees, vendors, consultants and other visitors who may access Confidential Information shall be required to sign a UAMS Confidentiality Agreement approved by the UAMS Office of General Counsel (Example: Appendix A of

UAMS Administrative Guide Policy 2.1.01). UAMS will provide training for each of its workforce members on the importance of maintaining confidentiality and the specific requirements of state and federal law, including the HIPAA Privacy Regulations and laws protecting the privacy of students and employees, as well as UAMS policies, in accordance with Policy 2.1.15 HIPAA Education and Training

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

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

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 <http://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
everhart@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 online and distance courses as for traditional (face-to-face) instruction, and for all locations where the classes are delivered.

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. 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 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. Per CFR 38 21.425 (c) (10), UAMS does not utilize advertising of any type which is erroneous or misleading, either by actual statement, omission, or intimation.

Tuition & Fees Policies

3.1.1 Student Account and Fee Administration. All tuition and fee payments shall be processed through the Student Financial Services Office in a manner determined by that office. No other office, unit, department, college or individual shall be authorized to accept payments from students with the exception of elective fees defined in the policy. The student is ultimately responsible for the payment of all tuition and fees, 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 GUS.

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

Eligibility Criteria:

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

3.1.3 Designation of 100% Online Degree Plans for Tuition and Fee Charging Purposes. All students enrolled in approved and designated 100% online degree plans or sub-plans will pay in-state 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% online/degree plan or sub-plan that is eligible for in state tuition and fee reduction. This policy applies to all certificate and degree plans and sub-plans 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.

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

100%

6-10 Business Days

50%

11th Business Day and after

0%

Sessions lasting 5 weeks and less than 11 weeks

1-3 Business Days

100%

4-7 Business Days

50%

8th Business Day and after

0%

Sessions lasting less than 5 weeks

Prior to the start of the session

100%

After the start of the session

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 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

100%

6-10 Business Days

50%

11th Business Day and after

0%

Sessions lasting 5 weeks and less than 11 weeks

1-3 Business Days

100%

4-7 Business Days

50%

8th Business Day and after

0%

Sessions lasting less than 5 weeks

Prior to the start of the session

100%

After the start of the session

0%

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

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

3.1.6 Tuition Calculation for Dual or Combined Degree Plans and Dual Enrollment. UAMS encourages students to further their health professions education by pursuing multiple degrees offered by UAMS without increasing their financial burden. The purpose of this policy is to define tuition collected from students in dual degree programs that include the Master of Public Health degree in the College of Public Health, combined degree programs and multiple enrollment in programs. This policy applies to UAMS dual and combined degree programs such as the MD/MPH, PharmD/MPH programs, and the Rural and Global Health Certificate as well as ad hoc simultaneous enrollments 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 to collect 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' 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 GUS Student Information System. 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 Student Financial Services (SFS) Financial Aid Office. The SFS Financial Aid Office is responsible for approving/denying emergency loan applications. The approved application will be forwarded to the Student Financial Manager to schedule a debt counseling session prior to notifying the SFS Bursar's Office. The SFS Bursar's Office is responsible for issuing funds and monitoring the repayment of all emergency loans.

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 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 \$2,000 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. All students who experience a blood/body fluid exposure while carrying out clinical/experiential requirements of their education program should be evaluated *immediately* for the need for chemoprophylaxis and monitoring regardless of the type of exposure or risk status of the source patient. Procedures are described in 1.4.1.

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

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

1.4.4 For-Cause Student Drug Testing. All UAMS students are subject to for-cause drug testing. UAMS explicitly prohibits:

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

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

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

Students who refuse “for cause” drug testing are subject to administrative dismissal from their college/school. Students will submit to testing where assigned, and all costs associated with drug testing are the responsibility of the student. If a student tests positive for drugs, the student 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 policy 1.4.5 which describes the procedures for investigation and notification of students who reside in campus housing or off campus and who have been reported as missing. 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 Public Health Emergency Student Personal Protective Equipment Guidelines. 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 EIPs. For students without suppression, the colleges will make reasonable accommodations for infected students so that they will be able to complete requirements for their degree. All students must meet the technical standards for admissions detailed by the colleges of UAMS.

Complete policy information and requirements are available in the full policy, and 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 emotional support animals and the responsibilities of bringing a service animal to campus housing as part of a reasonable accommodation.

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, on-line 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 <http://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)

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

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

HIPAA Confidentiality Policy (Administrative Guide 2.1.01)

UAMS prohibits the unlawful or unauthorized access, use or disclosure of Confidential Information obtained during the course of employment or other relationship with UAMS. As a condition of employment, continued employment, 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. 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)

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

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

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

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

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

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

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

The offense of hazing is a Class B misdemeanor.

Upon conviction of any student of the offense of hazing, he shall, in addition to any punishment imposed by the court, be expelled from the school, college, university, or other educational institution he is attending.

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

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

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

Drug Free Schools and Communities Act

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

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

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

Communicating with Government Officials

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

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

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

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

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 <http://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 <http://www.uams.edu/AdminGuide/index.html> to review UAMS policies. See in particular...

- Confidentiality Policy http://www.uams.edu/AdminGuide/PDFs/Section%203/3_1_15_Confidentiality_Policy.pdf
- Email Access and Usage <http://www.uams.edu/adminguide/Win07112.html>
- Wireless Networking <http://www.uams.edu/AdminGuide/PDFs/7.1.13.pdf>
- Access to Internet <http://www.uams.edu/AdminGuide/Win07211.html>
- UAMS Wiki and Blog <http://www.uams.edu/AdminGuide/PDFs/7.02.02.pdf>
- Mobile Device Safeguard http://www.uams.edu/AdminGuide/PDFs/hipaa_3.1.17.pdf
- Information Security/Password Mgt http://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 <http://webmail.uams.edu/> using an up-to-date Web browser. This requires that you have an active UAMS network login 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 web sites 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://emergmt.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 & Marketing
4. Communications & Marketing immediately initiates email and list serve notifications to all personnel on global email as well as enrolled on the student or other list serves
5. Unified Command assumes overall management of the incident, including disaster response; while UAMSPD maintains tactical control of the active shooter response
6. Notifies Little Rock Police Department and Pulaski County Sheriff'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 & 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 & 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 & 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 & 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 & 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 & 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 & Marketing will facilitate and provide any official commentary to the media. All briefings and availability will be conducted initially in the I. Dodd Wilson auditoriums or other locations as determined by the Public Information Officer (PIO) and Unified Command. UAMS personnel, Faculty, Staff and Students are not permitted to give interviews to the media without the knowledge of Communications & Marketing.

PART V: RESUMING NORMAL OPERATIONS:

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

Pull the metal pin.

Aim the nozzle

Squeeze the handle

Sweep the fire area from a distance of five to fifteen feet.

Fire Prevention

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

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

General Safety Precautions

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

Fire Drills

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

Area Specific Instructions

- Residence Hall: Evacuate the building.
- Hospital and Bed Tower: Patients must be moved to or kept in their room. Close patient room doors. If evacuation becomes necessary your first move is lateral [horizontal]. Move patients down the hall through at least one set of fire doors. Fire department personnel will decide when evacuation of the entire building is necessary. Evacuate as a last resort.
- Outpatient Clinics: OPC, WPRCI, Jones Eye Institute, Center on Aging, Stephens and MRI/GAMMA Knife; upon initial notification, evacuate the floor of fire origin. All other floors continue patient care until further instructions are received (i.e., "all personnel evacuate the building immediately").
- Campus Buildings: Barton, Biomedical Research I & II, Bioventures, 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 heavysset, 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/student-curriculum/collegeprogram-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/student-curriculum/collegeprogram-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, the UAMS Commencement Office and the GUS Student Records and Admissions functional/technical team. Staff are physically located in CHP Building 2.

Contact: UAMS Enrollment Services
4301 W. Markham, #767
Little Rock, AR 72205

501-526-5600 (phone)
501-526-3220 (fax)
<http://registrar.uams.edu>
<http://commencement.uams.edu>

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 <http://registrar.uams.edu/registration>.

Campus Clearance

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

Attendance

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

Transcripts

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

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

Veteran and Military Services (VA Facility Code: 11811904)

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

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

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

The Veteran and Active-Duty Non-Resident Tuition Waiver Program was established to provide in-state tuition benefits to Service Members, Spouses, and Dependents. Service Members who present documentation of their service, in any of the branches of the armed forces and who are legal residents of other states are eligible to apply for out-of-state tuition waiver. The applicant must submit a completed Veteran and Active-Duty Non-Resident Tuition Waiver Application to the Office of the University Registrar. This waiver is applied in the student information system as a "residency exception."

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

- 1) The credit was earned at 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 in light of the student's educational goals.
- 5) A minimum letter grade of "C" or above has been earned. Colleges and/or programs may establish more stringent qualifications to evaluate and approve transfer credit in accordance with their individual policies, as outlined in the individual college/program sections of the UAMS Catalog.
- 6) The credit does not exceed the maximum number of transfer credit hours allowed for transfer by the specific academic program or college.
- 7) The credit is not applied to fulfill multiple requirements within the same degree plan.
- 8) The credit was not completed in an online laboratory, if prohibited by a specific academic program or college.
- 9) If clarification or additional information is required in order to evaluate transfer credit, UAMS reserves the right to request additional information related to the transcript, including but not limited to academic catalogs, syllabi, or course offerings from the originating transfer institution.

Transfer Credit Exceptions

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

The Arkansas Course Transfer System

Students who have attended other public colleges in Arkansas are guaranteed the transfer of applicable undergraduate credits and equitable treatment in the application of credits for admissions and degree requirements. Students may complete specified General Education courses anywhere in the Arkansas public system within the timeframes 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 (OUR). To request evaluation of transfer credit, the student must submit both the official transcript and the UAMS Transfer Credit Approval Form, available at <http://registrar.uams.edu>. Students are strongly encouraged to submit a Transfer Credit Approval Form prior to enrolling in a course at another institution intended for transfer to the UAMS degree program. Completion of this form verifies the transferability of the coursework and

documents that the academic department will apply the course to the student degree plan as long as the completed course meets the requirements outlined in the "Acceptance of Transfer Credit" section above. The Transfer Credit Approval Form is the official documentation of approval of transfer credit; verbal and/or email agreements do not constitute a guarantee of approval or articulation. Courses are reviewed by program academic standards and/or admissions committees for credit decisions. These committees may require a student to repeat specific course(s) if prior completion was unsatisfactory. Concerns regarding transfer credit evaluation decisions should be directed to the admissions director for the student's college. The college or academic program makes the final decision regarding evaluation of credit.

State Minimum General Education Core Curriculum

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

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

Diplomas

Diplomas are available approximately after the degree conferral has been processed through Parchment, UAMS' contracted vendor for diploma services. The official diploma is mailed to the student following degree conferral, and a certified, electronic copy may be retrieved through Parchment within 2-3 days of conferral. Visit <http://registrar.uams.edu/graduation> for additional information about diplomas and diploma distribution.

Graduation Fee

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

Degree Audit

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

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

All requirements must be set to “satisfied” in order for a student to graduate. If you discussed a course substitution with your program or advisor, an academic substitution form must be submitted to the Office of the University Registrar no later than two weeks before the graduation date. Additionally, all Incomplete or In Progress coursework must be graded before a student will be eligible to graduate. If a degree audit is not available in GUS, the Office of the University Registrar will verify student requirements through a manual process. Manual degree audits are not available until an application for graduation is received and normally are produced a month before the graduation date. They are available upon request a month prior to the graduation date.

Dissertation (Doctoral Students)

Notification of successful completion of the dissertation with all signatures must be submitted to the library at least two weeks prior to the graduation date for the given semester. Students will follow the guidelines provided by the college for preparation of the dissertation and submission requirements. The library will notify the Office of the University Registrar of the successful completion and the information will be documented in the milestones area of GUS. The degree will not be posted without notification from the library.

Thesis (Master's Students)

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

Comprehensive Exam (Master's Students)

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

Graduation Honors

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

Degree Conferral

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

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

Graduation Transcript Requests

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

Campus Life and Support Services

Student Health Insurance

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

Student Government

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

Student Center

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

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) & 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 & Activities

For more information about Campus Life at the Little Rock campus, visit <http://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 & seizure and full authority to enforce the laws of the State of Arkansas. Our Security Officers are certified through the International Association for Healthcare & Safety.

Library

The UAMS Library serves the faculty, staff, and students of all UAMS 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 2 faculty-ranked librarians, an archivist, and a public historian.

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 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 white boards 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 Sunday 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.
Saturday	9:00 a.m. to 3:00 p.m.
Sunday	1:00 p.m. to 5:00 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 & 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 & 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. There is a doorbell on the circulation desk that rings to the librarian's office if you come into the Library looking for assistance. If the librarian is able to assist, she will arrive within five minutes of ringing the bell. 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 & 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.

Virtual Suggestion Box:

The UAMS Northwest Campus Library welcomes all feedback regarding space and services. If a student has a complaint or comment regarding the Library space, resources, or services on the Northwest Campus, they are welcome to fill out an anonymous feedback form: <https://uams.libwizard.com/f/NWCLSuggest>.

The librarian for the UAMS Northwest Campus is Kay Strahan, MSLIS. Her email is kstrahan@uams.edu and her phone number is 479-521-7615. She is here 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 NW 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 Akademos 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 <http://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 <http://fafsa.gov> using the UAMS FAFSA school code 001109. Applications are available October 1st of each year for the upcoming academic year and students are encouraged to apply early. Federal Student Aid is meant to supplement a student's ability to pay for college costs including tuition and fees, room and board, books, supplies, transportation and other educational expenses. Basic financial aid information including instructions on how to apply, eligibility criteria, satisfactory academic progress, cost of attendance, financial need, types of aid, disbursements, etc. can be found on our website <http://studentfinancialservices.uams.edu/>.

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

Debt Management

(501-686-7832)

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

Bursar / Tuition & Fees

(501-686-6128)

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

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

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

Deferment of your tuition and fees may be authorized under specific circumstances as outlined on the Student Financial Services Bursar's Office website: <http://studentfinancialservices.uams.edu/tuition-and-fees/deferments-refunds/>. Refunds are available on a calendar-based schedule. Complete refund policy information is available at <http://studentfinancialservices.uams.edu/tuition-and-fees/refund-policy/> or by visiting <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://scholarships.adhe.edu/scholarships-and-programs/a-z/>. Students may apply online at <https://scholarships.adhe.edu/>. The Student Financial Services (SFS) Financial Aid Office applies the awarded scholarships to the student's account in GUS, UAMS' Student Information System. The SFS Bursar's Office issues a refund if the student's account merits a credit balance.

Tuition Waivers, Residency Exceptions, and Scholarships

UAMS offers a number of tuition waivers, tuition residency exceptions, and scholarships at the institutional level. Below is a list of these opportunities. Details and application forms can be found 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 GUS 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 & Speech Pathology	Cytotechnology
Dental Hygiene	Dietetic Internship
Diagnostic Medical Sonography	Radiologic Imaging
Genetic Counseling	Nuclear Medicine Imaging Sciences
Occupational Therapy	Physician Assistant
Physical Therapy	Speech-Language Pathology
Medical Laboratory Sciences – on campus program only	
Respiratory Care – on campus program only	

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

Please review *Steps to Upload Documents into GUS* 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, and
- 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 & Employee Health Clinic is located within the Family Medicine Clinic on the NW Campus. Students can see a provider in-person on Monday and Wednesday, 8am-Noon. Visits are walk-in only during this time. For care outside of the clinic hours, UAMS NW 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 NW Region is located on the UAMS NW 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.

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

Graduate School History

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

The Graduate School on the campus of the University of Arkansas for Medical Sciences has continued to grow to its present size under the direction of a succession of deans. Faculty of the College of Medicine offer graduate training leading to master's and doctoral degrees with a major field of study in Bioinformatics, Biomedical Informatics, and Interdisciplinary Biomedical Sciences (Biochemistry and Molecular 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 Health Systems and Services Research, Health Promotion and Prevention Research, and Epidemiology, and certificates in 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. 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 <http://gradschool.uams.edu>. There is a copy of the Catalog, the Student Handbook, the latest academic calendar, various forms (ex. add/drop, graduation, etc.) and other items of interest to students on the website. All UAMS graduate students are urged to periodically review current student information on the website.

Mission Statement

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

The specific mission of the Graduate School is

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

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

Graduate Council (2024-2025)

J. Mick Tilford, Ph.D., Assistant Professor, Health Systems and Services Research
Melanie MacNicol, Ph.D., Assistant Professor, Neurobiology and Developmental Sciences
Martha Rojo, Ph.D., Assistant Professor, Nursing Science
Andrew James, Ph.D., Assistant Professor, Graduate Program in Interdisciplinary Biomedical Sciences
Patricia Wight, Ph.D., Assistant Professor, Physiology and Cell Biology
Lin-Xi Li, Ph.D., Assistant Professor, Microbiology and Immunology
David Ussery, Ph.D., Professor, Biomedical Informatics
Lisa Jansen, Ph.D., Assistant Professor, Clinical Nutrition
Isabelle Racine-Miousse, Ph.D., Assistant Professor, Biochemistry and Molecular Biology
Brooke Montgomery, Ph.D., Associate Professor, Health Promotion and Prevention Research
Mohammed Orloff, Ph.D., Assistant Professor, Epidemiology
Nirmala Parajuli, Ph.D., Assistant Professor, Pharmacology and Toxicology
Samuel Atcherson, Ph.D., Associate Professor, Communication Sciences and Disorders

Non-Voting Members

Sean Taverna, Ph.D., Dean of the Graduate School
Latrina Prince, Ed.D., Associate Dean for Academic Affairs
Charlotte Gass, M.A., Director of Admissions
Reham Sewilam, Graduate Student Representative

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 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, Judith, Ph.D. (University of Arizona), Professor
 Wei, Jeanne, M.D., Ph.D. (University of Illinois), Professor
 Weinkopff, Tiffany, Ph.D. (University of Georgia), 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
 Wolfe, Jonathan J., Ph.D. (University of Virginia), Professor
 Xia, Fen, M.D., Ph.D. (Suzhou Medical College/Harvard School of Public Health), Professor
 Yaccoby, Shmuel, Ph.D. (The Hebrew University of Jerusalem), Professor
 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, Huiliang, Ph.D. (Peking University), Assistant 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 <http://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 <http://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.**

Administrative Requirement for Graduation

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

Withdrawal

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

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

Attendance

Students are expected to be diligent in the pursuit of their studies and in their class attendance. Students 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 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 Master of Science students are required to complete a minimum of two IPE requirements: the IPE Exposure Workshop and an IPE Bridge Activity. Both IPE activities must be completed to fulfil the degree requirements.

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

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

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

DOCTOR OF PHILOSOPHY

Programs of advanced study leading to the degree of Doctor of Philosophy (Ph.D.) are offered in the following fields 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; 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, and Epidemiology.

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

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

DOCTOR OF PHILOSOPHY DEGREE REQUIREMENTS

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

Doctor of Philosophy Candidacy Exam. Candidates for the Doctor of Philosophy degree must pass a candidacy examination administered by their program. This examination is normally administered after approximately two years of graduate study; however, the date of the examination is at the discretion of the program. The program will submit the results of the examination to the Graduate School Office immediately following the

examination. After the student has passed the Doctor of Philosophy Candidacy Examination, the student must register for at least one credit hour of dissertation for each semester and one credit hour of dissertation for each summer session until the degree is awarded. Registration for a minimum of eighteen semester credit hours of dissertation is required of doctoral degree candidates.

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

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

Notification of Dissertation Defense. After a student presents a written dissertation to the Doctoral Advisory Committee, the committee chair (with the concurrence of the committee) will schedule a dissertation defense. Not less than thirty days prior to the date of the dissertation defense, the program should notify the Graduate School and post public notices announcing the title of the dissertation, and the date, time and place of the defense. The Graduate School website will be the official posting mechanism for the 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 two IPE requirements: the IPE Exposure Workshop and an IPE Bridge Activity. Both IPE activities must be completed to fulfil the degree requirements.

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

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

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

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

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

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

Degree Programs and Courses of Instruction

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 web site 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.
Cesar Compadre, 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.
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.
David Ussery, Ph.D.

ASSOCIATE PROFESSORS

Nukhet Ayken-Burns, Ph.D.
Marjan Boerma, Ph.D.
Joseph Chacko, M.D.
Richard Edmondson, Ph.D.
Hari Eswaran, Ph.D.
Galina Glazko, Ph.D.
Donald Johann, M.D.
Darin Jones, Ph.D.
Se-Ran Jun, Ph.D.
David Nelsen, M.D.
Intawat Nookaew, Ph.D.
Jacob T. Painter, Ph.D.
Shradda Thakar, Ph.D.

ASSISTANT PROFESSORS

Michael Bauer, Ph.D.
Meenakshisundaram Balasubramaniam, Ph.D.
Brendan A. Frett, Ph.D.
Horacio Gomez-Acevedo, Ph.D.
Se-Ran Jun, Ph.D.
Rupack Pathak, Ph.D.
Yasir Rahmatallah, 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 <http://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 3300 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 2300 Object-Oriented Technology course is preferred.

Databases

A junior-level course equivalent to UALR's IFSC 3321 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 5445 Bioinformatics Theory and Applications.
BIOL 5415 Biometry or BIOM 5013 Biometrical Analysis
BIOL 5417 Molecular Biology
CPSC 7373 Artificial Intelligence or CPSC 7375 Machine Learning or CPSC 7385 Analysis of Algorithms

Bioinformatics Electives (12 credits)

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

Other Requirements (8 credits)

BINF 7193 Biosciences and Bioinformatics Seminar (for two semesters)
BINF 7145 Lab Rotation (for two semesters)
BINF 7456 Master's Capstone Project or BINF 7455 Master's Thesis Project

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

Requirements for the Doctor of Philosophy Degree

The **Ph.D. Program** requires that students first complete an M.S. degree in bioinformatics or closely related field. After these requirements have been completed, the student may then apply for continuation in the Ph.D. Program. Two additional semesters of BINF 7193 Bioinformatics Seminar and a minimum of 32 credit hours of research complete the Ph.D. Program culminating in the successful defense of the student's dissertation research. 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: Non-parametric analyses of variance. Multiple regression and linear models for analysis of variance. Experimental designs (randomization, data handling, analysis) with factorial treatment arrangements, repeated measures and multiple covariates. Introduction to logistic regression and survival analysis.
BINF 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: Survival analysis with covariates and grouping factors. Introduction to non-linear regression and pharmacokinetic models. Multivariate regression and multivariate analysis of variance. Principle component and factor analysis. Introduction to clustering and classification methods. Introduction to time series. Prerequisite: BIOS 52103.
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.

REGS 60133	FDA Regulation
REGS 60233	Product Safety Assessment
REGS 51073	Design and Management of Clinical Trials:
REGS 61003	Good Regulatory Practices
PSCI 51173	Foundations of Pharmaceutical Evaluation and Policy Research Methods: The purpose of this course is to provide students with the introductory skills to become a researcher in Pharmaceutical Evaluation and Policy. The student will be exposed to a wide range of topics including sources for

	funding for research, identifying research problems and writing study objectives, disseminating research, study measures, and study design
PSCI 61153	Pharmacoepidemiology: 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.
PHAR 51053	Principles & Methods of Pharm & Toxicology
PSCI 51063	Molecular Modeling

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, www.uams.edu/gradschool.

PROFESSORS

Fred Prior, Ph.D.

David Ussery, 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

Galina Glazko, Ph.D.

Horacio Gomez-Acevedo, Ph.D.

Corey Hayes, Ph.D., Pharm. D.

Se-Ran Jun, Ph.D.

Michael Robeson, Ph.D.

Yasir Rahmatallah, Ph.D.

Lawrence Tarbox, Ph.D.

ASSISTANT PROFESSORS

Ahmad Baghal, M.D., M.S.

Cody Ashby, Ph.D.

Cari A. Bogulski, Ph.D.

Jonathan Bona, Ph.D.

Melody Greer, Ph.D.

Michael Bauer, Ph.D.,

Christopher Wardell, Ph.D.

Tremaine Williams, Ed.D.

Degrees Conferred:

Cert., M.S, Ph.D.

Prerequisites to Degree Program.

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

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

Requirements for the Master of Science and Doctor of Philosophy:

1. Current CV/Resume.

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

Requirements for the Certificate Program:

1. Current CV/Resume.
2. Please submit a written statement of application. The candidate's written statement of application must convincingly demonstrate alignment of their career goals with the goals of the training program, i.e., to pursue a research career leveraging big data in biomedicine. The most competitive candidates will have evidence of prior pursuit of projects, courses, work or internship experience, or research in big data or computation applied to biology or biomedicine, i.e., that a research career leveraging big data in biomedicine is not a new interest.
3. A minimum cumulative grade-point average of 3.0 (A=4.00) or better on all undergraduate coursework attempted at 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 are considered on a case-by-case basis.
4. One letter of recommendation from individuals who can speak to the applicant's academic experience. Letters should be from researchers familiar with the candidate's potential for a career as an independent researcher and aptitude for advanced computational coursework and abstract thinking of complex biological phenomena.
5. Transcripts. It is the applicant's responsibility to request that one official copy of the applicant's academic record be sent directly to the Graduate School Office from EACH college or university that the applicant has previously attended. The academic record should include all courses, grades, credits attempted, and degree(s) earned. (Note: The fact that courses completed at one institution may be included on a transcript from another institution will not suffice; official transcripts must be received from each institution previously attended.) All transcripts become the property of the University of Arkansas for Medical Sciences Graduate School and will not be released to the applicant or to any other person, institution or agency. No official action is taken on any application until all transcripts are received.

Requirements for Admission of International Students:

1. All international applicants, including resident and non-resident aliens, whose native language is not English and who do not have a bachelor's or master's degree from 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. All international applicants are required to take the Graduate Record Examination (GRE). An official copy of the test score, sent by the testing agency to UAMS, is required before any action is taken on an application. The copy of the score provided to the student is not acceptable. Programs have the option to petition the Dean of the Graduate School on behalf of the applicant to substitute other official test scores on a case-by-case basis. (Note: No decisions concerning the likelihood of admission will be based solely upon receipt of GRE scores. A completed application packet is mandatory for admission consideration.) The UAMS code for GRE is 6901.
3. All international applicants applying to Master of Science programs must submit an Affidavit of Support stating the current estimated total amount for two years of educational and living expenses. Please refer to the Graduate School website for the required current estimated total amount.
4. International applicants are also required to submit a Student Statement, Summary of Experience, three letters of recommendation, and transcripts from each university attended.

UAMS Biomedical Informatics Graduate Programs

Biomedical Informatics Curriculum Overview

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

- Certificate $\geq$ 15 hours
- Master's Degree MS $\geq$ 36 hours
- Doctoral Degree PhD $\geq$ 55 hours
- **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 50003 Introduction to Biomedical Informatics (CERTIFICATE ONLY)	(3 hrs)
BMIG 50103 Information Modelling – From Data to Knowledge	(3 hrs)
BMIG 50203 Biomedicine for Informaticists	(3 hrs)
BMIG 50303 Computational Methods for Informaticists	(3 hrs)
BMIG 51002 Foundations of Biomedical Informatics: Sequences & Biological Information	(2 hrs)
BMIG 51102 Foundations of Biomedical Informatics: Clinical Information	(2 hrs)
BMIG 51202 Foundations of Biomedical Informatics: Public Health Information	(2 hrs)

Practicum Project:.....(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 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 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)
BIOM 5170V Special Topics	(variable hrs)

UAMS Electives:

BINF 61043 Using Semantic Web Technology in Biomedical Research	(3 hrs)
BIOC 6120V Special Topics in Biochemistry	(3 hrs)
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)

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 Biomedicine for Informaticists.....	(3 hrs)
BMIG 50303 Computational Methods for Informaticists	(3 hrs)

Core Courses:(6 hours)

BMIG 51002 Foundations of Biomedical Informatics: Sequences & Biological Information	(2 hrs)
BMIG 51102 Foundations of Biomedical Informatics: Clinical Information	(2 hrs)
BMIG 51202 Foundations of Biomedical Informatics: Public 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 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)
BIOM 5170V Special Topics	(variable hrs)

UAMS Electives:

BINF 61043 Using Semantic Web Technology in Biomedical Research	(3 hrs)
BIOC 6120V Special Topics in Biochemistry	(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)

Biomedical Informatics Doctorate 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 Biomedicine for Informaticists	(3 hrs)
BMIG 50303 Computational Methods for Informaticists	(3 hrs)

Core Courses:(6 hours)

BMIG 51002 Foundations of Biomedical Informatics: Sequences & Biological Information	(2 hrs)
BMIG 51102 Foundations of Biomedical Informatics: Clinical Information	(2 hrs)
BMIG 51202 Foundations of Biomedical Informatics: Public 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 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)
 BIOM 5170V Special Topics (variable hrs)

UAMS Electives:

BINF 61043 Using Semantic Web Technology in Biomedical Research (3 hrs)
 BIOC 6120V Special Topics in Biochemistry (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)

BIostatISTICS (BIOS)

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

The Faculty

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

PROFESSOR

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

ASSOCIATE PROFESSOR

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

ASSOCIATE PROFESSOR

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

Degree Conferred: (None)

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

CLINICAL NUTRITION (NUTR)

Reza Hakkak, Ph.D., NUTR Graduate Chairman
 UAMS, 4301 West Markham, Little Rock, Arkansas 72205, 501-686-6166

The Faculty

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

PROFESSOR

Reza Hakkak, Ph.D.

ASSOCIATE 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)

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 2120V 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)

Robert E. McGehee, Ph.D., Program Director
4301 West Markham Street, #601, Little Rock, AR 72205, 501-603-1998

Mathias Brochhausen, Ph.D., Program Director
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.
Alexei G. Basnakian, M.D., Ph.D.
Puran S. Bora, Ph.D.

Mathias Brochhausen, Ph.D.
Edgar Garcia-Rill, Ph.D.
Martin Hauer-Jensen, M.D., Ph.D.
Laura James, M.D.
Starvos Manolagas, M.D., Ph.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.
Anna J. Radomska-Pandya, Ph.D.
Mildred Randolph, D.V.M.
Billy Thomas, M.D., M.P.H.
Nancy Rusch, Ph.D.
Delia Smith West, Ph.D.

ASSOCIATE PROFESSORS

Terry Harville, M.D., Ph.D.
Carmen T. Paniagua, Ed.D., R.N., M.S.N., A.P.N., A.C.N.P.-B.C.
Maria Schuller Almeida, Ph.D.

ASSISTANT PROFESSORS

Stewart MacLeod, Ph.D.
Jeffery Moran, Ph.D.
C. Matthew Quick, M.D.
Sara Shalin, M.D., Ph.D.

Clinical and Translational Sciences Program Requirements

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

The Clinical and Translation Sciences 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. Certificate, Master's (both thesis and non-thesis options), and Ph.D. level training is offered.

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, as well as from graduate programs in several different colleges on the UAMS campus, including the College of Medicine (COM), College of Nursing (CON), College of Pharmacy (COP) and College of Public Health (COPH). The descriptions for most courses can be found in the appropriate sections of the Graduate School Catalog according to the course number prefix: BINF, see Bioinformatics; BIOM, see Biostatistics; 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 MASTER of SCIENCE (36 credits)

CTS Year 1, Semester 1 (12 credits):

-BIOS 50133 Biostat I 3 credits [CORE]
-EPID 51103 Epidemiology 3 credits [CORE]
-BMIG 50203 Biomedicine for Informaticists, 3 credits [CORE]
-PHAR 51201 Sci. Comm Ethics III, 1 credit [CORE]
-IBSD 58102, MS-CTS Mentored Research, 2 credits

CTS Year 1, Semester 2 (10 credits):

-REGS 51073 Design & Mgmt Clinical Trials, 3 credits [CORE]
-PHAR 51231 Sci. Comm Ethics IV, 1 credit [CORE]
-IBSD 5110V Seminar, 1 credit
-IBSD 58102, MS-CTS Mentored Research, 2 credits
-Elective - 3 credits (could be variable depending on course) from Group A, B, or C below)

CTS Year 2, Semester 1 (6-8 credits):

-IBSD 58102, MS-CTS Mentored Research, 2 credits
-Elective - 4-6 credits (could be variable depending on course) from Group A, B, or C)

CTS Year 2, Semester 2 (6-8 credits):

-IBSD 5830V, MS-CTS Capstone, 6 credits (non-thesis MS) or IBSD 5150V Thesis (thesis option)

-Elective - 0-2 credits (open to all graduate courses)

Electives:

Group A- Clinical Study, Practice, Management and Regulation Courses (Minimum 3 Credits Required)

- PSCI 51243 US Healthcare System (3 Credits,)
- REGS 61003 Good Regulatory Practices (3 Credits)
- REGS 60233 Principles of Food and Drug Regulations (3 Credits)

Group B- Study Design and Research Method Courses (Minimum 3 Credits Required)

- EPID 53203 Epidemiology II (3 Credits)
- EPID 52243 Clinical Trials (3 Credits)
- CSDI 61043 Advanced Research Methods Theory (3 Credits)
- HBHE 51053 Introduction to Research Methods in Public Health (3 Credits)
- NURS 51003 Research Methodology (3 Credits)
- HBHE 53253 Survey Research Methods (3 Credits)
- HPMT 63033 / 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 (Minimum 1 Credit)

- BIOS 51131 Biostatistics Computing with R 1 (1 Credit)
- BIOS 52133 Biostatistics Computing with SAS I (3 Credits)
- BMIG 50303 Computational Methods for Informaticists (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)

CTS DOCTOR of PHILOSOPHY (72 credits):

PhD students take same required Core curriculum and Group A,B,C curriculum as MS, in addition to additional Research Area Electives. They also substitute Dissertation for Thesis and take a minimum of 4 credits of Seminar.

Curriculum for MS and Ph.D. students

Course Category	Credits	
	MS	PhD
Core	14	14
Seminar	1	≥4 (max 10)
Research	6	12-18
Group A	3	3
Group B	3	3
Group C	1-3	1-3
Research Area* Elective	0	9
Thesis/Dissertation	6	18
Elective	0-2	0-2
Total	36	72
*: A research area can be from either one of the groups of A, B, and C, or an area under approval.		

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

Requirements for CTS Certificate

Certificate students are required to take Biostatistics I (BIOS 5013) and 4 credit hours of research (IBSD 5100V). They also need 6 credit hours of electives.

- For the Hematology/Oncology Emphasis, the electives should be: Special Topics in IBS-Cancer Biology (IBSD 6100V-Section 003); and Special Topics in IBS-Grant Writing and Cancer Research Project Design (IBSD 6100V-Section 006).
- For the Pediatric Emphasis, the electives should be: Special Topics in IBS-Longitudinal Pediatric Curriculum (IBSD 6100V-Section 002); and Special Topics in IBS-Quality Improvement (IBSD 6100V-Section 005).

Requirements of the CTS Masters of Science Degree

M.S.—Non-Thesis Option.

1. Students must complete a minimum of 36 semester credit hours from the CTS curriculum.
2. Students must pass a comprehensive examination after the completion of course work. A candidacy exam may be substituted with written permission from the Dean.
3. Students are responsible for meeting the requirements of the CTS graduate program and all other University requirements and deadlines for the M.S. degree.

M.S.—Thesis Option.

1. Students must complete a minimum of 36 semester credit hours made up of the following:
 - 6 credit hours of Master's Thesis Research (IBSD 5150V).
 - 30 credit hours of course work from the CTS curriculum.
2. The student will conduct laboratory research under the direction of a thesis advisor and thesis committee that results in the preparation of a Master's thesis that is presented in a public seminar, and defended in a closed meeting with the student, advisor and committee.
3. Students are responsible for meeting the requirements of the CTS graduate program and all other University requirements and deadlines for the M.S. degree.

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

Requirements for the CTS Doctor of Philosophy Degree

Ph.D. students take same required Core curriculum and Group A, B, C curriculum as MS, in addition to additional Research Area Electives. They also substitute Dissertation for Thesis and take a minimum of 4 credits of Seminar.

1. The minimum course requirements for graduating with a Ph.D. degree in CTS include 36 semester credit hours earned taking the Core Curriculum. A minimum of 72 semester credit hours is required for program completion. The doctoral advisory committees may require additional courses.
2. Students must pass the candidacy examination that consists of the preparation and oral defense of an original research proposal, to be administered by the research advisory committee chaired by the major advisor. Related material presented in the student's course work may be included in the oral portion of the examination.
3. After attaining candidacy, Ph.D. students will focus the majority of their time and efforts on developing, completing and defending a doctoral dissertation. Students must complete a minimum of 18 semester credit hours of Doctoral Dissertation Research (IBSD 6200V) 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 CTS graduate program, and all other University requirements and deadlines for the Ph.D. degree.

Major Advisor and Advisory Committee Selection. By the beginning of the second year Ph.D. students in the CTS program will select a mentor-advisor. Any faculty member of the UAMS Graduate Faculty is eligible to serve as a major advisor as long as the faculty member is a member of the CTS Track 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 major 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.

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.

Epidemiology (Ph.D.)

Mohammed Orloff, PhD, 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, www.uams.edu/gradschool.

PROFESSORS

Wendy Nembhard, PhD, MPH, FACE
Ben Amick, PhD
Mario Schootman, PhD
Yong Zhu, PhD
Namvar Zohoori, MD, MPH, PhD

ASSOCIATE PROFESSORS

Susan Emmett, MD
Dirk Haselow, MD, PhD
Erick Messias, MD, MPH, PhD
Nithya Neelakantan, PhD
Mohammed S. Orloff, PhD
Bala Simon, MD, MPH, DrPH

ASSISTANT PROFESSORS

Michael Cima, PhD
Brian J. Fairman, PhD
Katelyn Hall, PhD
Leonard Mukasa, MBChB, PhD
Nandini Mukherjee, PhD
Yong-Moon ("Mark") Park, MD, MS, PhD
Austin Porter, DrPH
Shams Rahman, PhD
Yasser M. Sanad, DVM, MVSc, PhD
Kari Weber, PhD

Instructors

Jaimi Allen, PhD
Suman Maity, PhD

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 Requirements:

Admission into the program will typically require a Master's degree in Epidemiology. Applicants with graduate work or a master's degree in disciplines other than epidemiology, or rarely, exceptional students with only an appropriate bachelor's degree, are eligible for conditional admission into the program. Students admitted without previously completing a master's degree in Epidemiology will be required to complete the typical minimum complement of courses required for the Master of Public Health (MPH) or the Master of Science (MS/MSc) degree in epidemiology along with their Ph.D. coursework.

A cumulative grade point average (GPA) of 3.0 (A=4.00) or better on all undergraduate coursework is required for full consideration of the application. Further, a cumulative GPA of 3.3 on graduate coursework attempted at an institutionally accredited institution of higher education is strongly recommended. The GRE must have been taken within five (5) years immediately preceding the requested semester of admission. In addition, any applicant whose native language is not English and does not have a bachelor's or a master's degree from an institutionally accredited US institution is required to submit scores from the Test of English as a Foreign Language (TOEFL). A minimum total score of 100 on the internet-based scoring (or 600 on the paper-based or 250 on the computer-based scoring) is required. The test must have been taken within the two years immediately preceding the requested semester of admission.

The Ph.D. Admissions Committee will consider the overall total of the applicant's work, educational experience, research experience, recommendations, and other application data and will not allow a single factor to outweigh others in making recommendations for admission.

Required Courses:

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 on-line 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. The 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.

REQUIRED – 24 Credit Hours		Credit Hours	Grade	Year	Semester
EPID 64243	Advanced Epidemiology Methods	3			
EPID 64233	Advanced Epidemiology Methods Laboratory	3			
EPID 63363	Observational Study Designs	3			
EPID 60001	Instructional Methods and Teaching Practicum	1			
EPID 62243	Clinical Trials	3			
BMIG 51202	Foundations of BMI: Population Health Information	2			
COPH 64373	Grant Writing	3			
BIOS 52143	Categorical Data Analysis	3			
BIOS 62233	Biostatistics III: Multivariate Analysis & Linear Models	3			
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	Genomic/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			

COPH 63033	Community-Based Program Design	3			
PROJECTS AND SEMINARS – 11 Credit Hours		Credit Hours	Grade	Year	Semester
COPH 6100V	Directed Study	3			
EPID 5000V	Special Topics in Epidemiology	2			
PBHL 6999V	Dissertation Research (minimum)	6			
ELECTIVES – 10 Credit Hours		Credit Hours	Grade	Year	Semester

MINIMUM TOTAL HOURS = 54

**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	Final project: Students submit a publishable Letter to Editor that analyzes and evaluates a recently published article using a rubric (see syllabus).
	Doctoral Qualifying Examination	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	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.
	Doctoral Qualifying Examination	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 semester 1 and then are encouraged to select a Track before semester 2. Each track has additional course requirements (click on the Track name for additional information). Students also participate in 3 research rotations during semester 1 to identify a research mentor. If students do not identify a mentor at the end of the semester, they can continue rotations in semester 2. Most of the didactic coursework can be completed in the first 2 years of study. At the end of year 2, students take a candidacy exam that includes written and oral components. Successful completion of both components is required to officially become a candidate for the doctoral degree. Students will continue to work with their research mentor. Their research project must be defended in a written and oral format before awarding the doctoral degree. GPIBS Ph.D. students are supported by a stipend provided by the Graduate School for the first 2 years, after which stipend support shifts over to research projects or other sources. The GPIBS Tracks and links to track faculty are listed below.

The following Ph.D. Interdisciplinary Tracks are offered:

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

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

Ph.D. students enrolled in the first year of the GPIBS program rotate through at least three laboratories of individual graduate faculty members to help facilitate the selection of a major doctoral advisor. By the end of the first year, Ph.D. students select a GPIBS Interdisciplinary Track, a doctoral advisor, and a doctoral advisory committee. Near the end of the second year, Ph.D. students take the candidacy examination that consists of preparing a written research proposal and orally defending the proposal to their committee. Once they pass their candidacy exam they officially begin their dissertation research. The Ph.D. is awarded upon successful completion and defense of the dissertation.

M.S. students choose between the thesis or non-thesis options. Students selecting the thesis option must complete and defend a laboratory 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 must provide an Affidavit of Support to be considered.

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

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

- 1) Application to 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 Neurobiology and Developmental Sciences; PCOL, see Pharmacology; PHYO, see Physiology and Cell Biology. 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 (12 credit hours):

Year 1—Fall Semester

Course Name	Credits
• Biochemistry & Molecular Biology (BIOC 51033)	3*
• Cell Biology (NBDS 51033)	3*
• Gene Expression (PHYO 51093)	3*
• 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 second semester.

GIPIBS MS Core Curriculum

The GIPIBS MS degree offers a thesis (30 credit hours of coursework plus 6 credit hours of IBSD 5106 Master's Thesis) or a non-thesis option (36 hours of coursework and comprehensive exam).

1 credit hour GIPIBS seminar (IBSD 5110V Section 1)-must enroll in each fall and spring semester

1 credit hour Scientific Communication and Ethics I (PHAR 51171)

1 credit hour Scientific Communication and Ethics II (PHAR 51191)

3 credit hours Biochemistry and Molecular Biology (BIOC 51033)

3 credit hours Cell Biology (NBDS 51033)

3 credit hours Biostatistics I (BIOS 50133)

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

M.S.—Non-Thesis Option.

1. Students must complete a minimum of 36 semester credit hours made up of the following:
 - Didactic coursework from the GIPIBS Core Curriculum (designated with * in curriculum listing)
 - Scientific Communications and Ethics I and II: PHAR 51171 and PHAR 51191
 - GIPIBS Seminar (up to 4 credit hours)
 - Electives
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 GIPIBS 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 GIPIBS graduate program and all other University requirements and deadlines for the M.S. degree.

M.S.—Thesis Option.

1. Students must complete a minimum of 36 semester credit hours made up of the following:
 - 6 credit hours of Master's Thesis Research (IBSD 5150V)
 - Didactic coursework from the GIPIBS Core Curriculum
 - Scientific Communications and Ethics I and II: PHAR 51171 and PHAR 51191
 - GIPIBS Seminar (up to 4 credit hours)
 - Electives
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 GIPIBS 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 GIPIBS 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 GIPIBS graduate program, the GIPIBS Interdisciplinary Track in which they are affiliated, and all other University requirements and deadlines for the Ph.D. degree.

Major Advisor, Advisory Committee, and GIPIBS Interdisciplinary Track Selection. During the first year, Ph.D. students select a mentor-advisor and select to take specialized training in a GIPIBS Interdisciplinary Track preferably after semester 1. Any faculty member of the UAMS Graduate Faculty is eligible to serve as a major advisor as long as the faculty member is a member of a GIPIBS Interdisciplinary Track and has an active, funded research program, subject to approval by the Dean of the Graduate School. After the student selects a major advisor, the student and advisor together select a research advisory committee composed of at least five members (including the major advisor). At least 3 committee members must be from the same Interdisciplinary Track that the student selected. Committee membership must be made up of members holding primary appointments in at least two departments at UAMS. The advisory committee will be formed and meet before the beginning of Scientific Communication Ethics III (PHAR 51201) in mid-September.

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

Biochemistry and Molecular Biology Track

Track Leader: Dr. [Mari Davidson \(davidsonmarik@uams.edu\)](mailto: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, www.uams.edu/gradschool.

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 and Occupational Health
Marie Burdine, Department of Surgery
Alicia Byrd, Biochemistry and Molecular Biology
Stephanie Byrum, Biochemistry and Molecular Biology
Samrat Roy Choudhury, Pediatrics (ACHRI)
Mari Davidson, Biochemistry and Molecular Biology
Alan Diekman, 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
Thomas Kelly, Pathology
Samantha Kendrick, Biochemistry and Molecular Biology
Brian Koss, Biochemistry and Molecular Biology
Vladimir Lupashin, Physiology and Cell Biology
Angus MacNicol, Neurobiology and Developmental Sciences
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
Nirmala Parajuli, Pharmacology and Toxicology
Craig Porter, Arkansas Children's Nutrition Center (ACHRI)
Paul Prather, Pharmacology and Toxicology
Mohammad Rahman, Biochemistry and Molecular Biology
Kevin Raney, Biochemistry and Molecular Biology
Robert Reis, Geriatrics
Analiz Rodriguez, Neurosurgery
Katie Ryan, Biochemistry and Molecular Biology
Kimberly Stephens, Pediatrics (ACHRI)
Brian Storrie, Physiology and Biophysics
Alan Tackett, Biochemistry and Molecular Biology
Sean Taverna, Biochemistry and Molecular Biology
David Ussery, Biomedical Informatics
Wayne Wahls, Biochemistry and Molecular Biology
Jerry Ware, Physiology and Cell Biology
Patricia Wight, Physiology and Cell Biology
V. Laxmi Yeruva, Pediatrics
Donghoon Yoon, Myeloma
Fenghuang (Frank) Zhan, Myeloma

Track-Specific Course Requirements:

Year 1 Fall (12 credit hours)

GPIBS Core Curriculum

Year 1 Spring (10 credit hours)

1 credit hour Seminar (BIOC 5105V)
1 credit hour Scientific Communication and Ethics II (PCOL 51191)
3 credit hours Methods in Biomedical and Translational Sciences (BIOC 61903)
3 credit hours Current Trends in Biomedical Sciences (BIOC 51063)
2 credit hours Research in Biochemistry (BIOC 5104V)

Each summer until graduation

1 credit hour Research in Biochemistry (BIOC 5104V)

Year 2 Fall (10 credit hours)

2 credit hours Seminar (BIOC 5105V)
1 credit hour Scientific Communication and Ethics III (PCOL 51201)
3 credit hours Experimental Design and Statistics (PCOL 51433)
3 credit hours Elective and/or Research bringing total credit hours for semester to 9
**May take Elective or Research and take Special Topics in Year 2 Spring

Year 2 Spring (10 credit hours)

2 credit hours Seminar (BIOC 5105V)
1 credit hour Scientific Communication and Ethics IV (PCOL 51231)
Elective and/or Research bringing total credit hours for semester to 9

Year 2 Summer

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

Years 3- Until Degree Completion

2 credit hours of Seminar (BIOC 5105V) each semester excluding summer and the semester in which the student plans to defend.
7 credit hours of Doctoral Dissertation (BIOC 6140V) until reaching the 18 minimum dissertation credits required for graduation, 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 are required for 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 scientist. 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 – Cancer Biology (BIOC 61032, 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 section 1, 2, 3, etc.*

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, www.uams.edu/gradschool.

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
Gwen Childs, Neurobiology and Developmental Sciences
Jesus Delgado-Calle, Physiology and Cell Biology
Alan Diekman, Biochemistry and Molecular Biology
Neha Dole, Physiology and Cell Biology
Paul Drew, Neurobiology and Developmental Sciences
Craig Forrest, Microbiology and Immunology
Robert Griffin, Radiation Oncology
Abdallah Hayar, Neurobiology and Developmental Sciences
Lu Huang, Microbiology and Immunology
Michael Jennings, Physiology and Cell Biology
Tara Johnson, Pediatrics
Behjatolah Karbassi, Pathology
Thomas Kelly, Pathology
Samantha Kendrick, Biochemistry and Molecular Biology
Justin Leung, Radiation Oncology
Jia Liu, Microbiology and Immunology
Vladimir Lupashin, Physiology and Cell Biology
Lee Ann MacMillan-Crow, Pharmacology and Toxicology
Melanie MacNicol, Neurobiology and Developmental Sciences
Angus MacNicol, Neurobiology and Developmental Sciences
Mark Manzano, Microbiology and Immunology
Mitch McGill, Environmental and Occupational Health
Roy Morello, Physiology and Cell Biology
Shengyu Mu, Pharmacology and Toxicology
Intawat Nookaew, Biomedical Informatics
Charles O'Brien, Internal Medicine
Melda Onal, Physiology and Cell Biology
Xiawei Ou, Pediatrics
Nirmala Parajuli, Pharmacology and Toxicology
Rupak Pathak, Pharmaceutical Sciences
Brian Piccolo, Pediatrics
Ryan Porter, Internal Medicine
Paul Prather, Pharmacology and Toxicology
Shannon Rose, Pediatrics/ACRI
Anna Radomska-Pandya, Biochemistry and Molecular Biology
Amy Sato, Physiology and Cell Biology
Maria Schuller Almeida, Internal Medicine
Brian Storrie, Physiology and Cell Biology
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
V. Laxmi Yeruva, Pediatrics
Donghoon Yoon, Myeloma
Fang Zheng, Pharmacology and Toxicology

Track-Specific Course Requirements:

Year 1 Fall (12 credit hours)

GPIBS Core Curriculum

Year 1 Spring (9 credit hours)

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

Each summer until graduation

1 credit hour Research

Year 2 Fall (10 credit hours)

1 credit hour Seminar (PHYO 51051)
 1 credit hour Scientific Communication and Ethics III (PHAR 51201)
 3 credit hours Biostatistics I (BIOS 50133 or PHAR 51433)

4 credit hours Molecular Cell Biology (PHYO 61044)
1 credit hours Research

Year 2 Spring (9 credit hours)

1 credit hour Seminar (PHYO 51051)
1 credit hour Scientific Communications and Ethics IV (PHAR 51231)
7 credit hours Elective and/or Research

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

Year 2 Summer

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

Years 3- Until Degree Completion

Students will enroll in 1 credit hour Seminar (PHYO 5106) for each of the remaining semesters and 9 credit hours of Dissertation Research (until reach 18) and/or Research. Students must successfully defend their research project in written and oral format prior to completion of the degree. A minimum of 72 semester credit hours is required for GPIBS Ph.D. program completion.

Microbiology and Immunology Track

Track Leader: Dr. Jon Blevins (JSBlevins@uams.edu)

4301 West Markham Street, #511, Little Rock, AR 72205, 501-296-1253

Track Faculty:

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

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, Neurobiology and Developmental Sciences
Mohamed Elasri, Microbiology and Immunology
Craig Forrest, Microbiology and Immunology
En Huang, Environmental and Occupational Health
Lu Huang, Microbiology and Immunology
Matthew Jorgenson, Microbiology and Immunology
Praveen Juvvadi, Pediatrics
Chia Lee, Microbiology and Immunology
Lin-Xi Li, Microbiology and Immunology
Hong-yu Li, Pharmaceutical Sciences
Jia Liu, Microbiology and Immunology
Vladimir Lupashin, Physiology and Biophysics
Mark Manzano, Microbiology and Immunology
Mayumi Nakagawa, Pathology
Roger Pechous, Microbiology and Immunology
Brian Piccolo, Pediatrics
Steven Post, Pathology
Zhiqiang Qin, Pathology
Mark Smeltzer, Microbiology and Immunology
Jason Stumhofer, Microbiology and Immunology
David Ussery, Biomedical Informatics
Daniel Voth, Microbiology and Immunology
Tiffany Weinkopff, Microbiology and Immunology
V. Laxmi Yeurva, Pediatrics
Xuming Zhang, Microbiology and Immunology
Boris Zybalov, Biochemistry and Molecular Biology

Track-Specific Course Requirements:

Year 1 Fall (12 credit hours)

GPIBS Core Curriculum

Year 1 Spring (10 credit hours)

1 credit hour 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 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 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

For each remaining Fall and Spring semester, students will enroll in 1 credit hour Microbiology and Immunology Seminar (MBIM 51061), 1 credit hour of Current Topics in Microbiology (MBIM 51091) or Current Topics in Immunology (MBIM 51101), and 7 credit hours of Doctoral Dissertation (MBIM 6203V). For each remaining Summer semester, students will enroll in 1 credit hour of Doctoral Dissertation (MBIM 6203V). Students must successfully defend their research project in written and oral format prior to completion of the degree. A minimum of 72 semester credit hours is required for GPIBS Ph.D. program completion.

Neuroscience Track

Track Leader: Dr. Mark Mennemeier (MSMennemeier@uams.edu)

4301 West Markham Street, #826, Little Rock, AR 72205, 501-526-7773

Track Faculty:

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

Antino Allen, Division of Radiation Health

Srinivas Ayyadevara, Geriatrics

Giulia Baldini, Biochemistry and Molecular Biology

Steven Barger, Geriatrics

Keith Bush, Psychiatry

John Chelonis, Pediatrics

Gwen Childs, Neurobiology and Developmental Sciences

David Davies, Neurobiology and Developmental Sciences

Paul Drew, Neurobiology and Developmental Sciences

Hari Eswaran, Obstetrics and Gynecology

William Fantegrossi, Pharmacology and Toxicology

Abdelrahman Fouda, Pharmacology and Toxicology

Adballah Hayar, Neurobiology and Developmental Sciences

Andrew James, Psychiatry

Tara Johnson, Pediatrics/Neurology

Timothy Koscik, Neuroscience

Linda Larson-Prior, Psychiatry

Angus MacNicol, Neurobiology and Developmental Sciences

Melanie MacNicol, Neurobiology and Developmental Sciences

Mark Mennemeier, Neurobiology and Developmental Sciences

Angela Odle, Neurobiology and Developmental Sciences
Xiawei Ou, Radiology and Pediatrics
Eric Peterson, Pharmacology and Toxicology
Kevin Phelan, Neurobiology and Developmental Sciences
Paul Prather, Pharmacology and Toxicology
Robert Reis, Geriatrics
Analiz Rodriguez, Neurosurgery
Sumit Sarkar, National Center for Toxicological Research
Ellen van der Plas, Neuroscience
Kimberly Stephens, Neuroscience
Tuhin Virmani, Neurology
Patricia Wight, Physiology and Biophysics
Fang Zheng, Pharmacology and Toxicology

Track-Specific Course Requirements:

Year 1 Fall (12 credit hours)

GPIBS Core Curriculum

Year 1 Spring (12 credit hours)

1 credit hour Seminar (NBDS 51051)
1 credit hour Scientific Communication and Ethics II (PHAR 51191)
3 credit hours Biostatistics I (BIOS 50133)
1 credit hour Research (NBDS 5107V)
3 credit hours Basic Neuroscience (NBDS 510003)
3 credit hours Cellular and Developmental Neuroscience (NBDS 5104)3

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

Each summer until graduation

1 credit hour Research (NBDS 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 (NBDS 5107V)

Year 2 Spring (10 credit hours)

1 credit hour Seminar (NBDS 51051)
1 credit hour Scientific Communications and Ethics IV (PCOL 5121)
8 credit hours Electives and/or Research (NBDS 5118)

Year 2 Summer

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

Year 3- Until Degree Completion

Students will enroll in 1 credit hour Seminar (NBDS 5116) for each of the remaining semesters and 9 credit hours of Dissertation Research (NBDS 6201) and/or Research (NBDS 5118) until 18 credit hours is reached. Students must successfully defend their research project in written and oral format prior to completion of the degree. A minimum of 72 semester credit hours is required for GPIBS Ph.D. program completion.

Pathobiology Track

Track Leader: Dr. Thomas Kelly (KellyThomasJ@uams.edu)

4301 West Markham Street, Little Rock, AR 72205, (501) 686-6401

Track Faculty:

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

John Arthur, Internal Medicine

Steven Barger, Geriatrics

Jon Blevins, Microbiology and Immunology

Marjan Boerma, Pharmaceutical Sciences

Elisabet Borsheim, Pediatrics

Gunnar Boysen, Environmental and Occupational Health

Alan Diekman, Biochemistry and Molecular Biology

Craig Forrest, Microbiology and Immunology
Lu Huang, Microbiology and Immunology
Behjatolah Karbassi, Pathology
Samantha Kendrick, Biochemistry
Thomas Kelly, Pathology
Soheila Korourian, Pathology
Yong-Chen “William” Lu, Pathology
Melanie MacNicol, Neurobiology and Developmental Sciences
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
Steven Post, Pathology
Zhiqiang Qin, Pathology
Charles Quick, Pathology
Robert Reis, Geriatrics
Maria Schuller Almeida, Internal Medicine
Sara Shalin, Pathology
Rosalia Simmen, Physiology and Cell Biology
Alan Tackett, Biochemistry and Molecular Biology
David Ussery, Biomedical Informatics
Jerry Ware, Physiology and Cell Biology
Tiffany Weinkopff, Microbiology and Immunology
Donghoon Yoon, Myeloma
Fenghuang “Frank” Zhan, Internal Medicine

Track-Specific Course Requirements:

Year 1 Fall (12 credit hours)

GPIBS Core Curriculum

Year 1 Spring (10 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)
 1 credit hour Research (PATH 6800V)

Each summer until graduation

1 credit hour Research (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 Pathobiologic Basis of Disease (PATH 61103)
 3-6 credit hours Electives*
 2-4 credit hours Research (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 (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), Epi of Chronic Diseases (EPID 53263), and Basic Neuroscience (NBDS 51003)

Year 2 Summer

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

Years 3- Until Degree Completion

Students will enroll in 1 credit hour Seminar (IBSD 5110V Section 1) for each of the remaining semesters and 9 credit hours of Dissertation Research (IBSD 6200V) and/or Research (PATH 6800V) until 18 credit hours is reached. Students must meet with their advisory committee semiannually, demonstrate continuous progress, and successfully defend their research project in written and oral format prior to completion of the degree. A total of 72 semester credit hours is required for GPIBS Ph.D. program completion.

Pharmacology, Toxicology and Experimental Therapeutics Track

Track Leader: Dr. Paul Prather (PratherPaulL@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, www.uams.edu/gradschool.

Antino Allen, Pharmaceutical Sciences

John Arthur, Internal Medicine

Nukhet Aykin-Burns, Pharmaceutical Sciences

Alexei Basnakian, Pharmacology and Toxicology

Michael (Mike) Berquist, Pharmacology and Toxicology

Marjan Boerma, Pharmaceutical Sciences

Gunnar Boysen, Environmental and Occupational Health

Lisa Brents, Pharmacology and Toxicology

William (Bill) Fantegrossi, Pharmacology and Toxicology

Abdelrahman Fouda, Pharmacology and Toxicology

Brendan Frett, Pharmaceutical Sciences

Robert Griffin, Radiation Oncology

Shuk-Mei Ho, Pharmacology and Toxicology

KyoungHyun Kim, Pharmacology and Toxicology

Ricky (Yuet-Kin) Leung, Pharmacology and Toxicology

Jia Liu, Microbiology and Immunology

Mark Manzano, Microbiology and Immunology

Mitch McGill, Environmental and Occupational Health

Grover Miller, Biochemistry and Molecular Biology

Jeffery (Jeff) Moran, Pharmacology and Toxicology

Andrew Morris, Pharmacology and Toxicology

Shengyu Mu, Pharmacology and Toxicology

Nirmala Parajuli, Pharmacology and Toxicology

Eric Peterson, Pharmacology and Toxicology

Craig Porter, Arkansas Children's Nutrition Center (ACHRI)

Steven Post, Pathology

Paul Prather, Pharmacology and Toxicology

Zhiqiang Qin, Pathology

Robert Reis, Geriatrics

Nancy Rusch, Pharmacology and Toxicology

Kimberly Stephens, Pediatrics

Amanda Stolarz, Pharmaceutical Sciences

Ngai Chung Neville Tam, Pharmacology and Toxicology

Huiliang Zhang, Pharmacology and Toxicology

Fang Zheng, Neurobiology and Developmental Sciences

GPIBS Ph.D. Core Curriculum:

Year 1 Fall (12 credit hours)

1 credit hour Seminar (IBSD 5110V)

1 credit hour Scientific Communication and Ethics I (PHAR 51171)

3 credit hours Biochemistry & Molecular Biology (BIOC 51033)

3 credit hours Cell Biology (NBDS 51033)

3 credit hours Gene Expression (PHYO 51093)

1 credit hour GPIBS Research (IBSD 5100V)

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 5103)
1 credit hour Recent Advances in Pharmacology and Toxicology (PHAR 51151)
1 credit hour Research (PHAR 51031)

Year 1 summer (1 credit hour)

1 credit hour Research (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 and Quantitative Analysis (PHAR 51433)
1 credit hour Recent Advances in Pharmacology and Toxicology (PHAR 51151)
1 credit hour Research (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 (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 (PHAR 51031)
Candidacy Exam (research proposal submitted to committee followed by oral defense)

Year 3 Fall (10 credit hours)

1 credit hour Seminar (PHAR 51091)
1 credit hour Recent Advances in Pharmacology and Toxicology (PHAR 51151)
8 credit hours Dissertation Research (PHAR 51241)

Year 3 Spring (10 credit hours)

1 credit hour Seminar (PHAR 51091)
1 credit hour Recent Advances in Pharmacology and Toxicology (PHAR 51151)
8 credit hours Dissertation Research (PHAR 51241)

Year 3 summer (1 credit hour)

1 credit hour Dissertation Research (PHAR 51241)

Year 4 Fall (10 credit hours)

1 credit hour Seminar (PHAR 51091)
1 credit hour Recent Advances in Pharmacology and Toxicology (PHAR 51151)
8 credit hours Dissertation Research (PHAR 51241)

Year 4 Spring (10 credit hours)

1 credit hour Seminar (PHAR 51091)
9 credit hours Dissertation Research (PHAR 51241)

Year 4 summer (1 credit hour)

1 credit hour Dissertation Research (PHAR 51241)

Degree Completion

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

Credit Hour Summary:

Credit hours of didactic coursework (minimum of 24):	45
Credit hours of research prior to passing qualifying exam (no minimum):	6
Credit hours of dissertation research (minimum of 18):	35
Total number of credit hours (minimum 72):	86

PTET Totals

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.

Health Promotion and Prevention Research (Ph.D.)

S. Alexandra Marshall, PhD, MPH, CPH, CHES, 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, www.uams.edu/gradschool.

PROFESSOR

Mark Williams, PhD
Carol Cornell, PhD
Mary Aitken MD, MPH
Ronnie Chernoff, Ph.D
Keneshia Bryant-Moore, Ph.D., RN, FNP-BC
Tom Chung, PhD, Mphil, BSSc
Pebbles Fagan, Ph.D., MPH
Emogene Fox, EdD
Betty Hubbard, MSE, CHES, BSE, EdD
Chester Jones, Ph.D., BES, PE
Jacquie Rainey, DrPH
Nickolas Zaller, PhD

ASSOCIATE PROFESSOR

Michael Anders, Ph.D., MPH, RRT
Tiffany Haynes, Ph.D.
Teresa Kramer, Ph.D.
Alexandra Marshall, PhD, MPH, CPH, CHES
Brooke E.E. Montgomery, PhD, MPH
Joanna Thomas, M.D., MBChB, FAAFP
Judith Weber, Ph.D., RD

ASSISTANT PROFESSOR

Nia Aitaoto, Ph.D., MPH, MS
Becky Hall, EdD
Dina M. Jones, 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 PhD program provides students with the theoretical and methodological foundations necessary to conduct creative and independent research on health systems and services, with the ultimate goal of identifying pathways to improved health system and service performance through evidence-based policy and management. The curriculum involves intensive and focused study in the theoretical perspectives and methodological strategies relevant to research on the organization, financing, and delivery of health services, including issues of quality, accessibility, efficiency, and equity within systems of care. Students will develop advanced skills in quantitative research methods, confidence in their teaching, and a high standard of scientific integrity and professionalism. Job opportunities exist in university-based and independent health services research centers, health policy institutes, foundations and philanthropic organizations, consulting firms, and professional and advocacy associations working at state and national levels.

Admission Requirements:

Exceptional students can be accepted directly with baccalaureate degrees, but it is recommended that students will have received an MPH or related graduate degree (e.g., M.P.A., M.B.A., M.D., J.D.) prior to entry into the proposed program, along with some relevant experience in health policy or health services. Pre-requisite coursework may be required based on the type of degree held. Students will be required to describe and substantiate their areas of research and policy interest prior to being admitted to the program in order to ensure a close match between student interests and faculty expertise.

Students may submit a GRE score from an exam taken within 5 years immediately preceding the requested semester of the admission. GRE scores at or above the 50th percentile in both Verbal Reasoning and Quantitative Reasoning are preferred for full consideration for admission to the

program. International student must present a TOEL score of at least 80. The TOEFL requirement is waived for International applicants who earned an undergraduate or graduate degree program at an accredited educational institution in the US or in a country in which English is both the primary spoken language and the language of instruction in educational institutions.

Any individual desiring admission to this program must submit application materials through the on-line centralized School of Public Health Application Service (SOPHAS), which outlines complete application content, as well as complete and pay the \$50 fee for the supplemental UAMS application.

A limited number of research assistantships for the PhD in HPPR may be available for qualified students.

All students entering the Ph.D. programs must provide, prior to matriculation, an official transcript demonstrating that they have (a.) completed, with a B or better, CPH 5003, Introduction to Public Health, taken at the UAMS College of Public Health OR (b.) have been awarded an MPH degree from a school or college of public health accredited by CEPH. As part of the application review process, the directors of the Ph.D. programs verify that the applicant's MPH was earned at a CEPH-accredited institution. This will be accomplished by comparing the academic institution that is listed on the applicant's transcript to the list of CEPH-accredited schools on the CEPH website.

Required Courses:

Academic Integrity Training Requirement: All students in the CPH 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 on-line 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 CPH Office of Student and Alumni Affairs at cophoffice@uams.edu. The requirement must be completed by the first day of classes. 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 CPH 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 and Alumni Affairs, the Associate Dean for Student and Alumni Affairs 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 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			
HPMT 64263	Racial and Ethnic Health Disparities	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			
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 64373	Grant Writing	3			
PBHL 6600V	Mentored Research	9			
PBHL 6999V	Dissertation Research	18			

MINIMUM TOTAL HOURS = 66

- *Students who are admitted without an MPH or equivalent are required to take CPH 5003 Introduction to Public Health as a prerequisite to this core to meet CEPH requirements.*

PhD in Health Promotion & Prevention Research		
Competency	Course	Assessment
1. Build a community-based public health program upon relevant theory and evidence and incorporate the social ecological model.	COPH 6303 Community-Based Program Design	White paper. Students write a 25-page paper (excluding bibliography and intervention mapping matrices) that describes a culturally-appropriate community-based program they have developed to address a major public health issue drawing on relevant public health theories and on the existing evidence base (community-based interventions shown to be effective in addressing the public health issue) and that incorporates other concepts discussed in the class, including principles of community-based participatory research, intervention mapping, and consideration of relevant factors across the ecological model as appropriate for a given target population. Paper is graded by the instructors using a rubric included in the syllabus.
2. Design methodologically sound mixed methods research to promote health or prevent disease.	HBHE 6120 Introduction to Mixed Methods Research	Research Proposal. This 15-page written assignment focuses on developing a mixed-methods research study proposal that identifies a health promotion and prevention research problem and design a mixed-methods study to address the identified question(s). Students are also asked to discuss plans for recruitment, data collection, data management, and human subjects protections. Each paper is graded by the instructor following a rubric included in the course syllabus.
3. Critically appraise theory-based and evidence-based interventions designed to promote health and/or prevent disease.	HBHE 6212 Applied Behavioral Research Methods	White paper. Students complete a critical appraisal essay. In this 5-page written assessment, students appraise the relative strengths and weaknesses of the theory-based and evidence-based interventions designed to promote health and/or prevent disease. The assignments must utilize the assigned readings and describe an evaluative conclusion about the merits of the interventions described. Assessments are graded by the instructor using a rubric distributed to students.
4. Create and defend in an oral presentation an original research question, significance and methods for original health promotion and prevention research.	HBHE 6212 Applied Behavioral Research Methods	Research Presentation. Students complete a 30-minute oral presentation in which students present on their proposed dissertation topic to a diverse audience. Each presentation must include an overview of the background and significance of the topic, proposed research question, and proposed behavioral research methods. Each presentation is graded by the instructor using a rubric that is distributed to students.
5. Evaluate the relative strengths and limitations of major theories and concepts that are utilized in behavioral approaches to health promotion and disease prevention.	HBHE 6021 Advanced Health Behavioral Theory	White paper. Students complete a two-page paper in which they concisely identify a major health behavior theory and describe how the constructs associated with that theory have been applied to address a chosen behavior and its determinants in a selected target population using published literature. Students draw an evaluative conclusion about the relative strengths and limitations of the theory discussed in the paper. The paper focuses on one of the following: 1) an individual level theory; 2) an interpersonal level theory; and 3) a community-level theory or framework. Each paper is graded by the instructor using a rubric distributed to student

Health Systems and Services Research (Ph.D.)

J. Mick Tilford, PhD, 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, www.uams.edu/gradschool.

PROFESSOR

Stephen M. Bowman, PhD, MHA
Holly C. Felix, PhD, MPA
William Golden, MD
Teresa Hudson, PharmD, PhD
Güneş Koru, PhD
Bradley C. Martin, PharmD, PhD
Pearl McElfish, PhD MPH
M. Kathryn (Kate) Stewart, MD, MPH (Emerita)
Billy R. Thomas, MD, MPH
Joseph W. Thompson, MD, MPH
Michael R. Thomsen, PhD
J. Mick Tilford, PhD

ASSOCIATE PROFESSOR

Clare Brown, PhD, MPH
Geoffrey A. Curran, PhD
Anthony Goudie, PhD
Cynthia L. Lewis, MSPH, CSP, CIT
T. Elaine Prewitt, DrPH
Kevin Ryan, JD, MA
Kevin Sexton, MD

ASSISTANT PROFESSOR

Jure Baloh, PhD, MHA
Michael Knox, DrPH
Adrienne Nevola, PhD,
Kelsey Owsley, PhD, MPH
Austin Porter, DrPH, MPH
Mandana Rezaeiahari, PhD, MSc,
Craig Wilson, JD, MPA
Melissa Yandell, PhD, MHA

INSTRUCTOR

Liz Gates, JD MPH
Stella Phillips, JD, MPH

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 PhD program provides students with the theoretical and methodological foundations necessary to conduct creative and independent research on health systems and services, with the ultimate goal of identifying pathways to improved health system and service performance through evidence-based policy and management. The curriculum involves intensive and focused study in the theoretical perspectives and methodological strategies relevant to research on the organization, financing, and delivery of health services, including issues of quality, accessibility, proficiency, and equity within systems of care. Students will develop advanced skills in quantitative research methods, teaching, and a high standard of scientific integrity and professionalism. Job opportunities exist in university-based and independent health services research centers, health policy institutes, foundations and philanthropic organizations, consulting firms, and professional and advocacy associations working at state and national levels.

Admission Requirements:

Exceptional students can be accepted directly with baccalaureate degrees, but it is recommended that students will have received an MPH or related graduate degree (e.g., M.P.A., M.B.A., M.D., J.D.) prior to entry into the proposed program, along with some relevant experience in health policy or health services. Pre-requisite coursework may be required based on the type of degree held. Students will be required to describe and substantiate their areas of research and policy interest prior to being admitted to the program in order to ensure a close match between student interests and faculty expertise.

Submission of a GRE score from an exam taken within 5 years is recommended, but not required. GRE scores at or above the 50th percentile in both Verbal Reasoning and Quantitative Reasoning are preferred for full consideration for admission to the program. International student must present a TOEL score of at least 80. The TOEFL requirement is waived for International applicants who earned an undergraduate or graduate degree program at an accredited educational institution in the US or in a country in which English is both the primary spoken language and the language of instruction in educational institutions.

Any individual desiring admission to this program must submit application materials through the on-line centralized School of Public Health Application Service (SOPHAS), which outlines complete application content, as well as submit the UAMS online admissions application.

A limited number of research assistantships for the PhD in HSSR will be available on a competitive basis for qualified students.

All students entering the Ph.D. programs must provide, prior to matriculation, an official transcript demonstrating that they have (a.) completed, with a B or better, CPH 5003, Introduction to Public Health, taken at the UAMS College of Public Health OR (b.) have been awarded an MPH degree from a school or college of public health accredited by CEPH. As part of the application review process, the directors of the Ph.D. programs verify that the applicant's MPH was earned at a CEPH-accredited institution. This will be accomplished by comparing the academic institution that is listed on the applicant's transcript to the list of CEPH-accredited schools on the CEPH website.

Required Courses:

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IPE Curriculum Requirement: All CPH 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 and Alumni Affairs, the Associate Dean for Student and Alumni Affairs or visit our website: <https://ipe.uams.edu/>. Requirement approval date: 2015.

REQUIRED PREREQUISITES (OR EQUIVALENTS) – 12 Credit Hours		Credit	Grade	Year	Semester
PBHL 50033	Introduction to Public Health	3			
BIOS 62123	Biostatistics II	3			
EPID 51103	Epidemiology I	3			
HPMT 61043	Introduction to Health Economics	3			

HSR THEORY AND APPLICATIONS (REQUIRED) – 18 Credit Hours		Credit	Grade	Year	Semester
HPMT 61033	Health Systems Theory and Research	3			
HPMT 62133	Variation in Health System Performance	3			
HPMT 63293	Healthcare Organizational Theory	3			
HPMT 63153	Advanced Methods for Quality & Health Outcomes Research	3			
HPMT 61143	Advanced Public Health Policy & Management	3			
HPMT 63193	Implementation Research in Clinical Practice Settings	3			

RESEARCH METHODOLOGY – 13 Credit Hours		Credit Hours	Grade	Year	Semester
NOTE: Can take either Advanced Econometric Methods or Applied Health Econometrics (but not both)					
HPMT 60131	Mathematics & Statistics Primer	1			
HPMT 63133	Advanced Methods in Health Services Research	3			
BIOS 53243	Analyzing Health Surveys	3			
HPMT 63243	Advanced Econometric Methods and Special Topics	3			
PSGP 51253	Applied Health Econometrics	3			
HPMT 6303	Applied Research Methods Using Retrospective Data Sources	3			

SELECTIVES – 15 Credit Hours		Credit Hours	Grade	Year	Semester
NOTE: Can take either Racial and Ethnic Health Disparities or Social Determinants of Health					
HPMT 63173	Performance Measurement, Reporting & Incentives	3			
PSGP 51203	Pharmacoeconomics & Health Technology Assessment	3			
HPMT 63203	Advanced Health Economics I: Demand for Health	3			
HPMT 63233	Advanced Health Economics II: Supply for Health	3			
BIOS 52333	Statistical Methods for Clinical Trials	3			
EPID 62243	Clinical Trials	3			

EPID 55733	Data Management and Programming for Epidemiologists	3			
PBHL 63033	Community-Based Program Design	3			
PBHL 63463	Social Determinants of Health	3			
HPMT 64263	Racial and Ethnic Health Disparities	3			
EPID 61202	Principles & Practice of Public Health Surveillance	2			
NPHD 61033	Qualitative Research Methodology	3			
NPHD 61083	Qualitative Data Analysis, Theory & Practicum	3			
HPMT 6263	Patient-Reported Outcomes Measurement	3			
HPMT 6243	Pharmaceutical Economics and Policy	3			
BMIG 50103	Information Modelling—From Data to Knowledge	3			
BMIG 50303	Computational Methods in Biomedical Informatics	3			
BMIG 50501	Health Information Systems	1			
BMIG 51202	Foundations of BMI: Population Health Information	2			
BMIG 60103	Data Systems and Data Warehousing	3			
BMIG 60201	Healthcare Informatics of Quality and Patient Safety	1			
HPMT 53353	Data Visualization for Healthcare Analytics	3			
OTHER SELECTIVE (Approved by HSSR Program Director):					
		3			
SCHOLARSHIP SKILLS – 6 Credit Hours		Credit	Grade	Year	Semester
PBHL 64373	Grant Writing	3			
PBHL 6100V	Directed Study (Doctoral)	3			
COMP EXAMS		P/F	Grade	Year	Semester
DISSERTATION – 18 Credit Hours		Credit	Grade	Year	Semester
PBHL 6999V	Dissertation Research	18			

	Date
Qualifying 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 including dissertation hours: 70

PhD in Health Systems and Services Research		
Competency	Course	Assessment
1. Assess how environmental context affects variation in health system outcomes.	HPMT 6213 Variation in Health System Performance	Writing Assignment: Students are asked to conduct a project that discusses and assesses how environmental context affects variation health system outcomes. The assignment is graded using a rubric shown on the course syllabus.
2. Create conceptual frameworks to guide health services research studies.	HPMT 6103 Health Systems Theory and Research	Written Assignment: Students are to develop and present in a paper a conceptual framework for a health services research topic that is based on what is known about the outcome, including factors or elements that directly or indirectly lead to it, that are described in scholarly literature. The assignment is graded based on criteria articulated on the course syllabus.
3. Evaluate HSR issues using appropriate analytical techniques.	HPMT 6323 Advanced Econometric Methods and Special Topics	Written Assignment: Students are to complete an applied class project to obtain and analyze data using econometric methods presented in class, as well as interpret and incorporate findings in a peer-review manuscript template following STROBE guidelines. Students are graded using a rubric that is included on the course syllabus.

4. Formulate and present a health services research study plan in a grant proposal.	COPH 6437 Grantsmanship and the Peer Review Process	Written Assignment: Students write a complete grant proposal using NIH grant guidelines that could be submitted for funding consideration. The assignment is graded using the 9-point scale used by NIH to evaluate grant applications.
5. Defend selection of policy solutions through multiple modalities for diverse audiences.	HPMT 6114 Advanced Public Health Policy & Management	Criteria Alternatives Matrix (CAM) Assignment. Students are to use the CAM approach to select a policy to address a health / public health problem. They must give a formal presentation (oral modality) with electronic and hardcopy slides (written and visual modalities) as well as submit a paper on their policy analysis project. The presentation and paper must describe the problem to be addressed, methods used including criteria used to evaluate policy alternatives (solutions), the policy alternatives that were considered, principle findings, and implications for policy adoption. The assignment is graded based on criteria listed in the course syllabus.

HEALTH SCIENCES INNOVATION AND ENTREPRENEURSHIP (HSIE) GRADUATE CERTIFICATE

Kevin Sexton, M.D., HSIE Graduate Program Co-Director
UAMS, 4301 W. Markham, Little Rock, Arkansas 72205, 501-526-6262

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

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

The Faculty

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

PROFESSOR

Kevin Sexton, M.D. (UAMS)

ASSISTANT PROFESSOR

Jon Imig, 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	5213	Foundations of Business for Entrepreneurs (3 credits), UAF
SEVI	5323	New Venture Development (3 credits), UAF
SEVI	541V	New Venture Development II (3 credits), UAF

Sequence of Courses

Year 1/ Semester 1 - 5 credits

HSIE 61004 (Snapshot Sessions – 4 credits)

HSIE 62001 (Seminar Series – 1 credit)*

**Seminar series continues until end of Year 1*

Year 1/ Semester 2 – 3 credits

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

Year 2/ Semester 1 – 4 credits

SEVI 5323 (New Venture Development)

HSIE 62001 (Seminar Series)*

**Seminar series continues until end of Year 1*

Year 2/ Semester 2 – 3 credits

SEVI 5413 (New Venture Development II)

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).

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)
COPH 63033 - Community Based Program Design (3 credit hours)
COPH 64033 – Community Based Program Evaluation (3 credit hours)
HBHE 53243 – Program Planning and Evaluation (3 credit hours)
HPMT 54263 & 64263 – Racial and Ethnic Health and Healthcare Disparities (3 credit hours)

RESEARCH METHODS

BIOS 52333 Statistical Methods for Clinical Trials (3 credit hours)
HPMT 53443 - Healthcare Operations Management: Performance and Quality 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)

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 51022 - 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 - Healthcare Quality 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)

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 6303 - 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, www.uams.edu/gradschool.

Professors Emeriti

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

PROFESSORS

Claudia Barone, Ed.D, DNP
Patricia Cowan, Ph.D.
Traci Harrison, Ph.D.
Judith Weber, Ph.D.

CLINICAL ASSOCIATE PROFESSORS

Melodee Harris, Ph.D.
Pamela DeGravelles, Ph.D.

ASSISTANT PROFESSORS

Jocelyn Anderson, Ph.D.
Laura Hays, Ph.D.
Corey Nagel, Ph.D.
Pearman Parker, Ph.D.
Martha Rojo, Ph.D.

CLINICAL ASSISTANT PROFESSORS

Natalie Capps, Ph.D.
S. Nicole Ward, Ph.D.
Brittany Beasley, 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 (GUS). The link to GUS is found on the Graduate School website under: Prospective Students/Application. Information on the admissions process is provided on this link. The GRE is NOT required for admission to the Ph.D. in Nursing program. 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 Language 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 eighty-one (78) 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

Jacob Painter, Pharm.D., Ph.D., PEP Track Director

UAMS, 4301 W. Markham, Little Rock, Arkansas 72205, 501-686-7123

Pharmaceutical Sciences (PS) Track

Antiño R. Allen, Ph.D., PS Track Director

UAMS, 4301 W. Markham, Little Rock, Arkansas 72205, 501-686-6496

The faculty:

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

PROFESSORS

Antiño R. Allen, Ph.D.
Marjan Boerma, Ph.D.
Phillip J. Breen, Ph.D.
Cesar M. Compadre, Ph.D.
Geoffrey M. Curran, Ph.D.
John D. Imig, Ph.D.
Bradley C. Martin, Pharm.D, Ph.D.
Grazyna Nowak, Ph.D.
Amit K. Tiwari, Ph.D.

ASSOCIATE PROFESSORS

Chenghui Li, Ph.D.
Nukhet Aykin-Burns, Ph.D.
Jacob Painter, 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.

Education Coordinators:

Kourtney L. Hinkson (PEP Track)
Ronda Warneke (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 PEP-Track is designed to meet the needs of persons with business, science, and health care backgrounds wishing to acquire research skills in pharmaceutical evaluation, pharmacoeconomics, health outcomes assessment, policy analyses, and pharmacoepidemiologic research. Pharmaceuticals are increasingly being used to cure, treat, manage, or provide relief for many human afflictions, however, financing, efficiency; access, adherence, and safety of pharmaceuticals continue to challenge the world's health care systems.

Preference is given to applicants who hold a degree (either B.S. or Pharm.D.) in pharmacy. U.S. licensed practitioners of medicine, nursing, public health, or other allied health professions also receive preference as do persons with master's degrees. Exceptional applicants with academic training in related fields such as psychology, law, biology, economics, finance, political science, or marketing are encouraged to apply. Students without a thesis-based master's degree must complete a research practicum during the first two years of study. Successful completion of a research practicum requires at least one manuscript approved by their advisor and submitted by the student as lead author to a peer-reviewed journal.

Course Requirements for the Ph.D. Degree – PEP Track

The PEP-Track Ph.D. requires 48 credit hours of didactic course work, including 36 credit hours of core didactic courses, 6 semesters of the PEP seminar (1 credit hour each semester), and at least 6 credit hours of elective courses in an area of concentration. In addition to the didactic coursework, students must enroll for at least 18 hours of dissertation credits. A minimum of 66 credit hours is required for Ph.D. program completion.

Course Requirements for the MS Degree – PEP Track

The PEP Track MS requires 30 credit hours of graduate study. Of these hours at least 3 credit hours for the PEP seminar (1 credit hour each semester), 9 hours of PEP core didactic courses, and 6 hours of thesis credits are required.

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 & 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 & 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 Courses are indicated in **bold**.

Year 1 Fall Semester

PSCI 5107V Foundations of Pharmaceutical Evaluation and Policy Research Methods	3 hrs.		
PSCI 51081 Pharmaceutical Evaluation and Policy Seminar	1 hrs.		
BIOS 50133 Biostatistics I	3 hrs.		
<i>And choose two of the following courses:</i>			
EPID 51103 Epidemiology I	3 hrs.		

PSCI 51243 U.S. Health Care System for Pharmacists	3 hrs.		
PHAR 51171 Scientific Communication and Ethics I	1 hrs.		

Year 1 Spring Semester

PSCI 51081 Pharmaceutical Evaluation and Policy Seminar	1 hrs.		
BIOS 52103 Biostatistics II	3 hrs.		
PSCI 51193 Applied Research Methods using Retrospective Data Sources	3 hrs.		
PSCI 51263 Patient-Reported Outcomes Measures	3 hrs.		
<i>Choose one additional course in area of concentration or required courses not completed, or PSCI 5114V Research</i>			

Summer 1

PSCI 5114V Research	1 hrs.		

Year 2 Fall Semester

<i>PSCI 61153 Pharmacoepidemiology</i>	3 hrs.		
PSCI 51081 Pharmaceutical Evaluation and Policy Seminar	1 hrs.		
PSCI 51233 Pharmaceutical Economics and Policy	3 hrs.		
Additional Courses in Area of Concentration, Required Courses not completed, or PSCI 5114V Research.			

Year 2 Spring Semester

PSCI 51081 Pharmaceutical Evaluation and Policy Seminar	1 hrs.		
PSCI 51081 Pharmacoeconomics and Health Care Technology Assessment	3 hrs.		
PSCI 51253 Applied Health Econometrics	3 hrs.		
<i>Choose one additional course in area of concentration, a required course not yet completed, or PSCI 5114V Research.</i>			

Summer 2

PSCI 5114V Research	1 hrs.		
CANDIDACY EXAM			

Year 3 Fall & Spring Semesters

PSCI 51081 Pharmaceutical Evaluation and Policy Seminar	1 / sem		
PSCI 6200V Dissertation	9 hrs.		
<i>Complete remaining required core courses or courses in area of concentration.</i>			

Summer 3

PSCI 6200V Dissertation	1 hrs.

Year 4 Fall & Spring Semesters

PSCI 6200V Dissertation	10 hrs./sem.

Summer 4

PSCI 6200V Dissertation	1 hrs.

Curriculum for MS – PEP Track (Core Courses are indicated in bold)

Year 1 Fall Semester

PSCI 51173 Foundations of Pharmaceutical Evaluation and Policy Research Methods	3 hrs.
PSCI 51081 Pharmaceutical Evaluation and Policy Seminar	1 hrs.
BIOS 50133 Biostatistics I	3 hrs.

EPID 51103 Epidemiology I	3 hrs.
PSCI 51243 U.S. Health Care System for Pharmacists	3 hrs.

Year 1 Spring Semester

PSCI 51081 Pharmaceutical Evaluation and Policy Seminar	1 hrs.
BIOS 52103 Biostatistics II	3 hrs.
PHPR 36122 Drug Information	2 hrs
<i>At least one of the following:</i>	
PSCI 51193 Applied Research Methods using Retrospective Data Sources	3 hrs.
PSCI 51263 Patient-Reported Outcomes Measures	3 hrs.
<i>Or choose one additional course in an area of concentration or required courses not completed or PSCI 5114V Research.</i>	

Summer 1

PSCI 5114V Research	1 hrs.

Year 2 Fall Semester

PSCI 51081 Pharmaceutical Evaluation and Policy Seminar	1 hrs.
<i>At least one of the following Courses:</i>	
PSCI 51233 Pharmaceutical Economics and Policy	3 hrs.
PSCI 61153 Pharmacoepidemiology	3 hrs.
<i>Or choose one additional course in area of concentration or required courses not completed or PSCI 5200V Master's Thesis.</i>	

Year 2 Spring Semester

<i>At least one of the following Courses:</i>	
PSCI 51203 Pharmacoeconomics and Health Care Technology Assessment	3 hrs.
PSCI 51253 Applied Health Econometrics	3 hrs.
<i>Or choose one additional course in area of concentration or required courses not completed or PS GP 5201 Master's Thesis.</i>	

Summer 2

If needed, PSCI 5200V Master's Thesis	3 hrs.

REGULATORY SCIENCES

Mitch McGill, Ph.D., Program Director

UAMS, 4301 W. Markham, Little Rock, Arkansas 72205, 501-526-6619

Christopher Fettes, M.A., Program Coordinator

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, www.uams.edu/gradschool.

PROFESSOR

Peter Crooks, M.Sc., Ph.D., D.Sc.

ASSOCIATE PROFESSORS

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

Jessica Snowden, MD, MS, MHPTT

ASSISTANT PROFESSORS

Stefanie Kennon-McGill, Ph.D.

Mitchell McGill, Ph.D.

INSTRUCTORS

Amy Jo Jenkins, M.S., CCRP, CCRC, CCRA

Narsimha Reddy Penthala, 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 Certificate in Regulatory Science serves both full-time and part-time students interested in expanding their knowledge of regulatory science. The training provides a more competitive background for regulatory science-based careers.

A primary goal of the program is to provide students with insight into the complexities of the laws, regulations, policies, risk assessments, risk-benefit analyses and risk management processes. This training provides graduates with a working knowledge of regulatory science and provides leaders in regulatory science for industry, government, and academia.

The course structure ultimately will include a distance learning format. The distance learning option will provide students with the same content and resources that are provided for those students who attend traditional didactic classes. The distance learning option will expand the geographic reach of the certificate and graduate programs to a national and international scope.

Requirements for the Certificate in Regulatory Science.

Successful completion of twelve hours of coursework is required with a minimum 3.0 GPA as described below (additional coursework may be required in Biostatistics and Toxicology):

REGS 60133	Principles of Food and Drug Regulations
REGS 60233	Methods in Risk Assessment and Management
REGS 51073	Design and Management of Clinical Trials
REGS 61013	Good Regulatory Practices

NEUROBIOLOGY AND DEVELOPMENTAL SCIENCES (NBDS)

THIS PROGRAM IS NO LONGER ACCEPTING STUDENTS AND IS PART OF GPIBS AS OF FALL 2016.

Paul Drew, Ph.D., NBDS Graduate Program Director
UAMS, 4301 W. Markham, Little Rock, Arkansas 72205

The Faculty

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

PROFESSORS

Steven W. Barger, Ph.D.
Helen Benes, Ph.D.
Puran S. Bora, Ph.D.
E. Robert Burns, Ph.D.
M. Donald Cave, Ph.D. (Emeritus)
Gwen V. Childs, Ph.D.
John Dornhoffer, M.D.
Paul D. Drew, Ph.D.
Edgar Garcia-Rill, Ph.D.
Shirley Ann Gilmore, Ph.D. (Emeritus)
L. John Greenfield, M.D., Ph.D.
W. Sue T. Griffin, Ph.D.
Cynthia J. M. Kane, Ph.D.
Angus MacKay MacNicol, Ph.D.
Mark Mennemeier, Ph.D.
Robert D. Skinner, Ph.D.

ASSOCIATE PROFESSORS

Jason Y. Chang, Ph.D.
Maxim Dobretsova, Ph.D.
David L. Davies, Ph.D.
Abdallah Hayar, Ph.D.
Kevin D. Phelan, Ph.D.

ASSISTANT PROFESSORS

Mahmoud Kiaei, Ph.D.
Melanie MacNicol, Ph.D.
Yuzhi Chen, Ph.D.

Degrees Conferred

M.S., Ph.D. (NBDS)

Areas of Concentration: The two main areas of research emphasis in the Department are neuroscience, and cell and developmental biology. Neuroscience research in the Department is primarily directed toward understanding neural development and pathology with a strong emphasis on clinically relevant human problems. A wide variety of electrophysiological, immunocytochemical, cell culture, image analysis and molecular techniques are used in several broad based research projects that investigate the nervous system at the systems, cellular and molecular levels.

Investigations are currently underway to reveal the fundamental concepts associated with the normal development of neurons and various types of glial cells, and their cell surface receptors. Other studies examine the roles that leptin, genetic background and gonadal hormones play in metabolism. Additional research areas deal with regulation of anterior pituitary cells by neuroendocrine peptides, the deleterious affects of alcohol on the developing nervous system, and with clinical problems concerning human brain dysfunctions associated with Alzheimer's disease, depression, stroke, multiple sclerosis, and sleep disorders.

Prerequisites to Degree Programs. For admission to graduate standing in the department, a student must have a bachelor's degree with a major in zoology-biology or an equivalent. In addition, a score report for the Graduate Record Examination Aptitude Test is a departmental requirement.

Requirements for the Master of Science Degree. The Department offers a thesis M.S. degree. All students must take Biochemistry, Biostatistics, Seminar and two semesters of Scientific Communication and Ethics courses offered by the Department of Pharmacology (PCOL 5211 and PCOL 5221). The thesis M.S. requires that the student take three (3) of the five (5) courses listed below for the Ph.D. degree. A thesis of original research must be submitted and defended.

Requirements for the Doctor of Philosophy Degree. All students must take Biochemistry, Biostatistics, Seminar, Research, and two semesters of Scientific Communication and Ethics courses offered by the Department of Pharmacology (PCOL 5211, PCOL 5221, PCOL 5231 or PCOL 5241). Students in either the cell and developmental biology or neuroscience area of emphasis must take a minimum of three (3) of the following courses: Cell Biology, Cellular and Developmental Neuroscience, Gene Expression, Basic Neuroscience, and Molecular Cell Biology. All students must write and successfully defend a doctoral dissertation.

College of Health Professions

Contact Information

Mailing Address:

UAMS College of Health Professions
4301 West Markham, #619
Little Rock, AR 72205

Telephone number: 501-686-5730

FAX number: 501-686-6855

Website: healthprofessions.uams.edu

1 – General Information

1.1 POLICY STATEMENT REGARDING CATALOG

Procedures stated in this catalog require continuing evaluation, review, and approval by appropriate University officials. All statements contained herein reflect policies in existence at the time this catalog went to press; the University and the College of Health Professions (CHP) reserve the right to change policies at any time and without prior notice. All students in the College of Health Professions are responsible for the information contained in the current catalog. Also, students are expected to comply with all policies of the institutions with which the College affiliates.

1.2 STUDENTS ENROLLED IN PROGRAMS HOUSED IN THE UAMS GRADUATE SCHOOL

Students pursuing the Doctor of Philosophy in Communication Sciences and Disorders and the Master of Science in Clinical Nutrition are considered to be students in the Graduate School who are taking courses offered by the faculty of the College of Health Professions. Accordingly, the *UAMS Graduate School Catalog and Student Handbook* are to be considered the primary catalog and handbook for all students in these programs. All provisions of the Graduate School Student Handbook, including the grievance procedures, are the authority applicable to students enrolled in the Doctor of Philosophy in Communication Sciences and Disorders and the Master of Science in Clinical Nutrition degree programs.

Additional details of the policies and requirements specifically pertaining to these programs are for the purpose of augmenting the Graduate School Catalog and Student Handbook. Specific procedures, course requirements, and criteria for satisfactory academic progress in these programs are applicable to all students pursuing the Doctor of Philosophy in Communication Sciences and Disorders and the Master of Science in Clinical Nutrition degrees, but they do not supersede any general Graduate School policies or requirements. For clarification on specific issues, please contact the Graduate School Office.

1.3 DEAN'S OFFICE

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

Dean

Susan Long, Ed.D.

Associate Deans

Phyllis Fields, M.Ed., *Associate Dean for Student Affairs*

Reza Hakkak, Ph.D., *Associate Dean for Research*

Tina Maddox, Ph.D., RD, LD, *Associate Dean for the College of Health Professions, UAMS Northwest Regional Campus*

Jessica Stahulak, MHA, *Associate Dean for Finance and Administration*

Staff

CJ Carrell, *Department Business Administrator*

Deborah Taylor, B.S., *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

Lyndsay Johnson, M.S.
Director of Student Services

Kimberlyn McKisick, M.Ed.
Student Recruiting Coordinator

Rob Tolleson, B.A.
Student Service Specialist

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 06/14/2023)

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, gender identity, pregnancy, national or ethnic origin, non-disqualifying disability, age, ancestry, marital status, sexual orientation, veteran status, political beliefs or affiliations, and to comply with all federal and state non-discrimination, equal opportunity and affirmative action laws, orders and regulations, including remaining compliant and consistent with the Civil Rights Act; the Americans with Disabilities Act; the Rehabilitation Act of 1973; and Title IX of the Education Amendments of 1972.

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: <http://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 twelve 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

Education

We educate exceptional healthcare professionals:

We educate through innovation, compassion, teamwork, and patient- and family-centered care.

We utilize and model life-long learning and evidence-based health care.

We embrace contemporary instructional technologies and sound foundational approaches to education.

We improve health care delivery in Arkansas, across the nation, and beyond.

Scholarship

We contribute to and advance the intellectual and clinical practice foundations of our professions:

We educate students, scholars, and health professionals by (a) incorporating current evidence and evidence-based clinical practice into curricula; and (b) guiding and mentoring learners to participate in and conduct scholarly activity.

We engage in scholarly inquiry to advance education, health, and healthcare, and we disseminate new knowledge in forms that are appropriate to target audiences.

Service

We embrace a culture of service with our colleagues, learners, and community partners to promote our professions, enrich the lives of the individuals we serve, and strengthen our communities:

We achieve excellence in service through leadership in our departments, college, university, and professions.

We cultivate high impact service-learning opportunities that strengthen our communities and promote learner engagement, inter-professional development, leadership, and team work.

Collegiality

We respect and honor the talents, abilities, and diversity of our colleagues and partners as, together, we endeavor to attain our highest potentials.

We collaborate, actively listen, address concerns, and demonstrate mutual respect for the philosophies and ideologies of those whom we serve.

We seek and nurture inter-professional relationships that empower us and others to engage in scholarship, educate learners, serve, and lead our professions

2.2.4 Departments and Programs

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 Sciences
Radiologic Imaging Sciences

Department of Laboratory Sciences

Cytology
Medical Laboratory Sciences

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.)

Master's Degrees

Clinical Nutrition (M.S.)¹
Communication Sciences and Disorders (M.S.)
Dietetics (M.S.)
Genetic Counseling (M.S.)
Physician Assistant Studies (M.P.A.S.)
Respiratory Care (M.S.)

Doctoral Degrees

Audiology (Au.D.)
Communication Sciences and Disorders (Ph.D.)¹
Occupational Therapy (O.T.D.)²
Physical Therapy (DPT)

¹ The M.S. in Clinical Nutrition and Ph.D. in Communication Sciences & Disorders are administered by the UAMS Graduate School. Questions regarding those programs should be directed to the Graduate School.

² The Occupational Therapy program is through a partnership with the University of Arkansas - Fayetteville.

2.3 PRIMARY AFFILIATIONS

A unique partnership in health manpower training exists between the College; the Department of Veterans Affairs, 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 Centers are located at Fort Smith, Fayetteville, Jonesboro, Pine Bluff, Magnolia, Texarkana, Helena, and Batesville.

3 - Student Government/Organizations

3.1 ASSOCIATED STUDENT GOVERNMENT (UAMS)

The Associated Student Government (ASG) is the student governing body that represents all colleges on campus. All students are encouraged to attend the monthly meetings; however, dates and locations vary from year to year. For the ASG meeting schedule and other campus events, students should visit the [website](#) or contact their ASG representative. Students are encouraged to stay informed and make suggestions to their ASG representative on ways to improve campus life.

3.2 CHP STUDENT ADVISORY COMMITTEE

The College of Health Professions Student Advisory Committee serves as representative organization for the student body of the college. Through involvement in the CHP Student Advisory Committee, students have the opportunity to impact the operation of the college and voice their desires directly to the college. The Student Advisory Committee meets 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 Centers and other UAMS sites). If the badge is lost or damaged, or if your name changes while you are a student at UAMS, you may purchase a replacement badge from Creative Services, located in the Central Building, RM 3D/29. See the Creative Services website for hours of operation, fees, and other information. <http://creativeservices.uams.edu/>

Northwest Campus:

The UAMS Northwest Badge and Parking Office is located on the 3rd floor (across from the 3rd floor elevators) and is open on Monday only 8am-3pm. For new or replacement badges, email NWIDBadgeProduction@uams.edu. For badge access questions and concerns, email badgeaccess@uams.edu or the Director for Student Affairs, Lauren Parker, lbarker@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 is limited and requires a permit that can be obtained from the Northwest Campus Operations office. All parking pass requests must be submitted using the nw campus operations form: <https://uams.edu/nwcampusops/>.

4.1.6 Food Services

UAMS 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. Vending machines are also located throughout Northwest Campus and spaces provided for community gathering within academic affairs spaces and student breakrooms.

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 Akademos/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 begin their program or as soon as the student recognizes their need for an adjustment.

UAMS encourages students to access all resources available through the ADA Office for consistent support and access to their programs. More information can be found online at <http://students.uams.edu/ada-disability-services/> or by contacting the office at (501) 526-5641.

4.6 CENTERS FOR SIMULATION EDUCATION

The UAMS Centers for Simulation Education is dedicated to patient safety and excellence in medical care through state-of-the-art comprehensive education. The centers train current and future health care professionals to provide safe, effective, confident, and compassionate care of patients in Arkansas and beyond.

Center for Clinical Skills Education: The Center for Clinical Skill Education is a state-of-the-art facility for case development consultations, assessment and teaching clinical skills. The Center has developed a collection of clinical cases that utilize standardized patients to assess medical, pharmacy, and nursing students, and health related professionals in taking a history, performing a physical exam, communicating with the patient, determining a differential diagnosis, and developing a treatment plan. The facilities feature 14 fully equipped patient exam rooms, video and monitoring capabilities, and a 15-person conference room.

Simulation Center: The Simulation Center at UAMS is dedicated to excellence in patient care by advancing patient safety and improving interprofessional team performance through use of state of the art simulation education. The mission is to train health care professionals to practice safe, effective, and compassionate care. The Simulation Center is comprised of seven simulation theaters, five debriefing classrooms and a procedure training room designed for specific invasive procedure tasks. Each theater is equipped with cameras and comprehensive sound recording, allowing for two-way communication between the theater participants and the separate operator/trainer control room. Control rooms are adjacent to each exam room. These rooms allow direct, real-time, yet unobtrusive evaluation of standardized patient encounters. Further, simulation operations specialists monitor the simulation mannequins and change the scenario in real time as the training happens.

Walker Clinical Education Center: The Walker Clinical Education Center is on the UAMS Northwest campus in Fayetteville. Similar to the Clinical Skills Center, it is a state-of-the-art simulated clinic setting for teaching and assessment of communication, physical examination, and procedural skills. The facilities feature six fully equipped patient exam rooms, video and monitoring capabilities, and a conference room.

4.7 STUDENT COMPUTER AND EMAIL ACCESS

Access to the UAMS network, including access to the Internet via the UAMS network, on-line reference and information resources provide through the UAMS Library and other UAMS computing resources is restricted to people having a UAMS network account. All active UAMS students receive UAMS network accounts. Information about network accounts is provided to new students during the registration or orientation sessions. Everyone granted access to the UAMS network must review and sign the UAMS Confidentiality Agreement which students complete during registration and orientation. Your UAMS network account is to be used only by you. Do not share your UAMS network login identification and password with other people as it violates the UAMS Confidentiality Agreement. See [website](#) for more information.

The IT Tech Support Center is the first point of contact for computer-related questions or problems for all UAMS employees and students. The Tech Support Center offers the advantage of dialing one telephone number for assistance with any computer-related problem: (501) 686-8555.

4.8 HEALTH AND WELLNESS SERVICES

4.8.1 Medical Services

Student and Employee Health Services for Central Arkansas (SEHS): The SEHS main clinic is located at 4301 West Markham St., Central Building, Little Rock, Ground Floor, Room G600, and is open Monday - Friday 7:00 AM - 4:30 PM. Telephone: (501) 686-6565. See [website](#) for additional information

Student Health Services for the Northwest Regional Campus: The UAMS Northwest Student & Employee Health Clinic is located within the Family Medicine Clinic on the NW Campus. Students can see a provider in-person on Monday and Wednesday, 8am-Noon. Visits are walk-in only during this time. For care outside of the clinic hours, UAMS NW Students can contact Little Rock Student and Employee Health Services, <https://uamshealth.com/university-healthcare/student-and-employee-health/>.

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 confidentiality (as required by law) include homicidality (planning to kill someone else, or being so severely impaired that patients in your care are in jeopardy), suicidality (planning to kill self) and child abuse. Record keeping is also strictly confidential within the student wellness program and does not become part of the campus-wide electronic UAMS medical record. For short-term treatment, there is no financial cost to students seeking care (other than the cost of medication should it be needed). The service is made possible through the support of the Chancellor of UAMS, and a portion of the student health fee. Students 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 in Little Rock is located at 227 Jack Stephens Drive. Office hours are Monday through Friday, 8:00am to 5:00pm. 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. 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.

The UAMS Northwest Wellness Program for UAMS students and their partners in the NW Region is located on the UAMS NW Campus, Annex Building. (479) 713-8313; NWWWellnessProgram@uams.edu.

4.8.3 Substance Use / Abuse Assistance

Substance abuse, or use of substances such as drugs and alcohol, is incompatible with responsible behavior expected of students preparing for a health professions career. Information for assistance with substance abuse issues may be obtained by contacting the UAMS Student Wellness Clinic. All services are strictly confidential. 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 <http://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 assigned to the NW Campus. It is located on the first floor of the NW Campus. There is currently no cost for students to use the facility.

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

4.9 CAMPUS SAFETY & 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 NW Campus. They can be reached at (479) 575-2222. For emergencies, student should call 911 and tell dispatch they are on the UAMS NW 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 2024-2025

Admission requirements in the program sections of this catalog reflect 2024 admission.

Program	2024 Application Deadlines* (4:30 p.m. Central Time)
Audiology	February 1, 2024
Clinical Nutrition	Contact the Graduate School
Communication Sciences and Disorders (M.S.)	February 15, 2024
Communication Sciences and Disorders (Ph.D.)	Contact the Graduate School
Cytology	May 15, 2024
Dental Hygiene	April 1, 2024
Diagnostic Medical Sonography	March 15, 2024
Dietetics (M.S.)	February 15, 2024
Genetic Counseling	December 15, 2023
Medical Laboratory Sciences – Traditional Program	May 15, 2024
Medical Laboratory Sciences – MLT-to-MLS	Spring: November 1, 2023 Fall: May 15, 2024
Medical Laboratory Sciences – Non-Degree Option	Spring: November 1, 2023 Fall: June 1, 2024
Nuclear Medicine Imaging Sciences	Early Consideration: March 1, 2024 Regular Deadline: May 1, 2024
Occupational Therapy*	Contact the Program
Physical Therapy	October 3, 2023
Physician Assistant	November 1, 2023
Radiologic Imaging Sciences – B.S. Program	Early Consideration: March 1, 2024 Regular Deadline: May 1, 2024
Radiologic Imaging Sciences – S.T.E.P. Program	July 1, 2024
Respiratory Care	May 1, 2024

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 – All students admitted to a degree or certificate program are required to have major medical health insurance coverage at all times that meet minimum standards as designated by UAMS. For health insurance information, please refer to the campus life [website](#).

Background Check and Drug Screening - All students must complete a background check and drug screening. Background checks and drug screenings are meant to ensure safety and compliance of all CHP students with various clinical sites. If you have questions or concerns on these two items, please contact Phyllis Fields, Associate Dean for Student Affairs at pfields@uams.edu or by calling 501-686-5730.

Technical Standards – All applicants should review the technical standards for the program for which application is being made. Technical standards are the essential abilities and characteristics that are required for admission to, participation in, and completion of the specific academic program. Technical standards can be located on the CHP program's webpage. Should you have any questions, please contact the individual program.

5.5 CRIMINAL BACKGROUND CHECKS/DRUG SCREENS

Background Checks

UAMS College of Health Professions Policy # 02.12.02 (revised 10/13/2021)

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, etc. 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.

A. **Scope of Background Checks**: Background checks typically include the following criteria and cover the past seven years:

- Social Security Number verification
- Criminal search, including felonies, Class A, Class B, and Class C misdemeanors (seven years)
- Violent Sexual Offender and Predator Registry search
- Office of the Inspector General (OIG) List of Excluded Individuals/Entities
- General Services Administration (GSA) List of Parties Excluded from Federal Programs
- U.S. Treasury, Office of Foreign Assets Control (OFAC), List of Specially Designated Nationals (SDN)
- Applicable State Exclusion List

(Note: The time period and the types of searches are subject to change without notice. Changes will be approved by the College of Health Professions Executive Committee.)

B. **Approved Vendors**: Background checks and drug screens must be conducted by a vendor approved by the College of Health Professions. Background check reports and drug screens from other sources will not be accepted.

C. **Timing of the Background Checks and Drug Screens**: An applicant offered admission must obtain a background check and drug screen prior to enrollment into a College of Health Professions program. Background checks must be completed no more than six months before matriculation.

D. **Cost of Background Checks**: The applicant or student will pay the cost of required background checks and drug screens.

E. **Period of Validity**: A background check and drug screen is honored for the duration of enrollment if the student is continuously enrolled; however, particularly in programs longer than 1 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.

F. Significant Findings in Background Checks

Re-verification: An applicant or student has the right to request that the vendor who performed the background check re-verify that the background check is correct. Any costs associated with the re- verification will be paid by the applicant or student. The college may require the applicant or student to produce additional documentation to verify or re-verify findings.

Evaluation of Significant Findings: If significant findings are reported in a background check, the applicant or student may be referred to the specific program or discipline’s professional licensing board to obtain clearance. The College of Health Professions will concur with the licensing board’s decision.

If the professional licensing board does not review significant findings, the dean or dean’s designee will review the findings in consultation with the department chair and make a recommendation to the program 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 College of Health Professions Grievance Procedures.

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

Drug Screenings

Results of the drug screen must be deemed satisfactory as a condition of the student’s admission or continuation in the program. The admitted applicant or student will pay the cost of required drug screen. Students enrolled in 100% online programs without clinical placements and pre-degree/ nondegree/noncertificate students will be exempt from obtaining a criminal background check and drug screening.

Tobacco use screening may be required by some clinical affiliates. The applicant or student will use the vendor approved by the College of Health Professions and will be responsible for the testing cost.

A student who has a break in enrollment is required to complete a new drug screen. A break in enrollment is defined as non-enrollment of at least one semester in the approved curriculum of the certificate or degree program. An officially approved leave of absence is not considered a break in enrollment.

- A. Approved Vendor(s): Drug screens must be conducted by a vendor approved by the College of Health Professions.
- B. Confidentiality and Disposition Reports: Drug screen reports are maintained securely, confidentially, and separately from other academic files in the office of the dean for a period of time established by guidelines or policy.
- C. Additional Drug Screens: Students may be asked to complete a drug screen “for cause” at any time during enrollment. Clinical placements may require additional drug screens for which the student is responsible for the cost. Enrolled students may be barred from participating in clinical education experiences at clinical affiliates if drug screen results are not satisfactory. Failure to obtain a requested drug screen may be cause for suspension or dismissal from the program.

Confidentiality and Disposition of Background Check Reports

Background check and 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.

5.6 SUBMISSION OF TRANSCRIPTS TO THE COLLEGE

Official transcripts from all previously attended institutions are required. 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 chairmen (with approval of the Dean or the Dean's designee) may elect to admit pre-degree/nondegree/noncertificate students to selected courses in their department on a space available basis. The Dean or the Dean's designee may elect to admit pre-degree/nondegree/noncertificate students to CHP interdisciplinary courses. Pre-degree/nondegree/noncertificate students are students who register for one or more courses, but who do not want to pursue a formal credential or follow the entire curriculum of a professional program in the College.

Applicants who are accepted as pre-degree/nondegree/noncertificate students may enroll in no more than 24 semester credits in a given program while in this status. Pre-degree/nondegree/noncertificate students may earn some or all of those 24 semester credits by successful performance on challenge examinations. No more than 25% of a program's total professional credit hours may be taken by examination. Each department reserves the right to determine which, if any, of its professional courses may be challenged by examination. There is no limit to the number of approved courses that may be challenged by examination in a given semester, provided the "24 SC/25% of the total" rule is observed. Pre-degree/nondegree/noncertificate students challenging a course or courses by examination in a given semester may also be enrolled in not more than one course during that semester.

There is no assurance that courses completed by a pre-degree/nondegree/noncertificate student will be transferred toward degree or certificate program requirements should the student later be admitted as a candidate for a degree or certificate, nor does completion of courses by pre-degree/nondegree/noncertificate students in any way obligate the College to admit those students to a particular professional program.

While a pre-degree/nondegree/noncertificate student may, at the discretion of the department chairman, be excused from program prerequisite requirements, the student must otherwise complete all course prerequisites prior to enrollment in the given course.

Admission to pre-degree/nondegree/noncertificate status will be based on the applicant's objective, the appropriateness of the course sought to meet the objective, the applicant's academic qualifications, and the space available, if any, in the course in question.

Application Procedures:

Complete the online Application for Admission and submit the non-refundable application fee of \$40.00. The application can be found on the CHP [website](#). Telephone (501) 686-5730 for assistance.

Arrange for all colleges and universities attended to forward an official transcript to the CHP 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 FLUENCY AND LITERACY REQUIREMENT: TOEFL & IELTS

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 & 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 <http://registrar.uams.edu/our-forms/>); 2) obtaining all signatures required on the form; 3) forwarding official transcript(s) from the institution in which you are seeking approval to the OUR; and 4) submitting the completed approval form to the OUR.

Office of the University Registrar at: 4301 W. Markham, #767 Little Rock, AR 72205 or by fax (501-526-3220) or by email (registrar@uams.edu). After your form and Official Transcript(s) have been processed, transfer credit will be placed on your student record in GUS. Please do not assume all the documents have been received and processed. You may email registrar@uams.edu to check the status.

5.13.1 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 <http://registrar.uams.edu/our-forms/>

A name change request must be accompanied by the following documentation:

- Marriage License
- Social Security Card showing your updated name

The completed forms can be submitted to the Office of the University Registrar by one of the following ways:

By Mail: 4301 West Markham, Slot #767, Little Rock, AR 72205

By Fax: (501) 526-3220

By Email: Registrar@uams.edu

In Person: CHP Building #2 (Behind the Admin West Building)

The name/address change request form is only used to update your student records. Individuals who need to update their email addresses should contact the IT Department at 686-8555. Student ID Badges will be issued by the Creative Services. Visit the [Creative Services website](#) for more information.

6.1.2 CONCURRENT ENROLLMENT

Concurrent enrollment at more than one campus is permitted under certain circumstances. Applicable fees must be paid to each campus, and there is no cap on tuition when combining campus fees.

6.1.3 STATE AUTHORIZATION OF DISTANCE EDUCATION AND CLINICAL PLACEMENT

Students enrolling in a distance education program who are not residing in Arkansas as well as students who are going to a state other than Arkansas for clinical experience must have prior approval from that state's higher education agency. Federal Program Integrity Standards require UAMS to gain this approval. Arkansas, along with many other states, has joined the State Authorization Reciprocity Agreement (SARA). Member of the SARA provide automatic approval to other member states to "operate" in that state. More information on state authorization for distance education to include out-of-state clinical placement of students can be found at <https://academicaffairs.uams.edu/state-authorization-of-distance-education/>.

6.1.4 AUDITING A COURSE

When a student audits a course, s/he must register, pay the appropriate fees, and be admitted to class on a space available basis. Instructors will notify students of the requirements for receiving the mark of "AU" for audited courses. If the student is not satisfying the requirements specified by the instructor, the instructor or Associate Dean for Academic Affairs may drop a student from the course being audited. The student will be notified if this action is taken.

The only successful grade or mark which may be given is "AU" and no course credit will be awarded. Courses completed with grades of "AU" are not counted toward completion of degree requirements.

The cost for auditing is the same as taking classes for semester credit. The last day to change from audit to credit is the fifth (5th) calendar day of classes. Changing from credit to audit must be done during the first one-half of the course and with the approval of the chairman of the department. Changing from credit to audit may affect the student's eligibility to receive financial aid or the amount of the financial aid awarded. Students will be responsible for the return of any financial aid due as a result of the change from credit to audit.

6.2 COURSE ENROLLMENT

6.2.1 Credit Hours

The standard unit of measurement for course work is the semester credit. One semester credit hour is equal to 750–800 minutes of classroom instruction (lecture or seminar), 2250–2400 minutes of laboratory instruction, or 3750–4000 minutes of clinical instruction.

6.2.2 Classification of Courses

A 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 11/08/2017)

Students have until the close of the announced registration period to add or drop courses for the subsequent semester without penalty. A student may add courses, if approved by the course instructor and the student's faculty advisor/department chairman, within ten working days after the official first day of the semester. A student may drop a class using the appropriate form with the required signatures until the fifth day of class. If a course is dropped on or before the fifth day of class, no notation will appear on the transcript concerning the deletion of a course. Refund of tuition and fees will be based on the schedule established in UAMS Academic Affairs Policy 3.1.5.

Students who withdraw after the fifth day of class, but on or before the established "W" deadline on the College of Health Professions Academic Calendar, will receive a "W" (withdraw). Those who withdraw after the established date for a "W" mark will receive either a "WP" (withdraw passing) or "WF" (withdraw failing). The deadline for any course withdrawal is five working days before the end of the semester. A mark of "WF" is calculated into the GPA as a grade of "F." A mark of "WP" is not calculated into the GPA. The appropriate form for adding and dropping a course may be obtained from the Office of the University Registrar.

6.2.5 Student Inactivity in Courses

CHP Academic Affairs Policy #01.00.01 (revised 05/2020)

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 (ADAA). 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 CHP program.

6.2.6 Repeating a Course

CHP Academic Affairs Policy #01.00.14 (revised 03/07/2018)

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 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 and Office of the University Registrar will withhold the student's transcript.

For students who receive student loans, if you withdraw/separate prior to completing the enrollment period, a Title IV Return of Funds will be processed. Based on federal regulations, funds will be returned to your lender if you terminate prior to the end of the enrollment period. You will be billed for the amount UAMS returns to your lender on your behalf. Students are highly encouraged to consult UAMS Student Financial Services Office located in CHP 6A or call (501) 686-6128 for more information.

6.3 GRADES AND MARKS

CHP Academic Affairs Policy #01.00.11 (revised 05/28/2021)

6.3.1 Grades

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

Grade	Denotation	GP
A	Outstanding	4
B	Good	3
C	Satisfactory	2
D	Poor	1
F	Failure	0

The grade of “A” is given for superior achievement to excellent scholars. “B” represents above average achievement. “C” represents average achievement. “D” (poor achievement) is considered the minimum passing grade; while academic credit is awarded for a D grade, some CHP departments (see departmental policies) do not accept D grades for progression into subsequent semesters. (Note that a minimum of a 2.0 Cumulative Grade Point Average is required in order to qualify for graduation, and similar standards described in the following pages apply to progression as well. Departments reserve the right to establish higher standards.) The grade of “F” denotes failure and is given for unsatisfactory performance. No credit is earned for courses in which the grade of F is recorded.

GPA: Grade Point Average (GPA) refers to the average Grade Point (GP) value achieved in graded courses in a given semester. Only courses in which regular letter grades (see above) are earned are used in GPA calculations. To calculate the GPA for a semester, the number of grade points for each letter grade earned is multiplied by the number of credit hours for that course, and the products are summed for all graded courses in the given semester. This sum of weighted grade points is then divided by the total number of graded credit hours for which the student was registered, and the subsequent quotient is the GPA.

CGPA: Cumulative Grade Point Average (CGPA) refers to the average Grade Point (GP) value achieved in all graded courses appearing on the CHP transcript. Only courses in which regular letter grades (see above) are earned are used in CGPA calculations. CGPA is calculated similarly to the calculation of GPA (above), except that all graded courses on the transcript are used in the calculation.

PGPA: Program Grade Point Average (PGPA) refers to the average Grade Point (GP) value achieved for the CHP courses taken in a given program. Only courses in which regular letter grades (see above) are earned are used in PGPA calculations. PGPA is calculated similarly to the calculation of GPA (see above) except that only graded courses taken in the program at UAMS/CHP are used in the calculation.

6.3.2 Marks

The following marks are used in the College:

Mark	Denotation
I	Incomplete
IP	In-Progress
AU	Audit
CR	Credit
P	Pass
NP	No Pass
W	Withdrew
WF	Withdrew Failing
WP	Withdrew Passing

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 (OUR) 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-Process (IP) grades for all students in the class.

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 OUR.

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 (SAP). Please refer to the UAMS Student Financial Services Satisfactory Academic Progress Policy for details at <https://studentfinancialservices.uams.edu/wp-content/uploads/sites/134/2020/11/SAP-Policy.pdf>.

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), “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 CHP 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. 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.

6.3.3 Progression, Academic Probation, and Dismissal

CHP Academic Affairs Policy #01.00.10 (reviewed 07/09/2020)

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.

6.3.4 DENIAL OF ENTRY INTO CLINICAL PHASES

A grade of C or higher is required for designated courses which are prerequisites to subsequent clinical course work. Students failing to achieve this requirement may be denied entry into subsequent course work.

6.3.5 CLINICAL PROBATION AND DISMISSAL

Since patient well-being is a major concern of the University, action will be taken when a student's clinical practice poses a potential threat to patient health, welfare, or safety. Students, therefore, are subject to the program's specific regulations governing clinical practice and may be placed on clinical probation by the department and/or dismissed from the College for unsatisfactory clinical behavior as defined by 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 (02/11/2021)

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. Degree Comp	Dental Hygiene	1	2
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
AuD	Audiology	4	6
DPT	Physical Therapy	3	5

6.5 DEAN'S LIST

Dean's list is the official medium for the college to recognize outstanding academic achievement by undergraduate students. Letters are sent out every fall, spring, and summer semester once grades are posted in the Office of the University Registrar. To be eligible, a student must have completed a minimum of 12 letter-graded semester credits, achieved a minimum GPA of 3.70 for the semester, and maintained a cumulative program GPA of at least 3.50. For the purpose of determining the dean's list, the GPA is not rounded. A student who receives a mark of incomplete

(I) or in progress (IP) will not be eligible for the dean's list for the semester in which the I or IP was received or remains. Dean's list only applies to undergraduate programs.

6.6 PROCESS FOR REQUESTING LEAVE OF ABSENCE

UAMS Academic Affairs Policy # 02.2.10 (revised 03/23/2021)

Policy:

The Leave of Absence (LOA) Policy exists to bring some standardization to the process of requesting a LOA. CHP follows the UAMS, Division of Academic Affairs *Student Leave of Absence Policy (Policy #2.2.10)*

With approval of the student's program director and the associate dean for academic affairs, a student in good academic standing may take a LOA for non-academic reasons such as family care, serious illness or accident, or other extenuating reasons. The LOA offers the student the opportunity to leave school temporarily with the assurance that studies can be resumed with minimal administrative difficulty.

There are three categories of LOA (departmental, institutional, and official). These are defined in the UAMS Academic Affairs Policy #2.2.10. If a LOA is approved by the Associate Dean for Academic Affairs, the Associate Dean will consult with the program director/department chair to determine the most appropriate type of LOA, based on each situation.

Procedure:

1. Student meets with chair/program director to determine if a leave of absence (LOA) is feasible.
2. A LOA may be considered for non-academic reasons such as family care, illness, accident, or other extenuating circumstances.
3. The following are required for a student to be eligible for consideration of a LOA and must be verified by the chair/program director: 1) student must be in good academic standing, defined as achieving a grade of "C" or higher in all courses and maintaining a program GPA of 2.0 or higher. Programs reserve the right to impose more stringent requirements for defining "good academic standing". Program requirements that are more stringent than the CHP would serve as the basis for determining a student's eligibility for a leave of absence; 2) student must have completed or must drop all courses for which they have enrolled since a leave of absence cannot be granted if a student has an outstanding/incomplete grade; and 3) student must be committed to a specified return date. In most cases, a student must have successfully completed at least one (1) semester of the CHP program they are enrolled in to take a LOA. Successful completion is defined as meeting or exceeding the minimum academic requirements of the program. In rare instances a LOA may be considered for students who have not yet completed one semester of a CHP program. In such cases, extenuating circumstances must be presented and the chair/program director in consultation with the associate dean for academic affairs (ADAA) will determine if a LOA can be granted.
4. If the chair/program director supports the LOA request, the student should complete the LOA request form outlining all of the required items. The form is available at the Office of the University Registrar website.
5. The student submits the request form to the chair/program director.
6. The chair/program director will develop a written plan that outlines how the student will integrate back into the program when they return from the LOA. This may require additional assignments, clinic time or any other activities the chair/program director deems necessary to ensure the student is prepared to continue in the program. The plan should also include a deadline by which the student must contact the chair/program director initiating the process to return from the LOA (e.g., if the student plans to return in the fall semester, the student may be given a deadline in early spring to contact the department).
7. The chair/program director submits the LOA request form and re-entry plan to the ADAA for review. If the student is currently enrolled in courses, a drop form listing all courses for which the student is enrolled must also be submitted to the ADAA. Marks of "W" or "WP/WF" should be assigned for the dropped courses.
8. The ADAA will notify the chair/program director in writing if the request is approved or denied and the chair/program director will notify the student of the decision. If the ADAA approves the request, it will be forwarded to the Registrar's Office and Student Financial Services. If the ADAA denies the request and the student is not satisfied with the decision, they may appeal to the CHP Dean within two business days of notification. The student must submit the appeal in writing via UAMS email to the Dean and the rationale for reconsideration must be stated.
9. If a LOA is approved, the "UAMS Academic Affairs Policy 2.2.10 Student Leave of Absence" will be followed. In order to return from a LOA, the student must initiate the steps outlined in the policy. Students must initiate the request to return from a LOA on or before the deadline that the program established (described in #6 above).
10. Students on LOA retain UAMS email access and it is the student's responsibility to stay in communication with the CHP program during the LOA, notifying the program immediately if circumstances change and they will not be able to return. If a student does not contact the program by the designated deadline (described in #6 above) and the student is unresponsive to the program's attempts to contact them, the student will be administratively withdrawn from the program one week after the deadline set by the program.

A LOA does not automatically override a program requirement to complete the degree within a required period of time. However, the program director or department chair may take the LOA into consideration if extension is requested. Financial obligations to the University for past periods of enrollment are not waived by a leave of absence. Certain regulations exist with regard to the financial impact of a leave of absence. Anyone contemplating a leave is required to look into the regulations and discuss them with personnel in Student Financial Services. The Leave Request Form is available on the CHP [website](#).

6.7 VERIFICATION OF STUDENT IDENTITY IN DISTANCE EDUCATION

To ensure that the College operates in compliance with the provisions of the United States Federal Higher Education Opportunity Act (HEOA), Public Law 110-315 concerning the verification of student identity in distance learning, all credit-bearing courses and programs offered through distance learning methods verify that the student who registers for a distance education course or program is the same student who participates in and completes the course or program and receives academic credit. To achieve this end, one or more of the following methods are used:

- A secure login and pass code;
- Proctored examinations; and/or

- New or emerging technologies and practices that are effective in verifying student identification.

All users of the university's learning management systems are responsible for maintaining the security of usernames, passwords and any other access credentials assigned. Access credentials are not to be shared or given to anyone other than the user to whom they were assigned to for any reason. Users are responsible for any and all uses of their account. Users are responsible for changing passwords periodically to maintain security. Users are held responsible for knowledge of the information contained within the most recent UAMS Confidentiality Agreement. Failure to read university or college guidelines, requirements and regulations will not exempt users from responsibility.

6.8 TRANSCRIPTS

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 GUS. 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. Students anticipating graduating at the conclusion of the Spring or Summer semester must complete the application prior to the beginning of Spring semester. Students anticipating graduating at the completion of Fall semester must complete the application prior to the beginning of that semester. The graduation fee will be included in the regular student fees charged for that semester.

All transcripts should be forwarded to the Office of the University Registrar prior to the end of the semester in which the student is scheduled to graduate. Official transcripts must be received in envelopes sealed by the issuing institution. All UAMS accounts must be paid in full. At the conclusion of the semester in which degree/ certificate requirements are completed, the student must complete a campus clearance form and return their student ID badge to the Office of the University Registrar. Failure to do so will result in withholding of grades, transcripts, and diploma.

The application for graduation and campus clearance forms can be obtained at the Office of the University Registrar's website <http://registrar.uams.edu/our-forms/>.

6.9.1 Graduation Honors

CHP Academic Affairs Policy #01.00.12 (revised 02/11/2021)

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	
<u>English/Communication</u>		
English Composition	6	
Speech Communication	0-3*	An extra 3 SC of Fine Arts/Humanities may be taken in lieu of Speech Communication*
<u>Math</u>	3	- College algebra or higher level course
<u>Science</u>	8**	- Science courses must include laboratories.
<u>Fine Arts/Humanities</u>	6-9***	- Must be broad survey course(s)
<u>Social Sciences:</u>		
US History or Government	3	
Other Social Science	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	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

*Includes all coursework required for the degree (e.g.: 120 SC for BS programs)

6.10.5 CERTIFICATION/LICENSURE/REGISTRY REQUIREMENTS

Successful completion of a CHP program does not itself insure certification/ licensure/registry eligibility. Students are advised to become familiar with the discipline-specific requirements published by each certification/licensure/ registry agency.

7 – Academic Policies & Standards

7.1 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 & Discipline

9.1 SCHOLASTIC DISHONESTY POLICY

CHP Academic Affairs Policy # 01.00.02 (reviewed 01/11/2024)

The College of Health Professions (CHP) 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:

1. Copying from another student's test paper, reports, or computer files
2. Using materials and/or devices during an examination which have not been authorized by the person in charge of proctoring the examination
3. 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.
4. Exchanging places with another person for the purpose of taking an examination or completing other assignments
5. 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
6. Falsifying clinical logs, records, or reports (oral or written)
7. 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 web sites 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.

8. Misrepresenting facts to cover up mistakes or omissions in clinical or academic settings
9. 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 Policy # 02.24.02 (implemented 1/11/24)

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 Professions 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 <http://studentfinancialservices.uams.edu> for complete information about fees, due dates and payment plan options.

10.5 ARKANSAS RESIDENCY STATUS

For current UAMS Residency policy, please visit the Office of the University Registrar [website](#).

10.5.1 UAMS Tuition Waivers

For a list of currently available UAMS Tuition Waivers, please visit our [website](#).

10.6 RESIDENCE HALL

Room descriptions, rates, and application procedures for the UAMS residence hall can be found on the UAMS student activities and housing [website](#). For further information contact: Director of Student Activities and Housing, University of Arkansas for Medical Sciences, 4301 West Markham, #536, Little Rock, Arkansas 72205. Telephone: (501) 686-5850.

10.6.1 Service and Emotional Support Animal in Campus Housing

UAMS Academic Affairs Policy # 2.2.7 (8/24/2021)

Purpose:

UAMS is committed to compliance with state and federal laws requiring the provision of reasonable accommodations to individuals with disabilities. Consistent with the requirements of the Americans with Disabilities Act (ADA), as amended, and the Fair Housing Act, UAMS will consider on a case-by-case basis requests for emotional support animals, and outline student responsibilities for service animals in university owned housing.

The purpose of this document is to describe the policy and procedures for students requesting emotional support animals and responsibilities of service animals in campus housing as a reasonable accommodation.

Definitions:

Emotional support animal (ESA):

also referred to as comfort animals and therapy dogs. Any animal that provides emotional support, also comfort for the benefit of a person with a disability, or that alleviates one or more identified symptoms or effects of a person's disability. Support animals provide companionship, relieve loneliness, and sometimes help with depression, anxiety, and certain phobias, but do not have special training to perform tasks that assist people with disabilities. Therapy animals provide people with therapeutic contact, usually in a clinical setting, to improve their physical, social, emotional, and/or cognitive functioning.

An emotional support animal cannot be classified as a service animal, unless it is also individually trained to perform work or tasks.

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

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

Service animal (SA): a dog that is individually trained to do work or perform tasks for 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

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.

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 (OAA): An online application to the college is required and is available on the [website](#). A non-refundable application fee of \$40.00 is required and must accompany the OAA application.

Communication Sciences and Disorders Centralized Application System (CSDCAS) Application: Applicants must apply through CSDCAS at <https://csdcas.liaisoncas.com/applicant-ux/#/login>. 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

Note: If you are admitted to the Doctor of Audiology (Au.D.) program you will also need to provide official transcripts from all colleges where courses were still in-progress at the time of the CSDCAS verification deadline.

Graduate Record Examination (GRE) Scores: The Graduate Record Examination (verbal, quantitative, and analytical writing) is optional. The GRE must be completed within the last five years at the time of application and include verbal, quantitative, and analytical writing scores. To submit your GRE score, provide ETS with the **Institution Code: 7504. The GRE requirement was waived for the fall 2024 admission cycle.**

Three Letters of Recommendation: Request letters of recommendation from faculty members familiar with your academic performance. Two of the three should be from faculty members in your major. Letters of recommendation should be completed within the CSDCAS system.

Application Letter. Submit a letter (business format, 12 pt font, and <2 pages) to the Audiology Admissions Committee via CSDCAS that includes:

- An explanation of your interest in audiology.
- Your motivations/inspirations and challenges you have overcome.
- Your long-term and short-term goals.

TOEFL scores as applicable. See International Applicants in the Admissions/Academic Information section of this catalog.

Optional: A limited number of student worker positions are available in the department and with our clinical partners. Decisions about awards are not made until after an admissions offer is accepted. The student worker application is posted on the program [website](#). To apply, complete the online application by July 1.

ADMISSION FACTORS

- Admission to the program is competitive and based on the following factors:
- Academic achievement and aptitude
- Leadership and professionalism
- Written and oral communication

PREREQUISITES

Additional coursework outside of the field of Communication Sciences and Disorders is required for ASHA certification and state licensure purposes. While these courses are not required for admission to the Audiology program, they must be completed prior to graduation. One undergraduate class in each of the following areas is required:

- Mathematics (College Algebra or higher)*
- 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)**

*Can be taken before or during the program, but must be completed before graduation

**Must be completed before or during the first year of study in the program

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 80773	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	3
AUDI 72192	Cultural Competence in Audiology	2
AUDI 71303	Amplification I	3

AUDI 7050V	Audiology Practicum	1
AUDI 71401	Clinical Laboratory 2	1
		13
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	2
		8
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	3
AUDI 72393	Hearing Conservation	2
AUDI 7050V	Audiology Practicum	2
AUDI 8310V	Topics in Audiology	1
		8
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 “C” or better and maintain a minimum overall grade point average of 3.0 to remain in good academic standing. Consequences for not meeting these requirements are on a case-by-case basis as reviewed by the 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, 5 credits of clinical laboratory, 13 credits of practicum, and 16 credits of clinical externship during the final academic year.

Au.D./Ph.D. Dual Degree Option

The Au.D./Ph.D. dual degree prepares individuals to conduct research, teach, and/or participate in leadership roles in prevention, assessment, and non-medical management of auditory and balance system disorders. Audiology clinical researchers and researchers with clinical expertise provide value in translating the advances in basic research to clinical practice and vice versa. Because of their in-depth clinical training, combined with extensive academic research/scholar training, Au.D./Ph.D. students offer unique perspectives with which to view hearing and balance problems. Program strengths include facilitation of inter-professional training opportunities, participation on translational research teams, and introduction of new and innovative diagnostic and intervention techniques and strategies. Specialized training in hearing and balance issues coupled with the rigor of an interdisciplinary academic research/scholar program prepares students for the highly rewarding field of clinical research in a wide variety of settings.

Students applying for admission to the Au.D./Ph.D. dual option are required to have completed at least five semesters of study in the Doctor of Audiology program prior to Ph.D. program application. Au.D. students interested in pursuing a dual degree should consult with their advisor and/or the Ph.D. and Au.D. program directors prior to application. The student, Au.D. advisor, and Ph.D. advisory committee will develop a program of study designed to meet the individual needs of the student.

INTERPROFESSIONAL EDUCATION (IPE)

In order to graduate from a degree program, every 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 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: <http://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 pursuing 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](#).

COMMUNICATION SCIENCES AND DISORDERS – 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

Telephone: (501) 686-5730
Email: CHPAdmissions@uams.edu

THE PROGRAM

The Master of Science (M.S.) degree program in Communication Sciences and Disorders utilizes a unique educational model that combines the academic and clinical resources of a major medical sciences campus located in the Little Rock metro of central Arkansas. It is a full-time two-year program with one cohort of 24 students beginning each fall semester, and it consists of a total of five (5) semesters including one (1) summer. The program's mission, goals, and objectives can be found on the [program website](#).

Students must have earned at least a bachelor's degree from an institutionally-accredited college or university. If the bachelor's degree is not in Communication Sciences and Disorders, the applicant will be required to take additional prerequisite coursework. The program is designed to be completed in 2 years (including one summer with a common entry point in the fall). Exceptions to these timelines may occur on an individual basis. All work must be completed within 6 calendar years of initial admission. A minimum of 54 semester credit hours are required for completion of the program.

Successful completion of all program requirements qualifies the student to be eligible for licensure and/or certification. Graduates of this program are eligible to apply to the American Speech-Language-Hearing Association (ASHA) for national certification and to the Arkansas 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.) residential education program in speech-language pathology 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, Telephone: (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: <http://portal.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, resume, GRE scores, and TOEFL scores 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.** At least two of these recommendations should be from academic faculty members who are familiar with your course work in the major.
4. **Personal Essay:** Submit a one-page essay (12 pt. font) to the Speech-Language Pathology Admissions Committee addressing the following items:
 - Why do you want to be a speech-language pathologist?
 - Tell us your motivations, inspirations, and challenges you have overcome.
 - What are your long-term and short-term goals?
5. **Resume:** Submit a one-page resume (12 pt. font). Tell us what you have done outside your classes, such as:
 - Clinical Experience
 - Research Experience
 - Leadership Positions
 - Relevant Work Experience

- Volunteer/Community Service
- Ability to Speak Multiple Languages
- Experience Working with Diverse Groups

6. **TOEFL scores** as applicable. See International Applicants in the Admissions/Academic Information section of this catalog

7. **Submit via UAMS Online Admissions Application (OAA):** By February 1, complete a UAMS Online Admissions Application located on the UAMS [website](#). Be sure to choose the "Communication Sciences and Disorders (Master of Science)" program. You must "submit" this application by February 1 to be considered for admission.

8. **Pay OAA Application Fee:** The cost of the OAA 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 your UAMS Online Admissions Application number in order 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 OAA 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 Application: If you are interested in being considered for a student worker position, complete an application and the required written essay. Mail to: Speech-Language Pathology Admissions Committee, Department of Audiology and Speech Pathology, 4301 West Markham St., Slot #711, Little Rock, AR 72205. The student worker application is posted on the [program website](#).

CSDCAS Customer Service is available Monday through Friday, 9:00 AM to 5:00 PM EST. Phone: 617-612-2030; Email: csdcasinfo@csdcas.org.

ADMISSION FACTORS

Admission to the Master of Science degree program is competitive and based on the following factors:

Academic achievement
Academic aptitude
Leadership and professionalism
Written and oral communication

PREREQUISITES

If you do not have a bachelor's degree in Communication Sciences and Disorders, ten pre-professional courses must be taken prior to admission into the program. To practice as a speech-language pathologist, undergraduate coursework is required in the following areas: (1) biological science, (2) physics or chemistry, (3) social sciences or behavioral sciences, (4) statistics. [Visit our website](#) for more information.

TECHNICAL STANDARDS

Please visit the program [website](#) to see the technical standards.

CURRICULUM

A minimum of 54 semester credits (SC) are required in the program. This sample plan demonstrates a program that meets the credit minimum:

Course	Title	Credits
<u>Year 1</u>		
<i>Fall</i>		
CSDI 5050V	Practicum	1
CSDI 50933	Neurogenic Language Disorders	3
CSDI 51153	Child Language Disorders	3
CSDI 51833	Spoken Sound Disorders	3
CSDI 5203V	Topics in SLP (Clinic Lab 1)	1
CSDI 53502	Voice Disorders	<u>2</u>
		13
<i>Spring</i>		
CSDI 5050V	Practicum	1
CSDI 51902	Neurogenic Speech Disorders	2
CSDI 51933	Social Communication Disorders	3
CSDI 5203V	Topics in SLP (Clinic Lab 2)	1
CSDI 52133	Dysphagia	3
CSDI 52802	Literacy Disorders	<u>2</u>
		12
<i>Summer</i>		
CSDI 50133	Research Methods in Communication Disorders	3
CSDI 5050V	Practicum	1
CSDI 5203V	Topics in SLP (Clinic Lab 3)	1
CSDI 5200V or 5263V	Thesis -- OR -- Independent Research	<u>1</u>

Year 2**Fall**

CSDI 5050V	Practicum	1
CSDI 51143	Cognitive Communication Disorders	3
CSDI 51202	Fluency Disorders	2
CSDI 51632	Aural Rehabilitation for SLP	2
CSDI 5200V or 5263V	Thesis -- OR -- Independent Research	1
CSDI 52903	Multicultural Issues	<u>3</u>
		13

Spring

CSDI 50402	Augmentative and Alternative Communication	2
CSDI 5050V	Practicum	3
CSDI 51502	Ethics & Professional Issues	2
	Select One:	
CSDI 5200V	Thesis (<i>no elective needed</i>)	4
CSDI 5363V	Independent Research (<i>select one elective</i>)	1
	Electives:	
CSDI 51703	Counseling in Communication Disorders	3
CSDI 5203V	Topics in Speech-Language Pathology	2
CSDI 52602	Craniofacial Speech Disorders	2
CSDI 52702	Advanced Differential Diagnosis	2
CSDI 5304V	Independent Study (LEND student only) Sec 01	2
CSDI 5304V	Independent Study Sec 02	<u>2</u>
		10-11
TOTAL		54-55

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 following 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](#).

COMMUNICATION SCIENCES AND DISORDERS – DOCTOR OF PHILOSOPHY DEGREE

Department of Audiology and Speech Pathology

Communication Sciences and Disorders [Website](#)

UAMS Graduate School

University of Arkansas for Medical Sciences

4301 West Markham Street, #601

Little Rock, AR 72205

Telephone: (501) 686-5454

Email: graduateschool@uams.edu

Website: <http://gradschool.uams.edu/>

THE PROGRAM

The Department of Audiology and Speech Pathology offers the Doctor of Philosophy degree through the UAMS Graduate School. The curriculum is designed to emphasize the science of speech, language, and hearing, the acquisition of knowledge through research about human communicative disorders, and the advanced study and practice of methods for evaluation and treatment of those disorders. The curriculum follows a teacher/scholar model which recognizes the importance of teaching and supervision pedagogy consistent with best practices.

The program accepts applications for admission for both full- and part-time students. Students may apply and be admitted to the Ph.D. program each semester but fall application is encouraged. Students enrolled in the Ph.D. program full-time must enroll in at least 9 semester credit hours during the fall or spring semesters. Full-time requirements for summer vary depending upon financial aid status. Part-time students must enroll in a minimum of 5 semester credit hours each semester.

The Graduate School Catalog is considered the primary catalog for all students in this program. All provisions (including grievance procedures) in the Graduate School Catalog and the Graduate School Handbook are the authority applicable to students pursuing the Doctor of Philosophy degree in Communication Sciences and Disorders. Please visit the Graduate School [website](#) for more information.

APPLICATION PROCEDURES

Please refer to the Graduate School section of this catalog for application procedures.

TECHNICAL STANDARDS

Please visit the program [website](#) to see the technical standards.

PROGRAM POLICIES

The following program specific policies and procedures can be found in the Ph.D. Program Handbook on the program [website](#):

Full-Time/Part-Time Status

Leave of Absence Policy

Retention/Probation Policy

Transfer Credit Policy

AU.D./PH.D. OR PH.D./AU.D. DUAL DEGREE OPTIONS

The Au.D./Ph.D. and Ph.D./Au.D. dual degree prepares individuals to conduct research, teach, and/or to participate in leadership roles in prevention, assessment, and non-medical management of auditory and balance system disorders.

Because the Au.D. program is a full-time, four-year academic and clinical training program, admission and matriculation into the Ph.D. will not be permissible prior to completion of the third year in the UAMS Au.D. program. Students applying for admission to the Au.D./Ph.D. dual option should consult with their potential research mentor and the Ph.D. and Au.D. program directors prior to application. Should the student be accepted into the Ph.D. program, the Ph.D. mentor in consultation with the advisory committee and Au.D. and Ph.D. program directors will develop a program of study designed to complete the requirements for both programs, while meeting the individual needs of the student.

It is anticipated that potential students seeking a joint Ph.D./Au.D. degree will be practicing audiologists with an earned Master's degree in audiology.

Students applying for admission to the Ph.D./Au.D. dual option are required to have completed one semester of study in Ph.D. program prior to application. Ph.D. students interested in pursuing a dual degree should consult with their research mentor, program committee and/or the Ph.D. and Au.D. program directors prior to application. The student, Ph.D. mentor, and advisory committee will develop a program of study designed to complete the requirements for both programs, while meeting the individual needs of the student.

PROGRAM COSTS

Tuition and fees for the Ph.D. program are paid through the UAMS graduate school. The process for paying tuition and fees for the Ph.D. program depends upon whether students have external or internal funding, have applied for federal loans, or have no funding. Please contact Dr. Samuel Atcherson at SRAtcherson@uams.edu for instructions on how your tuition and fees should be paid each semester.

For information about current tuition and fees per institution please see:

UAMS Tuition and Fees:

<http://gradschool.uams.edu/students/tuition-and-fees/>

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 of the Cytology program are eligible to apply for the certification examination in Cytology given by the American Society of Clinical Pathology Board of Certification. The program's mission, goals, and competencies can be found on the department website.

The Bachelor of Science in 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 (OAA): An online application to the college is required and is available on the [website](#). A non-refundable application fee of \$40.00 is required and must accompany the OAA application.

Official Transcripts: Arrange for each college or university you have attended to forward an official transcript of your course work. A minimum cumulative GPA and biological science GPA of 2.50 is required to be considered for admission.

Interview: Qualified applicants are contacted to arrange an interview.

TOEFL scores as applicable. See International Applicants in the Admissions/Academic Information section of this catalog.

ADMISSION FACTORS

Admission is competitive and based on the following factors:

Academic achievement

Leadership and professionalism

Written and oral communication

PREREQUISITES

The following 80 credits are required for admission. These credits may be completed at any institutionally accredited college or university, and must fulfill all College requirements regarding acceptance of transfer credit.

<u>Area/Typical Course Title</u>	<u>Minimum Credits</u>
ENGLISH/COMMUNICATION	
English Composition	
Two-semester sequence of English Composition	6
Speech Communication	
Fundamentals of Speech or Speech Communication*	3
MATHEMATICS	
College Algebra (or higher level Mathematics)	3
SCIENCE	
Biology	
Biological Science (Recommended: General Biology, Cell Biology, Genetics, Microbiology, Anatomy & Physiology, and Histology)	20
Chemistry	
Two-semester sequence of Chemistry with laboratories*	8
*Fundamental Chemistry I & II, College/General Chemistry I & II, or Organic Chemistry I & II are preferred. Contact the CHP Admissions Office if you have any questions about the preferred Chemistry courses.	
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	
Other Social Sciences (Recommended: Psychology, Sociology, Anthropology, Economics, History, Political Science, or Geography)	6
ELECTIVES	<u>25</u>
TOTAL	80

*An extra Fine Arts or Humanities course can be taken in lieu of Speech Communication. If this is done, 9 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.

TECHNICAL STANDARDS

Technical Standards can be found on the program [website](#).

CURRICULUM

The following 40 SC are required in the program:

Course #	Title	Credits
Fall		
CYTO 41504	Introduction to Cytology	4
CYTO 41604	Gynecological Cytopathology I	4
CYTO 42603	Gynecological Cytopathology II	3
CYTO 41806	Non-Gynecological Cytopathology I	<u>6</u>
		17
Spring		
CYTO 41001	Molecular Diagnostics Laboratory	1
CYTO 41202	Laboratory Operations	2
CYTO 41303	Molecular Diagnostics	2
CYTO 41704	Cytology Internship I	4
CYTO 42806	Non-Gynecological Cytopathology II	<u>6</u>
		15
Summer		
CYTO 41403	Comprehensive Cytology	3
CYTO 42705	Cytology Internship II	<u>5</u>
		8
TOTAL		40

A letter grade of "C" or better is required for the student to progress in the program. A minimum GPA of 2.0 is required to earn the degree.

INTERPROFESSIONAL EDUCATION (IPE)

In order to graduate from a degree program, every student must complete all Interprofessional Education (IPE) Milestones in each of the following IPE phases: Exposure, Immersion, and Competence.

PROGRAM COSTS

The total cost of the three semester program can be found on the college [website](#).

Health insurance is required. Unless otherwise insured, cost of student health insurance varies with plan selected. Information on the student health insurance plans is available at the Campus Life and Student Support Center [website](#).

DENTAL 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 36 students beginning each fall semester. It consists of four fall/spring semesters with one intervening summer session. The program's mission, goals, and clinical competencies/learning outcomes can be found on the department website. Successful completion of all program requirements qualifies the student to apply for state, regional, and national examinations required for licensure. Successful completion of the program does not ensure licensure. The Bachelor of Science in Dental Hygiene consists of 51 semester credits of prerequisite course work and 69 credits in the dental hygiene curriculum, for a total of 120 credits.

ACCREDITATION

The program is accredited by the Commission on Dental Accreditation of the American Dental Association, 211 East Chicago Avenue, Suite 1900, Chicago, Illinois 60611.

Telephone: (312) 440-2500.

Website: <https://coda.ada.org/en>

APPLICATION PROCEDURES

All requirements must be completed and all application materials should be received by **April 1**. Late applications may not be reviewed after this date. Send all requested material to the CHP Admissions Office. Applicants must provide:

UAMS Online Admissions Application (OAA): An online application to the college is required and is available on the [website](#). A non-refundable application fee of \$40.00 is required and must accompany the application.

Official Transcripts: Arrange for each college or university you have attended to forward an official transcript of your course work. A minimum cumulative GPA and prerequisite GPA of 2.75 is required to apply for admission. In addition, the GPA of math and science prerequisite courses must be a minimum of 2.75. Applicants must have completed College Algebra and three out of the five science prerequisite courses with a grade of "C" or better prior to the application deadline.

Official ACT Scores: Official ACT scores documented on official high school transcripts are acceptable. A minimum composite score of 20 is preferred.

Professional Observation Form: A professional observation form signed by a dentist or a dental hygienist that documents at least 20 observation hours in a dental office. The form must be mailed, faxed, or scanned and emailed to chpadmissions@uams.edu by the dental office before the application deadline. The professional observation form is available on the program [website](#).

NOTE: Many dental offices are restricting visitors due to the COVID-19 pandemic. This includes applicants/prospective students trying to schedule a professional observation as part of the UAMS Dental Hygiene's application process. We understand not everyone will have access to complete an in-person professional observation and have created an alternative option to meet this application requirement. Read more about this option on the [How to Apply](#) page.

Personal Statement: All applicants must submit a personal statement no longer than 500 words that addresses the following questions: Why do you want to enter the dental hygiene profession?; What are some experiences that have helped to prepare you for your career?; What are your short-term goals?; What are your long-term goals?; What are your strengths?; What are your weaknesses or areas needing improvement?

Letters of Recommendation: A single letter of recommendation, preferably from either a college professor or a supervisor, detailing the applicant's skills, qualities, and achievements is required. The letter can be uploaded to your application or emailed to chpadmissions@uams.edu. **Interview:** The most qualified applicants will be contacted after the admissions deadline to arrange an interview. During the interview process, candidates will perform a writing prompt and a clinic activity the same day as the interview.

TOEFL scores as applicable. See International Applicants in the Admissions/Academic Information section of this catalog.

PREREQUISITES AND DEGREE REQUIREMENTS

The following 51 credits are required for admission. All listed courses are required from an institutionally accredited post-secondary academic institution and must fulfill all College requirements regarding acceptance of transfer credit. If in doubt of the suitability of the following prerequisite courses, please contact the CHP 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*	3
MATHEMATICS	
College Algebra (or higher level Mathematics)	3
SCIENCE	
Chemistry	
Principles of chemistry course with laboratory	4
Anatomy & Physiology	
Anatomy & Physiology I & II (no labs required)	6
Biology	
Principles of biology course with laboratory (A zoology course is also acceptable.)	4
Microbiology	
Microbiology with laboratory	4
FINE ARTS/HUMANITIES	
Fine Arts	
Music, Art, Theater	3
Humanities	
Philosophy, Political Science, Literature, or Humanities	3
SOCIAL SCIENCES	
History	
History of the United States or National Government	3
Psychology	
General Psychology	3

Sociology

Introduction to Sociology	3

Lower Level Electives	<u>6</u>

TOTAL	51

*Due to rules set forth by the Commission on Dental Accreditation of the American Dental Association, Speech Communication is a required prerequisite and cannot be substituted by an additional Fine Arts/Humanities course. 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.

Chemistry, biology, and microbiology courses must include laboratory sections. Anatomy & Physiology courses do not require labs. Credit by examination will not be given for science courses. A course grade of "C" or higher must be achieved to satisfy program prerequisite and core curriculum requirements.

Proof of successful completion of course work taken in a semester immediately preceding entry into the professional curriculum must be presented before registration.

TECHNICAL STANDARDS

Technical Standards can be found on the program [website](#).

CURRICULUM

The following 69 credits are required:

Course #	Title	Credits
<u>Year 1</u>		
<i>Fall</i>		
DHYG 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	<u>1</u>
DHYG 33174	Head and Neck Anatomy	<u>3</u>
		16
<i>Spring</i>		
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	<u>4</u>
		16
<i>Summer</i>		
DHYG 32342	Dental Hygiene Clinic—Summer	2
DHYG 32382	Local Anesthesia	<u>2</u>
		4
<u>Year 2</u>		
<i>Fall</i>		
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	<u>3</u>
		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 3244	Community Dentistry II	2
DHYG 42583	Nutrition	3
DHYG 42533	Dental Hygiene Clinic III	<u>3</u>
DHYG 42503	National Board Dental Hygiene Examination Review	<u>3</u>
		16
TOTAL		69

A grade of “F” or a mark of “U” or “NC” is not acceptable for progression to the next semester, nor is it acceptable for graduation if it occurs in the last semester of the program. A grade of “D” in the following professional courses is not acceptable for progression to the next semester, nor is it acceptable for graduation if it occurs in the last semester of the program: Introduction to Dental Hygiene Theory (DHYG 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 students on the NW 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 general, cardiac, and vascular imaging. The contact information is 25400 U.S. Highway 19 North, Suite 158, Clearwater, Florida 33763. Telephone: (727) 210-2350. Website: www.caahep.org.

APPLICATION PROCEDURES

Application materials should be received by **March 15** to be considered for admission. Late applications may not be reviewed after this date. Send all materials to the CHP Admissions Office unless otherwise instructed. Applicants must provide:

UAMS Online Admissions Application (OAA): An online application to the college is required and is available on the [website](#). A non-refundable application fee of \$40.00 is required and must accompany the OAA application.

Official Transcripts: Arrange for each college or university you have attended to forward an official transcript of your course work. A minimum cumulative GPA of 2.5 or higher for all undergraduate courses is required.

Professional Observation: Applicants are required to gain an understanding of the responsibilities and duties of the diagnostic medical sonographer through direct observation of an ARDMS Registered Sonographer in a hospital department where sonography is practiced and through discussion with current sonographers in the field. Details of the observation and a verification form are available at the program's [website](#). The form must be received before the **March 15** deadline.

Essay: The submission of a written essay is required. All applicants must submit an original, typed essay no longer than 750 words that addresses the following questions: 1.) Why do you want to enter the diagnostic medical sonography profession?; 2.) What are some experiences (healthcare, military service, community service, etc.) that have helped to prepare you for your career?; 3.) What are your strengths? What are your weaknesses or areas needing improvement?

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

Admission to the diagnostic medical sonography program is competitive and based on the following factors:

Academic achievement

Leadership and professionalism

Written and oral communication

PREREQUISITES

Applicants must have completed, or be currently enrolled in, Introductory College Physics, College Algebra, and Anatomy and Physiology II before the **March 15** application deadline. Applicants may not have more than nine credits of remaining prerequisite courses that will be completed during the summer semester prior to enrollment in the fall.

The following 47 credits are required from an accredited college or university and must fulfill all College requirements regarding acceptance of transfer credit:

Area/Typical Course Title	Minimum Credits
ENGLISH/COMMUNICATION	
English Composition	
Two-semester sequence of English Composition	6
Speech Communication	
Fundamentals of Speech or Speech Communication*	3
MATHEMATICS	
College Algebra (or higher level Mathematics)	3
SCIENCE	
Biology	
Two-semester sequence of Anatomy and Physiology with laboratory**	8
Physics	
Introductory College Physics***	3-6
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
COMPUTER SCIENCE	
Computer Fundamentals/Applications	3

HEALTH SCIENCE

Medical Terminology	3

ELECTIVES

<u>3</u>

TOTAL

47-50

*Due to rules set forth by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), Speech Communication is a required prerequisite and cannot be substituted by an additional Fine Arts/Humanities course. 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.

**Both Anatomy & Physiology I and Anatomy & Physiology II must be a full semester (15 weeks) in length; condensed courses, such as those taught during a summer semester, are not acceptable.

***Introductory College Physics must cover acoustics, wave motion, heat, electricity, force, and energy. Two courses may be required to cover all topics. Refer to the website to determine acceptable Physics courses. If your school is not listed, please contact the CHP Admissions Office for assistance.

To be considered for acceptance into the program, the applicant must have earned a cumulative GPA of 2.5 or higher at the time of application. In addition, only grades of "C" or higher are accepted in all course work.

Actual course titles may vary among institutions. Consult the Division Director for preprofessional counseling.

Fulfillment of the Diagnostic Medical Sonography preprofessional curriculum does not assure admittance into the professional program (please see Application Procedures and Deadlines).

TECHNICAL STANDARDS

Technical Standards can be found on the program [website](#). **CURRICULUM**

The following 73 credits are required in the program.

Course #	Title	Credits
<u>Year 1</u>		
<i>Fall</i>		
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	<u>5</u>
		18
<i>Spring</i>		
DMSO 32242	Advanced Physics	2
DMSO 33233	Sonographic Applications: Obstetrics	3
DMSO 38248	Clinical Practicum II	8
DMSO 42143	Abdominal Sonography II	<u>2</u>
		15
<i>Summer</i>		
DMSO 35415	Clinical Practicum III	5
DMSO 43433	Introductory Cardiac & Vascular Sonography	<u>3</u>
		8
<u>Year 2</u>		
<i>Fall</i>		
ISHP 43033	Health Care Systems in America	3
DMSO 53533	Doppler Sonography & Advanced Hemodynamics	3
DMSO 43543	Intermediate Vascular Sonography, –OR–	
DMSO 43553	Intermediate Cardiac Sonography	3
DMSO 48438	Clinical Practicum IV	<u>8</u>
		17
<i>Spring</i>		
DMSO 42532	Cardiovascular Pathophysiology	2
DMSO 52632	Current Issues in Health Care	2
DMSO 43633	Advanced Vascular Sonography –OR–	
DMSO 43643	Advanced Cardiac Sonography	3
DMSO 48548	Clinical Practicum V	<u>8</u>
		15

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 & 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. Fourteen 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.

The University of Arkansas for Medical Sciences jointly sponsors the program with the Central Arkansas Veterans Healthcare System. Affiliations with a number of hospitals, school food services, and clinics in the central Arkansas area 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

All application materials should be postmarked by February 15 to be considered for admission. Late applications will not be reviewed after this date. Applicants must provide:

1. **DICAS Application for Admission:** The program participates in the national computer matching of dietetic interns through Dietetic Internship Centralized Application System (DICAS). More information including submission deadlines and fees can be found at <https://dicas.liaisoncas.com>.
2. **National Computer Matching Program:** Applicants must complete the online registration through D&D Digital to participate in the computer matching process. Information may be obtained from the applicant's undergraduate dietetic advisor or directly from D&D Digital Company, 304 Main Street, Suite 301, Ames, IA 50010-6140. Telephone: (515) 292-0490, Fax: (515) 663-9427, <http://www.dnndigital.com/>.
3. **UAMS Online Admissions Application (OAA):** An online application to the UAMS College of Health Professions is required and is available on the website. The deadline for this application is the same as the DICAS deadline. A \$40.00 non-refundable application fee is required and must accompany the OAA application.
4. **Official Transcripts:** Official transcript(s) of all college work must be submitted to 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.
5. **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.
6. **TOEFL scores, if applicable.** See International Applicants in the Admission/Academic Information section of the catalog.
7. **References:** Three letters of reference must be submitted to the DICAS System. An e-mail message will be sent to the references requesting them to complete an online form. At least one reference letter should come from a college professor or major advisor. Other references may include employers and/or other professional references.
8. **One-Page Resume:** Resumes must be uploaded to the DICAS System. Include paid and volunteer work experience. Experience in hospital dietetics is desirable but not required. Include extracurricular activities, honors, and awards indicative of a well-rounded lifestyle.
9. **Personal Statement:** Applicants must enter a personal statement of 1,000 words or less into the DICAS System. The following items should be addressed:
 - Why you want to enter the dietetic profession
 - The areas in your previous experiences that have helped prepare you for a career in dietetics
 - Your short and long-term career goals
 - Your strengths and/or areas for improvement
 - Other information you consider relevant to the selection committee's decision making.

ADMISSION FACTORS

Admission to the program is competitive and based on the following factors:

Academic achievement
Academic aptitude
Dietetics achievement
Math and science achievement
Personal and professional endorsement
Work and volunteer experience
Written communication

CURRICULUM

During the MS/DI program, development of competencies in general dietetics is emphasized including clinical dietetics, food service administration, and community nutrition. The program's concentration is medical nutrition therapy and management in dietetics practice. Supervised practice through establishment of a working relationship with registered dietitians is emphasized. Seminars, lectures, and classes complement the student's practical experiences.

The following 36 credits are required in the program:

Course #	Title	Credits
Year 1		
<i>Summer</i>		
DIET 51101	Nutrition Research and Statistical Methods	2
DIET 51133	Macronutrients	2
DIET 51142	Nutrition Education and Counseling	<u>2</u>
		6
<i>Fall</i>		
DIET 51336	Practicum in Administrative Dietetics	6
DIET 51232	Nutrition Capstone	1
DIET 51234	Advanced Clinical Dietetics	<u>4</u>
		11
<i>Spring</i>		
DIET 51236	Practicum in Clinical Dietetics	6

DIET 51232	Nutrition Capstone	1
DIET 51332	Micronutrients	3
DIET 51341	Professional Development I	1
DIET 53342	Sports Nutrition	<u>2</u>
		13

Year 2

Summer

DIET 52432	Principles of Nutrition Support	2
DIET 52433	Pediatric Nutrition	3
DIET 54201	Professional Development II	<u>1</u>
		6
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. The Veterans Affairs stipend through the CAVHS is offered to U.S. citizens only. Health Insurance is required. Unless otherwise insured, cost of student health insurance varies with plan selected. Information on the student health insurance plans is available at the Campus Life and Student Support Center website.

GENETIC COUNSELING – MASTER OF SCIENCE DEGREE

Department of Genetic Counseling

Genetic Counseling [Website](#)

CHP 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: <http://healthprofessions.uams.edu/>

THE PROGRAM

The Genetic Counseling program offers a Master of Science degree in Genetic Counseling. The program is a full-time, day program with one cohort of 8 students beginning each fall semester. It consists of four, fall/spring semesters with one intervening summer semester session. The program curriculum consists of 59 semester credits. Students who successfully complete the program will be eligible for the American Board of Genetic Counseling (ABGC) certification examination. Graduates are responsible for preparing for the examination, as completion of the program alone does not ensure certification. Graduates are responsible for familiarizing themselves with the applicable certification and licensing requirements for the state in which they wish to work.

ACCREDITATION

The program is accredited by the Accreditation Council for Genetic Counseling, 7918 Jones Branch Drive, Ste. 300, McLean, VA 22102. Telephone: (703) 506-7667.

APPLICATION PROCEDURES

Applications must be submitted online by **December 15** at 4:30pm central time. All supporting documents must be received by December 31 at midnight central time to be considered for admission. Applicants must provide:

UAMS Online Admissions Application: An online application to the college is required and is available on the [website](#). A non-refundable application fee of \$40.00 is required and must accompany the OAA application.

National Matching Services: The University of Arkansas for Medical Science (UAMS) Genetic Counseling Graduate Program participates in the Genetic Counseling Admissions Match through National Matching Services (NMS). The GC Admissions Match has been established to enhance the process of placing applicants into positions in masters-level genetic counseling programs that are accredited by the Accreditation Council for Genetic Counseling (ACGC). The Match uses a process that takes into account both applicants’ and programs’ preferences. All applicants must first register for the Match with NMS before applying to participating genetic counseling graduate programs. Scholarships to cover the cost of the match registration are available through the Association of Genetic Counseling Program Directors (AGCPD). For information on how to apply, please see the program website or contact the program. At the conclusion of all program interviews, both applicants and programs will submit ranked lists of preferred placements to NMS according to deadlines posted on the NMS website. The binding results of the Match are released to both applicants and programs simultaneously in April. Please visit the NMS website (<https://natmatch.com/gcadmissions>) to register for the match, review detailed

information about the matching process, and to view a demonstration of how the matching algorithm works.

Official Transcripts: Arrange for each college or university you have attended to forward an official transcript of your course work. Applicants must have a minimum undergraduate cumulative GPA of at least 2.85 on a 4.0 scale. Each required prerequisite course (see Prerequisites) must be completed with a letter grade of “C” or above. In special circumstances, the GPA in the major for the last two years, or the GPA for a graduate degree (in a related field) may be considered in lieu of the cumulative undergraduate GPA.

Evidence of an Understanding of the Genetic Counseling Profession: Applicants are encouraged to job shadow with a genetic counselor on at least one occasion before applying.* Applicants may provide evidence of this shadowing experience by submitting one or more of the following:

the Genetic Counseling Observation Form (available on the program [website](#)); or

a letter or email from the genetic counselor to the UAMS genetic counseling program that includes the following information: clinic name, date observed, hours observed, and comments on the applicant’s professionalism, communication skills, and interpersonal skills; or

a letter of recommendation from a genetic counselor (often only possible for applicants who have spent a significant amount of time with a genetic counselor).

*Applicants who were unable to shadow a genetic counselor prior to submitting an application must submit a written explanation as to why this was not possible and steps taken by the applicant to learn about the genetic counseling profession.

Essay: A statement that addresses your preparedness for graduate school, why you are suited for a career in genetic counseling, and your professional career vision. Essays should not exceed 800 words. Upload your essay to the “Upload Documents” section of the online application.

Letters of Recommendation: Three letters of recommendation are required. Applicants will be required to enter the reference name and email address on the online application. After submission of the online application, the system will automatically generate an email to the reference with instructions for completing and submitting the letter by the December 31 deadline.

Resume: A current curriculum vitae or resume is to be submitted by uploading it to the “Upload Documents” section of the online application.

Summary Form: Applicants must complete this form through REDCap. NOTE: The Admissions Office makes final determination on prerequisites met. Submit this form by:

- clicking on [the](#) link on our [website](#) (you can start the form and save it to complete at a later time if needed);
- opening the email confirmation that you receive after you submit the form – it will contain a pdf of your completed form; and
- uploading a pdf of your completed form to the “Upload Documents” section of the online application no later than **December 31, 2023**. This item will then be marked as complete.

TOEFL Scores, as applicable. See International Applicants in the Admissions/Academic Information section of this catalog.

Interview

After the December 31 deadline to receive all supporting documents, the admissions committee will review all applications. The most qualified applicants will be invited to interview. Interviews will be conducted February – April 2024 via live interactive video. Interviewees must have a webcam so they can be seen during the interviews at all times. Only applicants who complete the full interview process will be considered for admission.

ADMISSION FACTORS

Admission to the program is competitive and based on the following factors:

Academic achievement
Academic aptitude
Leadership and professionalism
Written and oral communication
Knowledge of the profession
Interpersonal skills

PREREQUISITES

Applicants must have earned a bachelor’s degree from an institutionally accredited college or university or equivalent. Preferred degrees are in biology, genetics, chemistry, psychology, nursing, or related fields. The program has no required – or preferred – undergraduate major. UAMS recognizes that the study and practice of genetic counseling is enriched by the presence of students from a variety of academic backgrounds. However, a demonstrated amount of academic rigor is required to ensure that applicants can succeed with the scholastic demands of the genetic counseling curriculum. All listed courses must have been completed at an institutionally accredited post-secondary academic institution or be recognized on the granting University official transcript. Courses must also fulfill all college requirements regarding acceptance of transfer credit. Applicant must earn a grade of “C” or better in all required prerequisite coursework. Admission to the program for applicants who have not completed all prerequisite courses will be conditional pending the completion of all prerequisite courses with a grade of “C” or better before matriculation.

- No more than 2 prerequisite courses can be from CLEP, AP, or IB credit and must be recognized on the granting University official transcript.
- Although accepted, CLEP, AP and IB credits will not be considered in GPA calculations.

NOTE: Admissions is aware that due to COVID-19 and the impact on colleges and universities, some students are being issued pass/fail, credit/no credit prerequisite grades. We will accept that grading system during the semesters/quarters impacted by COVID-19 as long as the college or university documents “pass/P or credit/CR” and the credit hours on the transcript. Students who believe they would have earned an A or B in a required prerequisite, particularly Genetics and/or Molecular Biology, are encouraged to request a brief letter from the course instructor attesting to the student’s high performance in the course. These letters can be submitted with the student’s application and do not replace the three letters of recommendation.

REQUIRED PREREQUISITE COURSEWORK

A minimum of two quarters or one semester (or equivalent) in each of the following:

Biology
 Chemistry
 Psychology
 Genetics (should include coverage of Mendelian and molecular genetics)
 Cell or Molecular Biology
 Biochemistry
 Statistics
 Laboratory Course (Biology, Genetics, Chemistry or Biochemistry)

RECOMMENDED COURSEWORK

Abnormal Psychology
 Research Methods
 Human Anatomy
 Human or Vertebrate Physiology
 Human Genetics
 Child Development
 Medical Terminology; Greek and Latin usage in English language
 Technical Writing

A competitive applicant will possess:

1. An understanding of the profession obtained through, but not limited to: internship, job shadowing, reading, and interviewing genetics counselors.
2. Training and experience (paid or volunteer) in direct client counseling. If you have questions about a setting, population, or your role, contact the program. These are a few examples:
 - Crisis Counseling: crisis/suicide hotline, domestic violence center, advocate for victims of sexual violence, crisis pregnancy center, resource and referral service;
 - Peer counseling: resident assistant, camp counselor, etc...;
3. Training and experience (paid or volunteer) in one of more of the following three areas. Contact the program if you have questions. These are a few examples:
 - Direct client/patient care: center or program for people with genetic disorders, disabilities, mental illness or behavioral problems and medically fragile in outreach, community, treatment, rehabilitation, or chronic care facilities;
 - Educating: children to adult students, special needs populations, community groups; and
 - Advocating: patient advocate in a hospital or community program, non-profit agencies or state programs serving individuals and/or families with genetic disorders, disabilities, or chronic medical conditions.

Special considerations: Qualified applicants who are also Arkansas residents will be given priority.

CURRICULUM

The following 59 credits are required in the program:

Course #	Title	Credit
<u>Year 1</u>		
<i>Fall</i>		
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 50601	Technical Writing & Genetics Education	1
GENC 50102	Fieldwork Orientation	2
GENC 51102	Research and Critical Analysis	2
GENC 52202	Genetic Counseling Ethics I	<u>2</u>
		18
<i>Spring</i>		
GENC 51002	Human Embryology and Dysmorphology	2
GENC 51201	Research II	1
GENC 51403	Counseling and Interviewing	3
GENC 51602	Reproductive Genetic Counseling	2
GENC 52102	Cancer Genetics	2
GENC 51302	Human Cytogenetics	<u>2</u>
		13
<i>Summer</i>		
GENC 55003	Novice Clinical Clerkship	3
GENC 5700V	Thesis in Genetic Counseling	2
		5

Year 2

Fall

GENC 51502	Population Genetics	2
GENC 51803	System Disorders for the Genetic Counselor	3
GENC 52001	Professional Issues in Genetic Counseling II	1
GENC 51701	Teratology	1
GENC 53201	Genetic Counseling Ethics II	1
GENC 56003	Intermediate Clinical Clerkship	3
GENC 5700V	Thesis in Genetic Counseling	<u>2</u>
		13

Spring

GENC 52302	Metabolic Genetics	2
GENC 53001	Public Health Genomics	1
GENC 53102	Medical Genetics II	2
GENC57103	Advanced Clinical Clerkship	3
GENC 5700V	Thesis in Genetic Counseling	<u>2</u>
		10

TOTAL **59**

A letter grade of "B" or better is required for the student to progress in the program. A minimum GPA of 3.0 is required to earn the degree.

PROGRAM COMPLETION REQUIREMENTS

Deadline for Submission of Thesis

The original should be submitted to the UAMS Library Administrative Office for checking no later than ten business days before the degree is to be granted (see Academic Calendar for due dates). One additional copy must be submitted to the UAMS Library Administrative Office before the date the degree is to be granted. Please follow the submission guidelines outlined by the UAMS Library.

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 SCIENCES – 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 traditional on-campus and the extended internship Medical Laboratory Sciences programs offer a full or part-time track beginning each fall semester. The full-time track requires 17 months to complete, while the part-time track requires 29 months to complete. The program also offers an MLT-to-MLS online distance track that is designed for medical laboratory technicians (MLTs) certified by the American Society for Clinical

Pathology (ASCP) or equivalent agency. MLT-to-MLS students may be admitted in the fall or spring. The MLT-to-MLS track can be completed in three semesters, four semesters, or five semesters. Upon completion of the full-time, part-time, or MLT-to-MLS track, a Bachelor of Science in Medical Laboratory Sciences is awarded. The program also offers a non-degree option for those students who wish to take courses as a refresher, support categorical certification requirements, or meet regulatory requirements for work. Certification as an MLT or equivalent experience is preferred for non-degree students. The maximum number of credits that may be taken in this option is 24 hours.

Graduates are eligible to apply for certification examinations given by national agencies and for licensure in some states. The granting of the B.S. degree is not contingent upon the student's performance on any type of external certification or licensure examination.

The traditional program consists of 69 credits of prerequisite course work and 51 credits in the medical laboratory sciences curriculum for a total of 120 credits. The extended internship program consists of 65 credits of prerequisite course work and 55 credits in the medical laboratory sciences curriculum for a total of 120 hours. The MLT-to-MLS track consists of 75 credits of prerequisite and MLT coursework and 45 credits of MLS coursework for a total of 120 credits.

ACCREDITATION

The program is accredited by the National Accrediting Agency for Clinical Laboratory Sciences, 5600 North River Road, Suite 720, Rosemont, IL 60018. Telephone: (773) 714-8880. Website: www.naaccls.org.

APPLICATION PROCEDURES

Application materials should be received by **May 15** to be considered for admission in the fall term. The online MLT-to-MLS Degree Completion program also admits in the spring term with an application deadline of **November 1**. Send all requested materials to the CHP Admissions Office. The deadline for non-degree applications is **June 1** for fall admission and **November 15** for spring admission.

Applicants must provide:

UAMS Online Admissions Application (OAA): An online application to the college is required and is available on the [website](#). A non-refundable application fee of \$40.00 is required and must accompany the OAA application.

Official Transcripts: Arrange for each college or university you have attended to forward an official transcript of your course work. A minimum GPA of 2.50 is required in science/mathematics prerequisite courses, and a minimum cumulative GPA of 2.0 is also required. For MLT-to-MLS applicants, a minimum GPA of 2.0 is required in science/mathematics prerequisite courses, and a minimum cumulative GPA of 2.0 is also required. **Advising Session:** Qualified applicants are contacted to arrange an advising session after receipt of application and all official transcripts.

TOEFL scores as applicable. See International Applicants in the Admissions/Academic Information section of this catalog.

ADMISSION FACTORS

Admission is competitive and based on the following factors:

- Academic achievement
- Academic aptitude
- Geographic location – underserved areas
- Leadership and professionalism
- Written and oral communication

MLS PREREQUISITES

A minimum of 63 credits of the following 69 prerequisite credits from an institutionally accredited college or university are required for admission. The 63 credits must include Biology w/ Lab, Anatomy & Physiology w/ Lab, Microbiology w/ Lab, and both Chemistry w/ Lab courses. No more than 6 SC of coursework may be completed as co-requisites. All outstanding prerequisite coursework must be completed no later than one year prior to graduation. Only courses with a grade of "C" or better are accepted to meet prerequisite course requirements.

Area/Typical Course Title	Minimum Credits
ENGLISH/COMMUNICATION	
English Composition	
Two-semester sequence of English Composition	6
Speech Communication¹	
Fundamentals of Speech or Speech Communication	3
MATHEMATICS	
College Algebra (or higher level mathematics)	3
Trigonometry/Statistics/Calculus (or higher level mathematics)	3
SCIENCE	
Biological/Health Science²	
Biology with laboratory	4
Anatomy & Physiology with laboratory	4
Microbiology with laboratory	4
Chemistry	
Two-semester sequence of General Chemistry with laboratories	8
SCIENCE ELECTIVES³	8

FINE ARTS/HUMANITIES**Fine Arts⁴**

Music, Art, Theater	3

Humanities⁵

Philosophy, Political Science, Literature, 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

ELECTIVES³11**TOTAL****69**

¹ An extra Fine Arts or Humanities course can be taken in lieu of Speech Communication. If this is done, 9 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 Chemistry and Biology/Health Science courses must be suitable for majors in those disciplines and must include laboratory credit in required courses. The following courses (including labs) are considered equivalent to Biology w/ Lab, Anatomy & Physiology w/ Lab, or Microbiology w/ Lab: Animal or Human Anatomy, Animal or Human Physiology, Biochemistry, Bioinformatics, Cell Physiology or Biology, Genetics/Genomics, Immunology, Molecular Biology, Mycology, Neuroscience, Organic Chemistry, Parasitology, Pathology/Pathophysiology/Pathogenesis, Quantitative Analysis, Toxicology, Virology, or Zoology. Other courses may fulfill the program's requirements. Contact the department for course approval.

³ Recommended electives include introductory courses in Computer Science, Management, Genetics, Organic Chemistry, Biochemistry, and Quantitative Analysis. Science courses can be substituted with Program or Assistant Program Director approval.

⁴ The Fine Arts requirement cannot be fulfilled with a studio course.

⁵ 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 US History/National Government requirement, cannot also be used to meet the Humanities requirement in Political Science.

TECHNICAL STANDARDS

Technical Standards can be found on the program [website](#).

MLS PROFESSIONAL CURRICULUM: Full-Time

The following 51 credits are required in the program curriculum:

Course #	Title	Credits
Fall		
MLSC 42152	Clinical Microbiology Laboratory	2
MLSC 43153	Clinical Microbiology	3
MLSC 32143	Current Topics in Medical Laboratory Sciences	3
MLSC 42102	Hematology Laboratory	2
MLSC 43103	Immunology	3
MLSC 43133	Hematology	<u>3</u>
		16
Spring		
MLSC 41161	Immunohematology Laboratory	1
MLSC 41171	Molecular Diagnostics Laboratory	1
MLSC 42232	Body Fluids	2
MLSC 31101	Body Fluids Laboratory	1
MLSC 42142	Parasitology	2
MLSC 42172	Molecular Diagnostics	2
MLSC 43163	Immunohematology	3
MLSC 45145	Clinical Biochemistry	<u>5</u>
		17
Fall		
MLSC 41201	Phlebotomy Internship	1
MLSC 43143	Chemistry Internship	3
MLSC 41301	Urinalysis Internship	1
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	<u>3</u>
		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.

MLS PROFESSIONAL CURRICULUM: 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 Lab	2
MLSC 43133	Hematology	<u>3</u>
		8
Spring		
MLSC 42232	Body Fluids	2
MLSC 31101	Body Fluids Laboratory	1
MLSC 42142	Parasitology	2
MLSC 45145	Clinical Chemistry	<u>5</u>
		10
Fall		
MLSC 42152	Clinical Microbiology Laboratory	2
MLSC 43153	Clinical Microbiology	3
MLSC 43103	Immunology	<u>3</u>
		8
Spring		
MLSC 41161	Immunohematology Lab	1
MLSC 41171	Molecular Diagnostics Laboratory	1
MLSC 42172	Molecular Diagnostics	2
MLSC 43163	Immunohematology	<u>3</u>
		7
Fall		
MLSC 41201	Phlebotomy Internship	1
MLSC 43143	Chemistry Internship	3
MLSC 41301	Urinalysis Internship	1
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	<u>3</u>
		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.

Any student who requires more clinical hours due to specific State regulatory requirements may request it from the program or assistant program director.

MLS EXTENDED INTERNSHIP PROGRAM

The MLS Extended Internship allows individuals interested in pursuing education for medical laboratory sciences without the requirement for relocation. The program includes completion of virtual lectures and laboratory courses with extended clinical internships at an affiliated hospital. Applicants must be living in an area accessible to a facility that is willing to host students for these extended internships.

MLS EXTENDED INTERNSHIP PREREQUISITES

A minimum of 59 credits of the following 65 prerequisite credits from an institutionally accredited college or university are required for admission. The 59 credits must include Biology w/ Lab, Anatomy & Physiology w/ Lab, Microbiology w/ Lab, and both Chemistry w/ Lab courses. No more than

6 SC of coursework may be completed as co-requisites. All outstanding prerequisite coursework must be completed no later than one year prior to graduation. Only courses with a grade of “C” or better are accepted to meet prerequisite course requirements.

Area/Typical Course Title	Minimum Credits
ENGLISH/COMMUNICATION	
English Composition	
Two-semester sequence of English Composition	6
Speech Communication¹	
Fundamentals of Speech or Speech Communication	3
MATHEMATICS	
College Algebra (or higher level mathematics)	3
Trigonometry/Statistics/Calculus (or higher level mathematics)	3
SCIENCE	
Biological/Health Science²	
Biology with laboratory	4
Anatomy & Physiology with laboratory	4
Microbiology with laboratory	4
Chemistry	
Two-semester sequence of General Chemistry with laboratories	8
SCIENCE ELECTIVES³	8
FINE ARTS/HUMANITIES	
Fine Arts⁴	
Music, Art, Theater	3
Humanities⁵	
Philosophy, Political Science, Literature, 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
ELECTIVES³	7
TOTAL	65

¹ An extra Fine Arts or Humanities course can be taken in lieu of Speech Communication. If this is done, 9 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 Chemistry and Biology/Health Science courses must be suitable for majors in those disciplines and must include laboratory credit in required courses. The following courses (including labs) are considered equivalent to Biology w/ Lab, Anatomy & Physiology w/ Lab, or Microbiology w/ Lab: Animal or Human Anatomy, Animal or Human Physiology, Biochemistry, Bioinformatics, Cell Physiology or Biology, Genetics/Genomics, Immunology, Molecular Biology, Mycology, Neuroscience, Organic Chemistry, Parasitology, Pathology/Pathophysiology/Pathogenesis, Quantitative Analysis, Toxicology, Virology, or Zoology. Other courses may fulfill the program’s requirements. Contact the department for course approval.

³ Recommended electives include introductory courses in Computer Science, Management, Genetics, Organic Chemistry, Biochemistry, and Quantitative Analysis. Science courses can be substituted with Program or Assistant Program Director approval.

⁴ The Fine Arts requirement cannot be fulfilled with a studio course.

⁵ 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 US History/National Government requirement, cannot also be used to meet the Humanities requirement in Political Science.

MLS EXTENDED INTERNSHIP PROFESSIONAL CURRICULUM: Full-Time

The following 55 credits are required in the program curriculum:

Course #	Title	Credits
Fall		
MLSC 31201	Body Fluids Laboratory for Distance Learners	1
MLSC 32143	Current Topics in Medical Laboratory Sciences	3

MLSC 42202	Hematology Laboratory for Distance Learners	2
MLSC 42142	Parasitology	2
MLSC 42232	Body Fluids	2
MLSC 43103	Immunology	3
MLSC 43133	Hematology	<u>3</u>
		16

Spring

MLSC 41261	Immunohematology Laboratory for Distance Learners	1
MLSC 41271	Molecular Diagnostics Laboratory for Distance Learners	1

MLSC 42362	Clinical Microbiology Laboratory for Distance Learners	2
MLSC 42172	Molecular Diagnostics	2
MLSC 43153	Clinical Microbiology	3
MLSC 43163	Immunohematology	3
MLSC 45145	Clinical Biochemistry	<u>5</u>
		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	<u>4</u>

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	<u>1</u>
		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	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	<u>4</u>
		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.

MLS EXTENDED INTERNSHIP PROFESSIONAL CURRICULUM: 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 Learners	2
MLSC 43133	Hematology	<u>3</u>
		8
Spring		
MLSC 42362	Clinical Microbiology Laboratory for Distance Learners	2
MLSC 43153	Clinical Microbiology	3
MLSC 45145	Clinical Biochemistry	<u>5</u>
		10

Fall

MLSC 31201	Body Fluids Laboratory for Distance Learners	1
MLSC 42142	Parasitology	2
MLSC 42232	Body Fluids	2
MLSC 43103	Immunology	<u>3</u>
		8

Spring

MLSC 41261	Immunohematology Laboratory for Distance Learners	1
MLSC 41271	Molecular Diagnostics Laboratory for Distance Learners	1
MLSC 42172	Molecular Diagnostics	2
MLSC 43163	Immunohematology	<u>3</u>
		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	<u>4</u>

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	<u>1</u>
MLSC 41301	Urinalysis Internship	<u>1</u>
		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	<u>4</u>
		16

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.

MLT-TO-MLS PROGRAM

The MLT-to-MLS Distance Learning program allows medical laboratory technicians certified as a Medical Laboratory Technician by the American Society for Clinical Pathology or equivalent agency to complete the B.S. degree in Medical Laboratory Sciences in three to five semesters through distance education. Non-certified applicants who believe they are professionally CLIA equivalent to a Medical Laboratory Technician may request an 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 graduates have one year after graduation to obtain their MLT certification. The following 75 credit hours of courses are required to graduate from the MLT-to-MLS program. Applicants must have at least 60 hours of these courses, including all 28 hours of science courses, by the application deadline to be accepted into the MLT-to-MLS program. No more than 15 hours of non-science program prerequisites may be completed after enrolling in the program. Any remaining outstanding prerequisite courses must be completed before enrollment in the last semester of the MLT-MLS program, preferably two semesters before the student's anticipated graduation. Students who start the program with outstanding prerequisites are only eligible to complete the four- or five-semester tracks.

Area/Typical Course Title	Minimum Credits
ENGLISH/COMMUNICATION	
English Composition	
Two-semester sequence of English Composition	6
Speech Communication¹	
Fundamentals of Speech or Speech Communication	3

MATHEMATICS	
College Algebra, Statistics, or higher-level mathematics	3
SCIENCE²	
Biological/Health Science/Chemistry/MLT Courses	28
FINE ARTS/HUMANITIES	
Fine Arts³	
Music, Art, Theater	3
Humanities⁴	
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
ELECTIVES⁵	<u>20</u>
TOTAL	75

¹ An extra Fine Arts or Humanities course can be taken in lieu of Speech Communication. If this is done, 9 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 current MLT(ASCP) 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 US History/National Government requirement, cannot also be used to meet the Humanities requirement in Political Science. Acceptable courses in literature must be broad survey courses.

⁵ Students who have graduated from an MLT program and have MLT certification, but do not have the required hours of science, may request to substitute science credits with additional general electives.

The MLT-to-MLS curriculum requires 45 credits of upper level MLS courses for a total of 120 credits for a Bachelor of Science in Medical Laboratory Sciences degree.

A key component of the MLT-to-MLS Curriculum is the use of Case Study and Development in lieu of traditional clinical internships. Students will develop higher level clinical analysis during these courses to prepare for MLS level technical roles.

MLT-MLS Professional Curriculum – Three Semester Track

The following 45 credits are required in the program curriculum:

Course #	Title	Credits
<i>First Semester</i>		
MLSC 32143	Current Topics in Medical Laboratory Sciences	3
MLSC 43133	Hematology	3
MLSC 42232	Body Fluids	2
MLSC 43103	Immunology	3
MLSC 31201	Body Fluids Lab for Distance Learners	1
MLSC 42142	Parasitology	2
MLSC 42202	Hematology Lab for Distance Learners	<u>2</u>
		16
<i>Second Semester</i>		
MLSC 43163	Immunohematology	3
MLSC 45145	Clinical Biochemistry	5
MLSC 43153	Clinical Microbiology	3
MLSC 41261	Immunohematology Lab for Distance Learners	1
MLSC 41271	Molecular Diagnostics Lab for Distance Learners	1
MLSC 42172	Molecular Diagnostics	2
MLSC 42362	Clinical Microbiology Lab for Distance Learners	<u>2</u>
		17

Third Semester

MLSC 41381	Lab Management	1
MLSC 42352	Microbiology Case Development and Review	2
MLSC 42402	Blood Bank Case Development and Review	2
MLSC 42161	Chemistry Case Development and Review	2
MLSC 42302	Hematology Development and Review	2
MLSC 43453	Laboratory Case Studies	<u>3</u>
		12

TOTAL **45**

A letter grade of "C" or better in each course is required for the student to graduate from the program. A minimum GPA of 2.0 is required to earn the degree.

MLT-MLS Professional Curriculum – Four Semester Track

The following 45 credits are required in the program curriculum:

Course #	Title	Credits
First Semester		
MLSC 31201	Body Fluids Lab for Distance Learners	1
MLSC 32143	Current Topics in Medical Laboratory Sciences	3
MLSC 42202	Hematology Lab for Distance Learners	2
MLSC 42232	Body Fluids	2
MLSC 43133	Hematology	3
MLSC 43103	Immunology	<u>3</u>
		14
Second Semester		
MLSC 42362	Clinical Microbiology Lab for Distance Learners	2
MLSC 43153	Clinical Microbiology	3
MLSC 45145	Clinical Biochemistry	<u>5</u>
		10
Third Semester		
MLSC 41261	Immunohematology Lab for Distance Learners	1
MLSC 41271	Molecular Diagnostics Lab for Distance Learners	1
MLSC 42142	Parasitology	2
MLSC 42172	Molecular Diagnostics	2
MLSC 43163	Immunohematology	<u>3</u>
		9
Fourth Semester		
MLSC 41381	Lab Management	1
MLSC 42162	Chemistry Case Development and Review	2
MLSC 42352	Microbiology Case Development and Review	2
MLSC 42402	Blood Bank Case Development and Review	2
MLSC 42302	Hematology Case Development and Review	2
MLSC 43453	Laboratory Case Studies	<u>3</u>
		12
TOTAL		45

A letter grade of "C" or better in each course is required for the student to graduate from the program. A minimum GPA of 2.0 is required to earn the degree.

MLT-MLS Professional Curriculum – 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	Lab Management	1
MLSC 42202	Hematology Lab for Distance Learners	2
MLSC 43133	Hematology	<u>3</u>
		9
Second Semester		
MLSC 42362	Clinical Microbiology Lab for Distance Learners	2
MLSC 43153	Clinical Microbiology	3

MLSC 45145	Clinical Biochemistry	<u>5</u>
		10
Third Semester		
MLSC 42142	Parasitology	2
MLSC 42232	Body Fluids	2
MLSC 43103	Immunology	3
MLSC 31201	Body Fluids Lab for Distance Learners	<u>1</u>
		8
Fourth Semester		
MLSC 41261	Immunohematology Lab for Distance Learners	1
MLSC 41271	Molecular Diagnostics Lab for Distance Learners	1
MLSC 42172	Molecular Diagnostics	2
MLSC 42302	Hematology Case Development and Review	2
MLSC 43163	Immunohematology	<u>3</u>
		9
Fifth Semester		
MLSC 42402	Blood Bank Case Study and Development	2
MLSC 42162	Chemistry Case Study and Development	2
MLSC 42352	Microbiology Case Development and Review	2
MLSC 43453	Laboratory Case Studies	<u>3</u>
		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 from a degree program, every student must complete all applicable Interprofessional Education (IPE) Milestones.

PROGRAM POLICIES

The following program specific policies and procedures can be found on the program [website](#).

Acceptable Grades for Progression
Application Procedures
Essential Functions
Outcomes
Program Goals
Program Tracks
Program Costs

The total cost of the 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 35 students beginning each fall semester and continuing through the following spring and summer semesters. The program consists of 80 semester credits of prerequisite course work and 40 semester credits in the program for a total of semester 120 credits. Graduates receive a Bachelor of Science in Nuclear Medicine Imaging Sciences.

ACCREDITATION

The program is accredited by the Joint Review Committee on Educational Programs in Nuclear Medicine Technology (JRCNMT), 820 W. Danforth Rd., #B1, Edmond, OK 73003. Telephone: (405) 285-0546. E-mail: mail@jrcnmt.org.

CERTIFICATION AND LICENSURE

Successful completion of all program requirements qualifies the graduate to apply for the nuclear medicine certification examination given by the Nuclear Medicine Technologists Certification Board (NMTCB) and with 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, all requirements must be completed and all application materials must be received by **March 1**. Application materials received after this date and through **May 15** will be considered only if the class has not been filled. Applicants must provide:

UAMS Online Admissions Application (OAA): An online application to the college is required and is available on the [website](#). A non-refundable application fee of \$40.00 is required and must accompany the OAA application.

Official Transcripts: Arrange for each college or university you have attended to forward an official transcript of your course work. A minimum GPA of 2.50 is required for all math and science requirements and a minimum overall GPA of 2.50 is required for acceptance. Have all official transcripts sent to the CHP Admissions Office.

Professional Observation Form: Applicants are required to gain an understanding of the responsibilities and duties of the nuclear medicine technologist through direct observation of a registered nuclear medicine technologist in a hospital department where nuclear medicine imaging is practiced and through discussion with current nuclear medicine technologist in the field. Details of the observation and a verification form are available on the program [website](#). The form must be received before the March 1 deadline.

Interview: All applicants will be contacted via email prior to the admissions deadlines to arrange a required interview.

Essay: The submission of a confidential biographical statement is required. More information will be sent via e-mail upon receipt of the application form.

TOEFL scores as applicable. See International Applicants in the Admissions/Academic Information section of this catalog.

ADMISSION FACTORS

Admission to the nuclear medicine imaging sciences program is competitive and based on the following factors:

Academic achievement
Math and science achievement
Written and oral communication
Admission Interview

PREREQUISITES

A minimum of 77 credits of the following 80 prerequisite credits are required for admission. No more than 3 SC of coursework may be completed 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. Applicants who have completed 80 SC or more of the prerequisite curriculum prior to enrollment will have priority in admission decisions. All required courses must be completed from an institutionally accredited post-secondary academic institution and must fulfill all College requirements regarding acceptance of transfer credit. If in doubt of the suitability of the following prerequisite courses, please contact the CHP 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 ¹	3
MATHEMATICS	
College Algebra or higher level Mathematics	3
SCIENCE	
Biology	
Two-semester sequence of Anatomy and Physiology with laboratory ²	8
Biological Sciences or Microbiology with Laboratory ⁵	4
Chemistry	
General Chemistry I with Laboratory ³	4
Physics	
General Physics I with Laboratory ⁴	4
FINE ARTS/HUMANITIES	
Fine Arts	
Art, Music or Theater ¹	3
Humanities	
Philosophy, Political Science, Literature, or Humanities ¹	3

SOCIAL SCIENCES

History

History of the United States or National Government¹ 3

Social Sciences

Psychology, Sociology, Anthropology, Geography, or Economics¹ 6

LOWER LEVEL ELECTIVES 33

TOTAL 80

¹Due to rules set forth by the Joint Review Committee on Educational Programs in Nuclear Medicine Technology (JRCNMT), Speech Communication is a required prerequisite and cannot be substituted by an additional Fine Arts/Humanities course. 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.

²Course work must cover all body systems and include laboratory credit.

³Course work must include laboratory credit. Chemistry courses designed specifically for nursing and other allied health technology students may meet this requirement; however, overview or preparatory chemistry courses will not.

⁴Course work must be algebra-based, at a minimum, and include a laboratory section for credit. Physics courses completed in an accredited radiography programs may be considered on a case-by-case basis as a substitute. Must have at least 4 semester credit hour equivalent of radiography physics to be considered.

⁵Biology courses taken as prerequisites to the human anatomy and physiology courses will satisfy this requirement.

TECHNICAL STANDARDS

Technical Standards can be found on the program [website](#).

CURRICULUM

The courses are conducted via distance education, 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, Nebraska; and Shreveport/Baton Rouge, Louisiana. 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	<u>5</u>
		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	<u>5</u>
		17
Summer		
NMIS 42404	CT Physics and Instrumentation	2
NMIS 45375	Clinical Internship III	<u>4</u>
		6
TOTAL		40

A grade of "D" or "F" or a mark of "U" or "NC" in a professional course is not acceptable for progression to the next semester, nor is it acceptable for graduation if it occurs in the last semester of the program. A minimum GPA of 2.0 is required to earn the degree.

INTERPROFESSIONAL EDUCATION (IPE)

In order to graduate from a degree program, every student must complete all required Interprofessional Education (IPE) Milestones in each of the following IPE phases: Exposure, Immersion, and Competence.

PROGRAM POLICIES

The following program specific policies and procedures can be found in the student handbook on the program [website](#).

Acceptable Grades for Progression

Attendance Policy

Computer Usage

CPR Certification

E-mail

Examination Protocol

Grading Scale

Requesting Extra Clinic Time

Responsibilities as a UAMS Nuclear Medicine Imaging Sciences Student

Student Behavior and Dress

Student Supervision in the Clinic and Laboratory

Student Transportation, Parking, and Clinic Rotation Hours

PROGRAM COSTS

The total cost of the three semester program can be found on the college [website](#).

Health insurance is required. Unless otherwise insured, cost of student health insurance varies with plan selected. Information on the student health insurance plans is available at the Campus Life and Student Support Center [website](#).

OCCUPATIONAL THERAPY – DOCTOR OF OCCUPATIONAL THERAPY DEGREE

Department of Occupational Therapy

Occupational Therapy [Website](#)

CHP 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: gradinfo@uark.edu

THE PROGRAM

The Doctor of Occupational Therapy (O.T.D.) program is a 115-credit hour post-baccalaureate, 3-year (9 semesters), full-time, on-campus program with an off-campus fieldwork and capstone component. Upon completion, an entry-level professional degree is awarded. ACOTE® accredited occupational therapy programs satisfy the states' educational requirements in all states, the District of Columbia, and Puerto Rico. Students graduating from an ACOTE® accredited occupational therapy educational program are eligible to take the National Board for Certification in Occupational Therapy (NBCOT) certification exam and apply for licensure in all states, the District of Columbia, and Puerto Rico. For more information regarding state qualifications and licensure requirements, please refer to the AOTA State Licensure webpage.

This degree is a joint offering between the College of Education and Health Professions of the University of Arkansas, Fayetteville, and the College of Health Professions of the University of Arkansas for Medical Sciences (UAMS) and its Northwest campus in Fayetteville. The program blends the strengths of the University of Arkansas main campus, a comprehensive research university, and UAMS, the state's premier medical and allied health education university, to create a distinctive entry-level doctoral program in occupational therapy consistent with the accreditation standards of the American Occupational Therapy Association. More information can be found on the University of Arkansas, Fayetteville [website](#).

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 c/o AOTA is (301) 652-AOTA 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

At the time of this publication, the Occupational Therapy program was still in development. Please refer to the [University of Arkansas](#) website for more information.

PROGRAM COSTS

At the time of this publication, the Occupational Therapy program was still in development. Please refer to the [University of Arkansas](https://www.uams.edu/) 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 inter-professional learning experiences.

The campus offers state-of-art library and clinical simulation facilities, and a student-led inter-professional clinic. Programs at the campus are designed to promote inter-professional learning and clinical experiences between students in the UAMS Colleges of Health Professions, Medicine, Pharmacy, and Nursing. Faculty and students will have ongoing patient contact, beginning in the first month of the curriculum. In addition, UAMS students can treat in the 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.
<http://healthprofessions.uams.edu/programs/physical-therapy/>.

ACCREDITATION

The Doctor of Physical Therapy program at University of Arkansas for Medical Science is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; email: accreditation@apta.org; website: <http://www.captionline.org>. If needing to contact the program/institution directly, please call 479-713-8600 or email ptprogram@UAMS.edu.

APPLICATION PROCEDURES

The application deadline is **October 2, 2023**, but submission prior to the deadline is highly encouraged. All necessary documents for applications must be submitted via our online application system, www.ptcas.org.

Please note: The admissions process for the Physical Therapy program is subject to change after the publishing of this catalog. Please be sure to check the program [website](#) for the most current application procedures.

Applicants must provide:

UAMS Online Admissions Application (OAA): An online application to the college is required and is available on the [website](#). A non-refundable application fee of \$40.00 is required and must accompany the OAA application.

Documentation of Observation Hours: Completion of a minimum of 60 observation hours (paid or voluntary) in a variety of physical therapy settings including at least 20 hours in each of two separate settings such as outpatient, acute care, rehab/sub-acute rehab, extended care facility, nursing home, home health, wellness/prevention/fitness, industrial/occupational health, and school/preschool. Observation hours to be documented in PTCAS and verified by a physical therapist – electronically or by written signature.

Reference Letters: Two reference letters are required. One reference letter must be from a licensed Physical Therapist. Other eligible references are listed on the program [website: https://healthprofessions.uams.edu/programs/physical-therapy/admission-requirements/](https://healthprofessions.uams.edu/programs/physical-therapy/admission-requirements/). Applicants will be required to enter the reference name and email address on the online application. The information will automatically generate an email to the references with instructions for completing and submitting the reference form.

Resume: A formal resume uploaded to PTCAS.

GRE Scores: GRE scores are required and may be used for ranking candidates. Use Institution Code 2121 for the University of Arkansas for Medical Sciences PTCAS.

Official Transcripts: A bachelor's or higher degree completed prior to matriculation from an institutionally accredited institution in the United States along with specific prerequisite coursework is required. Transcripts from institutions outside the United States are not accepted, even after use of an evaluation service. A minimum cumulative or last 60 credit hours and prerequisite GPA of 3.0 (on a 4.0 scale) is required for consideration for admission. Note that 24 of the 33 required semester credits of pre-requisite courses must be completed by the application deadline. Admission

to the program for students who have completed 24 out of the required 33 semester credits will be conditional pending the completion of all prerequisite courses with a grade of “C” or better before matriculation.

Note: If you are admitted to the Doctor of Physical Therapy program you will also need to provide official transcripts from all colleges where courses were still in-progress at the time of the PTCAS verification deadline.

CASPer Test – Computer-Based Assessment for Sampling Personal Characteristics: CASPer is an online test which assesses for non-cognitive skills and interpersonal characteristics that we believe are important for successful students and graduates of our program, and will complement the other tools that we use for applicant screening. In implementing CASPer, we are trying to further enhance fairness and objectivity in our selection process. The applicant is responsible for any fees associated with the CASPer test (<https://takecasper.com>). The last date to take the CASPer is November 16, 2023.

Interview: Qualified applicants will be invited for an on-campus interview in January 2024.

TOEFL scores as applicable: See International Applicants in the Admissions section of this catalog.

ADMISSION FACTORS

Admission to the physical therapy program is competitive and based on the following factors as demonstrated through completion of application requirements and the on-campus interview:

Academic Achievement

Volunteer and Service Work

Observation Hours / Experience in the Field

Professionalism / Attitude / Maturity

Life Experiences

Written and Oral Communication

CASPer Assessment

PREREQUISITES

A completed bachelor’s degree from an institutionally accredited institution by the start of the DPT program is required. In addition, the following 33 semester credits are required for admission:

Area/Typical Course Title	Minimum Credits
Anatomy	3
- Acceptable courses include: Human, Comparative, Vertebrate Anatomy, and/or Combined Anatomy and Physiology Courses. *	
Physiology	3
- Acceptable courses include: Human, Animal, Mammalian, Comparative, Vertebrate Physiology, Pathophysiology, Neurophysiology, and/or Combined Anatomy and Physiology Courses. *	
*Anatomy and Physiology courses can be separate or together as one course (e.g. A&P). One combined course will not fulfill both anatomy and physiology requirements; however, two 3-credit combined courses (A&P I and A&P 2) will fulfill both course requirements.	
Biology	6
- General and Specialized Courses; acceptable courses include: General Biology I or II (for Science Majors), Embryology, Immunology, Histology, Genetics, Neurobiology, Neuroscience, Zoology, Microbiology, Histology, Cell Biology, Molecular Biology, Advanced Biology	
Chemistry	3
- General or specialized chemistry	
Physics	6
- General or specialized physics*	
*One Biomechanics course may be accepted in lieu of a physics course	
Statistics	3
- Acceptable courses include: Statistics, Biostatistics, Research Methods and Design*	
*Statistics courses may be taken under Biology, Psychology, Mathematics, or Exercise Science	
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	6
- Acceptable courses include: General Psychology, Intro to Psychology, Advanced Psychology, Abnormal Psychology, Child Psychology,	

Developmental Psychology, Adolescent Psychology, Sports Psychology,
Psychopathology, Growth and Development, Lifespan Development,
Psychology of Human Behavior, Psychology of Rehabilitation, Psychology of
Aging

TOTAL

31

Only grades of C or higher are acceptable for all prerequisite coursework. Labs are not required.

No transfer credits are accepted from other degree programs or physical therapy programs. There is no advanced standing permitted in the PT program. Required prerequisite course work graded as Pass/Fail will not be accepted. All but two prerequisite courses must be completed within 7 years prior to the date of the anticipated entry into the program. No more than two prerequisite courses (6-8 credits) can be from CLEP or AP credit, which must be accepted by the degree-granting undergraduate institution. Although accepted, CLEP and AP credits will not be considered in GPA calculations.

All prerequisite course work must be obtained from an institutionally accredited institution in the U.S.

All questions concerning course descriptions or substitutions should be submitted in writing via email to ptprogram@uams.edu.

TECHNICAL STANDARDS

Technical Standards can be found on the program website: <https://healthprofessions.uams.edu/programs/physical-therapy/technical-standards/>.

CURRICULUM

The curriculum is 34 months of continuous enrollment which consists of:

121 credit hours of didactic and clinical education

36 weeks of full-time clinical experiences

DPT Curriculum - Class of 2025

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 71344	Therapeutic Intervention I	4
PHTH 71935	Clinical Experience I (OPD - 8 weeks)	5
PHTH 71362	Psychosocial Aspects	2
PHTH 71473	Musculoskeletal Disorders V (Special Topics)	3
TOTAL		14

Fall Year 2

PHTH 72072	Neuroscience	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)	2
PHTH 72653	Integumentary Disorders	3
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
	<u>Electives*:</u>	(3)
PHTH 73383	- Spanish for PTs	
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
	<u>Electives*:</u>	(3)
PHTH 73493	- Strength and Conditioning	
PHTH 73673	- Women's Health	
PHTH 73983	- Applied Research I	
PHTH 73893	- Directed Study	
PHTH 73793	- Service Learning	
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
	<u>Electives*:</u>	(3)
PHTH 73483	- Manual Therapy	
PHTH 73493	- Strength and Conditioning	
PHTH 73673	- Women's Health	
PHTH 73573	- Advanced Pediatrics	
PHTH 73583	- Advanced Adult Neuro	
PHTH 73273	- Trauma Physical Therapy	
PHTH 73993	- Applied Research II	
PHTH 73893	- Directed Study	
PHTH 73793	- Service Learning	
TOTAL		10-13*

Curriculum TOTAL	121
Full-time Clinical Education Experiences (36 weeks)	24
Coursework	97

*Students must take two 3 hour Elective courses for a total of 6 hours of Electives. The elective course offerings begin in the summer semester of the second year of the program and are offered through the final spring semester of the third year. The availability of elective courses will depend on student interest in the available topics. The total hours for each of those semesters will vary based on the semesters in which the student chooses to complete the electives.

A grade of "C" or better must be achieved in all courses and no less than 80% must be achieved on practical exams. A minimum GPA of 3.0 must be maintained during enrollment in the program. A minimum GPA of 3.0 is required to earn the degree.

INTERPROFESSIONAL EDUCATION (IPE)

In order to graduate from a degree program, every student must complete all Interprofessional Education (IPE) Milestones in each of the following IPE phases: Exposure, Immersion, and Competence. Additional information can be found at <http://ipe.uams.edu>.

PROGRAM COSTS

The total cost of the program can be found on the program [website](#).

Health insurance is required. Unless otherwise insured, cost of student health insurance varies with plan selected. Information on the student health insurance plans is available at the Campus Life and Student Support Center [website](#).

PHYSICIAN ASSISTANT – MASTER OF PHYSICIAN ASSISTANT STUDIES DEGREE

Department of Physician Assistant Studies

Physician Assistant Studies [Website](#)

CHP 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 September 2026. The review date is contingent upon continued compliance with the Accreditation Standards and ARC-PA policy.

APPLICATION PROCEDURES

The program has a rolling admissions process and accepts candidates until the class is selected for May enrollment annually. The application deadline is **November 1**. All required materials (three required letters of recommendation, UAMS Online Admissions Application) must be submitted and verified by CASPA on or before the November 1 deadline.

During admission review, first consideration may be given to Arkansas residents. Highly qualified applicants from out-of-state are strongly encouraged to apply and may successfully compete for admission. The Program is committed to admitting and graduating qualified candidates from diverse backgrounds.

Applicants must provide:

1. **Application for Admission:** Applicants must apply through the Central Application Service for Physician Assistants (CASPA) at <https://caspa.liasoncas.com/applicant-ux/#/login>. Through CASPA, applicants submit the following:

CASPA Application

CASPA Application Fee

Official Transcripts: Bachelor's or higher degree completed prior to matriculation from an institutionally accredited institution in the United States is required. Transcripts from institutions outside the United States are not accepted, even after use of an evaluation service. A Cumulative Undergraduate GPA of 3.0 on a 4.0 scale, as calculated by CASPA, is required. A Cumulative Undergraduate Science GPA of 3.0 on a 4.0 scale, as calculated by CASPA, is required.

Note: If you are admitted to the Physician Assistant program you will also need to provide official transcripts from all colleges where courses were still in-progress at the time of the CASPA verification deadline.

Letters of Recommendation. A letter of recommendation from a physician or physician assistant, a professor/ instructor or another

physician/physician assistant, and a work supervisor or employer, for a total of three letters of recommendation.

Personal Narrative: The CASPA application requires one narrative and the PA Program requires two narratives. Narrative questions may change annually. Please refer to the application for the specific narrative questions.

Patient Care Experience: Clinical experience of at least 500 hours demonstrating direct patient care is required and is documented in the CASPA application. This requirement must be completed prior to the start of the program. The experience does not have to be paid or full-time experience. Volunteer hours may count towards this requirement. Some potential categories of experience may include:

Athletic Trainer	Ophthalmology Technician
Certified Nursing Assistant	Paramedic/ EMT
Chiropractic Assistant	Patient Care Technician
Dental Hygienist	Peace Corp Volunteer (medical)
Dietician	Phlebotomist
Emergency Room Technician	Physical Therapist
Licensed Practical Nurse	Physical Therapist Assistant
Medical Assistant	Radiologic Technologist
Medical Corpsman	Registered Nurse
	Respiratory Therapist
Nursing Assistant/Aide	Surgical Technologist
Occupational Therapist	

Direct patient care is defined as actively working in a medical setting with patients and having a direct influence of care on a specific patient. Example activities include eliciting histories, taking vital signs, drawing blood, performing procedures, *etc.* While shadowing a PA/physician is highly recommended to gain a better understanding of the medical profession, they cannot count towards direct patient care.

*Up to 250 hours of scribing and 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 (OAA):** An online application to the college is required and is available on the [website](#). A non-refundable application fee of \$40.00 is required and must accompany the OAA application.
3. **Interview:** The most qualified applicants will be contacted for an on-campus interview.

Admission to the program is a highly selective and competitive process. Selection is based on a combination of academic performance, quality and quantity of direct patient care experience, leadership experiences, letters of recommendation, personal narratives, volunteerism, and performance during the interview.

PREREQUISITES

The following 41 credits are required for admission:

Area/Typical Course Title	Minimum Credits
General/Principles of Biology I and II with Laboratory*	8
Human Anatomy with Laboratory**	4
Human Physiology with Laboratory**	4
Microbiology with Laboratory	4
Medical Genetics/Genetics	3
General Chemistry I and II with Laboratory	8
Organic Chemistry I with Laboratory	4
General Psychology	3
Biostatistics or Statistics	<u>3</u>
TOTAL	41

*If General Biology II is unavailable at the educational institution of attendance, General Zoology with Laboratory or Cell Biology with Laboratory may be substituted.

**A combined full year Anatomy and Physiology I and II with laboratories will meet this requirement.

Only grades of C or higher are acceptable for all prerequisite coursework.

Anatomy, Physiology, and Microbiology must be completed within the last seven years at time of matriculation into the PA Program.

Survey courses do not meet the prerequisite requirements. Online courses and labs are permitted for prerequisite courses.

No transfer credits are accepted from other degree programs or physician assistant programs. There is no advanced standing permitted in the PA program. Required prerequisite course work graded as Pass/Fail or credit obtained by CLEP Examination or Advanced Placement (AP) will not be accepted.

All prerequisite course work must be obtained from an institutionally accredited institution in the U.S.

TECHNICAL STANDARDS

Technical Standards can be found on the program [website](#).

CURRICULUM

The following 128 credits are required in the program:

<u>Didactic Phase</u>		
<u>Year 1</u>		
Course #	Title	Credits

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	<u>5</u>
		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	<u>8</u>
		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	<u>8</u>
		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	<u>3</u>
		<u>10</u>
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	<u>5</u>
TOTAL CLINICAL PHASE		<u>59</u>

TOTAL PROGRAM**128**

A grade of "C" or better must be achieved in all courses. A minimum GPA of 2.75 is required to earn the degree. See program handbook for more information.

SERVICE LEARNING

The program has a service learning requirement that is separate from course work during the didactic phase of the program. PA students will be required to complete 3-5 hours of service learning activities across the life span (seniors, children, adults) during the first three semesters of the Didactic Phase of the program. Students will be assigned to a service learning community partner each semester. The activity will be medical related, but will be community based. The goal of the service learning component is to increase understanding of environmental and social issues that communities and patients face. Increasing understanding of community issues will enable future medical providers to better care for patients. Medicine is not about treating the disease, but rather about treating the patient. Patient management goes way beyond prescribing medication. It encompasses understanding cultural issues and social determinants, and assisting the patients with areas that ultimately affect their health.

INTERPROFESSIONAL EDUCATION (IPE)

In order to graduate from a degree program, every student must complete all Interprofessional Education (IPE) Milestones in each of the following IPE phases: Exposure, Immersion, and Competence.

PROGRAM POLICIES

Program specific policies and procedures can be found in the student Entrance Policies and Requirements on the department [website](#).

PROGRAM COSTS

The total cost of the program can be found on the college [website](#).

Health insurance is required. Unless otherwise insured, cost of student health insurance varies with plan selected. Information on the student health insurance plans is available at the Campus Life and Student Support Center [website](#).

RADIOLOGIC IMAGING SCIENCES – BACHELOR OF SCIENCE DEGREE

Department of Imaging and Radiation Sciences

Radiologic Imaging Sciences [Website](#)

CHP 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 two enrollment options: a Bachelor of Science in Radiologic Imaging Sciences, and an online Bachelor of Science Degree Completion program for those who hold an Associate's Degree in the field. A Short Track Examination Preparation (STEP) track is also available for ARRT eligible technologists who wish to prepare for a specialty examination. Please refer to the specific program section depending on the enrollment option being considered.

The department has two Traditional program sites: Little Rock and Fayetteville (UAMS Northwest Campus). Successful completion of the Bachelor of Science degree program requirements qualifies the student to apply for the national certification examination. Successful completion of the program does not itself ensure certification. The program's mission, goals, and competencies/ learning outcomes can be found on the department website.

Bachelor of Science Degree – Traditional Program: The Bachelor of Science Degree program is a full-time, day program with a cohort of 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.

Bachelor of Science Online Degree Completion Program: The Bachelor of Science in Radiologic Imaging Sciences Degree Completion program consists of 35 semester credits of prerequisite course work and successful completion of an Associate of Sciences in Medical Imaging or Associate of Applied Science in Radiologic Technology. Students with an Associate of Science in Medical Radiography from UAMS are required to successfully complete 25 credits in the B.S. degree completion program. Students with an Associate of Applied Science in Radiologic Technology from a different accredited college or university are required to successfully complete 30-40 credits in the B.S. degree completion program. All B.S. degree completion didactic courses are offered online. Practicum courses provide the clinical component of the curriculum. Students should secure a clinical site with assistance from the program. Students who completed a non-degree certificate/hospital-based program and are currently in CE compliance with the ARRT should contact the program director for more information.

Short Track Examination Preparation (STEP): The Division offers short tracks in areas such as CT, MRI, Cardiac & Vascular Intervention, and Mammography for ARRT-eligible technologists who wish to prepare for a specialty examination and who do not wish to pursue the Bachelor of Science degree in Radiologic Imaging Sciences. Contact the division director for more information.

ACCREDITATION

The program is accredited by the Joint Review Committee on Education in Radiologic Technology, 20 N. Wacker Drive, Suite 2850, Chicago, Illinois 60606-3182. Telephone: (312) 704-5300. Website: <http://www.jrcert.org/>.

APPLICATION PROCEDURES

Bachelor of Science Degree - Traditional Program

All application materials should be received by **May 1** to be considered for admission. Late applications may not be reviewed after this date. Early consideration will be given to those who have completed all requirements and submitted complete applications by the early consideration deadline, **March 1**. Send all requested materials to the CHP Admissions Office. Applicants must provide:

UAMS Online Admissions Application (OAA): An online application to the college is required and is available on the [website](#). A non-refundable application fee of \$40.00 is required and must accompany the OAA application.

Official Transcripts: Arrange for each college or university you have attended to forward an official transcript of your course work. A minimum

cumulative and prerequisite GPA of 2.50 is required for admission to the program.

Professional Observation Form: A professional observation form signed by a registered radiographer that documents at least six (6) observation hours in a busy radiology department must be sent by the radiographer before the deadline. The form is available on the program [website](#).

For more details on this requirement please contact the department.

Interview: Qualified applicants will be contacted to arrange an interview.

Essay: The submission of a written essay is required. More information is sent to the applicant when contacted for an interview.

TOEFL scores as applicable. See International Applicants in the Admissions/Academic Information section of this catalog.

Bachelor of Science Online Degree Completion Program

All application materials should be received by **June 1** to be considered for fall admission, by **November 1** to be considered for spring admission, and by **April 1** to be considered for summer admission. Late applications may not be reviewed after this date. Send all requested materials to the CHP Admissions Office. Applicants must provide:

UAMS Online Admissions Application (OAA): An online application to the college is required and is available on the [website](#). A non-refundable application fee of \$40.00 is required and must accompany the OAA application.

Official Transcripts: Arrange for each college or university you have attended to forward an official transcript of your course work. A minimum cumulative and prerequisite GPA of 2.50 is required to apply for admission.

TOEFL scores as applicable. See International Applicants in the Admissions/Academic Information section of this catalog.

PREREQUISITES

A minimum of 29 credits of the following 35 prerequisite credits from an institutionally accredited college or university are required for admission to both the Traditional and the Online Degree Completion programs. Anatomy & Physiology I, Anatomy & Physiology II, and College Algebra must be completed before enrollment into the program. No more than 6 SC of coursework may be completed as co-requisites. All outstanding credits must be completed prior to graduation. Only courses with a grade of "C" or better are accepted to meet prerequisite course requirements. An Associate of Science degree in Medical Radiography or an Associate of Applied Science in Radiologic Technology is also required for admission into the Online Degree Completion program. If in doubt of the suitability of the following prerequisite courses, please contact the CHP 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	0-3*
MATHEMATICS	
College Algebra (or higher level Mathematics)	3
SCIENCE	
Two-semester sequence of Anatomy and Physiology with laboratories** or a whole body systems course with lab and Biology with lab	8
FINE ARTS/HUMANITIES	
	6-9***
Fine Arts	
Music, Art, Theater	
Humanities	
Philosophy, Political Science, Literature, or Humanities	
SOCIAL SCIENCES	
History	
History of the United States or National Government	3
Other Social Sciences	
Anthropology, Economics, Geography, Psychology, or Sociology	6
TOTAL	35

Only grades of C or higher are acceptable for all prerequisite coursework.

* An extra Fine Arts or Humanities course can be taken in lieu of Speech Communication. If this is done, 9 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.

**Anatomy and physiology courses must cover all body systems and include accompanying laboratory sections.

***The Fine Arts requirement cannot be fulfilled with a studio course. Humanities requirements may be selected from the courses in the subject areas of philosophy, political science, literature and the humanities. The course in National Government, if selected to meet the US History/National Government requirement, cannot also be used to meet the Humanities requirement in Political Science. Acceptable courses in literature must be broad survey courses; world literature is especially recommended.

TECHNICAL STANDARDS

Technical Standards can be found on the program [website](#).

CURRICULUM

Bachelor of Science Degree - Traditional Program

The following 85 credits are required in the Bachelor of Science degree program.

Course #	Title	Semester Credit
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	<u>3</u>
		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	<u>3</u>
		15
Summer		
ISHP 33103	Multicultural Health	3
RISP 33132	Radiographic Sectional Anatomy	2
RISP 33434	Clinic Practicum III	<u>4</u>
		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*	<u>3-4**</u>
		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*	<u>3-4**</u>
		17-18
Summer		
RISP 43833	Advanced Patient Care	3
RISP TBD	Advanced Radiographic Procedures	3
RISP 45XXX	Specialty Clinical Practice*	<u>3-5**</u>
		<u>9-11</u>
TOTAL		85

All program courses must be completed with a grade of "C" or higher for progression to the next semester and for graduation. A minimum GPA of 2.0 is required to earn the degree.

*Student selects one area of specialty among diagnostic leadership, mammography, cardiovascular, computed tomography, and magnetic resonance imaging.

**The Diagnostic Leadership track requires 4-semester credits of specialty courses in the fall and spring semesters. Specialty courses for this track are ISHP 24053 and ISHP 31031 in the fall. RISP TBD 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 Completion Program

The following courses are offered in the Bachelor of Science degree completion program.*

Course #	Title	Semester Credit
RISP 42833	Imaging of Special Populations	3
RISP 43822	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	Cardiac Interventional I	3
RISP 42783	Cardiac 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 TBD	Imaging Informatics	3
RISP 45795	Cardiac Interventional Practicum	5
RISP 45855	Mammography Practicum	5
RISP 45885	CT Practicum	5
RISP 45945	MRI 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 24053	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

E-mail

Examination Protocol

Grading Scales

Responsibilities as a UAMS Radiologic Imaging Sciences Student

Social Networking

Student Behavior and Dress

Student Supervision in the Clinic and Laboratory

Student Transportation, Parking, and Clinic Rotation Hours

PROGRAM COSTS

The total cost of the six semester program can be found on the college [website](#).

Health insurance is required. Unless otherwise insured, cost of student health insurance varies with plan selected. Information on the student health insurance plans is available at the Campus Life and Student Support Center [website](#)

RESPIRATORY CARE – BACHELOR OF SCIENCE DEGREE 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 diverse 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 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.

RRT AS-to-BS Degree Advancement Program: The RRT A.S.-to-B.S. Degree Advancement Program is designed to allow graduates of Associate Degree programs who have obtained the Registered Respiratory Therapist credential the opportunity to meet their educational and professional goals as practicing professionals. The thirty semester credit professional program is offered in a 100% online format. 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.

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), 1248 Harwood Road, Bedford, Texas 76021-4244. Telephone: (817)-283-2835. Website: www.coarc.com.

The traditional master's degree program (#220176) holds Provisional Accreditation from the Commission on Accreditation for Respiratory Care (www.coarc.com).

APPLICATION PROCEDURES

Applications for the traditional bachelor's and master's degree programs should be received by **May 1**. Applications for the full time admission to the AS-BS degree advancement program should be received by **April 15**. Applications for part time admission to the AS-BS degree advancement program should be received by **May 1**. Applicants are encouraged to apply early, as qualified applicants may receive conditional acceptance prior to **May 1**. In the event the class is not filled from those applicants, the application deadline may be extended to as late as June 1. Send all requested materials to the CHP Admissions Office. **All** applicants must submit the following:

- UAMS Online Admissions Application (OAA): An online application to the college is required and is available on the [website](http://www.coarc.com). A non-refundable application fee of \$40.00 is required and must accompany the OAA application.
- Official Transcripts: Arrange for each college or university you have attended to forward an official transcript of your course work. A minimum cumulative and prerequisite GPA of 2.5 is recommended to be considered for admission.
- Transfer Credit: All applicants must successfully complete college algebra and two of the four science prerequisite courses by June 1 of the year of application in order to be considered for admission. All applicants must also successfully complete Human Anatomy and Physiology I and II (8 SC) before beginning the first semester of the program. Applicants to the full-time traditional program track must successfully complete all prerequisites before beginning the first semester of the program. Applicants to the part-time bachelor's degree track and to the non-traditional AS-to-BS degree advancement program must successfully complete at least 35 SC of prerequisite course work before the first semester of the program. All credits must be completed prior to graduation.

Applicants for the traditional programs must also provide:

- Professional Observation: Documentation of observation of and discussion with a practicing professional in the field is required. Contact the program for details.

- TOEFL scores as applicable. See International Applicants in the Admissions/Academic Information section of the catalog.

Applicants for the master's degree program must have completed a bachelor's degree or anticipate graduation by the time of enrollment. Applicants to the master's degree program must successfully complete all prerequisites before beginning the first semester of the program.

Applicants for the non-traditional RRT AS-to-BS degree advancement program tracks must also provide:

- **Proof of RRT Status:** Applicants must submit a notarized copy of professional credentials (when applicable).
- **Statement of Career Summary and Goals:** A typewritten statement that summarizes the applicant's educational and professional goals, and explains how completion of the BS degree will assist him/her in completion of career goals must be submitted. The submission must include a traditional resume of educational and professional achievements using a chronological or functional format.
- TOEFL scores as applicable. See International Applicants in the Admissions/Academic Information section of the catalog.

ADMISSION FACTORS

Admission to the traditional BS and MSRC programs is competitive and evaluated individually for each student through a holistic process based on academic achievement, unique personal attributes, and life experiences.

PREREQUISITES: TRADITIONAL BACHELOR'S DEGREE PROGRAM

The following 60 credits are required for admission to the traditional track (full-time or part-time) 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. If in doubt of the suitability of the prerequisite courses, please contact the CHP 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	3
MATHEMATICS	
College Algebra (or higher level Mathematics)	3
Applied Statistics (or equivalent course in research methodology)*	3
SCIENCE**	
Biology	
Two-semester sequence of Anatomy and Physiology with laboratories***	8
Microbiology	
Microbiology with laboratory	4
Chemistry	
Chemistry with laboratory	4
FINE ARTS/HUMANITIES	
Fine Arts	
Music, Art, Theater	3
Humanities	
Philosophy, Political Science, Literature, or Humanities	3
SOCIAL SCIENCES	
History	
History of the United States or National Government	3
Other Social Sciences	
Anthropology, Economics, Geography, Psychology, or Sociology	6
Medical Terminology	1
ELECTIVES	<u>13</u>
TOTAL	60

*Applied statistics is a prerequisite course for RESP ##### Evidence-based Inquiry.

**Science courses must be suitable for science or health professions majors and include a laboratory. Students admitted to the part-time track must complete the Human Anatomy and Physiology course requirements as described above by the date of enrollment at UAMS. In addition, completion of at least one of the two other science courses is required.

***Anatomy and physiology courses must cover all body systems and include accompanying laboratory sections.

A final grade of “C” or better is required in each of the above courses. Documentation of successful completion is required by the date of enrollment for the first semester.

Actual course titles may vary among institutions. Consult the department for preprofessional advising.

Fulfillment of the preprofessional curriculum does not in itself ensure admission into the professional program (please see Application Procedures and Deadlines).

An extra Fine Arts or Humanities course can be taken in lieu of Speech Communication. If this is done, 9 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.

TECHNICAL STANDARDS

Technical Standards expected of students and graduate therapists for successful employment may be found on the program [website](#).

CURRICULUM

The following 60 credits are required in the traditional program two-year track (full-time):

Course #	Title	Credits
<u>Year 1</u>		
<i>Fall</i>		
RESP 31130	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	<u>4</u>
		15
<i>Spring</i>		
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	<u>4</u>
		15
<i>Summer</i>		
RESP 31301	Pharmacology II	1
RESP 32302	Clinical Internship I	2
RESP 4331	Evidence-based Inquiry	<u>3</u>
		6
<u>Year 2</u>		
<i>Fall</i>		
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 in Health Care	1
		12
<i>Spring</i>		
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	<u>3</u>
		<u>12</u>
TOTAL		60

A grade of “D” or “F” or a mark of “U” or “NC” in 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.

All professional courses must be completed with a grade of “C” or better in order to progress to the next semester or to graduate, if it occurs in the last semester of the program. A minimum GPA of 2.0 is required to earn the degree.

The following 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	<u>4</u>
		8
Spring		
RESP 31241	Introduction to Clinical Practice (optional)	(1)
RESP 31281	Pulmonary Function Testing	1
RESP 34204	Cardio-Respiratory Disorders	<u>4</u>
		5-6
Summer		
RESP 31301	Pharmacology II	<u>1</u>
		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	<u>4</u>
		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	<u>3</u>
		10
Summer		
RESP 32302	Clinical Internship I	2
RESP 4331	Evidence-based Inquiry	<u>3</u>
		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 in Health Care	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	<u>3</u>
		<u>12</u>
TOTAL		60-61

A grade of "D" or "F" or a mark of "U" or "NC" in 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.

All professional courses must be completed with a grade of "C" or better in order to progress to the next semester or to graduate, if it occurs in the last semester of the program. A minimum GPA of 2.0 is required to earn the degree.

PREREQUISITES: RRT AS-to-BS DEGREE ADVANCEMENT PROGRAM

The following 55 credits are required for completion of the AS-to-BS 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. Students may be admitted to the part time track prior to completing all prerequisite courses. If in doubt of the suitability of the prerequisite courses, please contact the CHP 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	3

MATHEMATICS

College Algebra (or higher level Mathematics)	3

Applied Statistics (or equivalent course in research methodology)*	3

SCIENCE *******Biology**

Two-semester sequence of Anatomy and Physiology with laboratories****	8

Microbiology

Microbiology with laboratory	4

Chemistry

Chemistry with laboratory	4

FINE ARTS/HUMANITIES**Fine Arts**

Music, Art, Theater	3

Humanities

Philosophy, Political Science, Literature, or Humanities	3

SOCIAL SCIENCES**History**

History of the United States or National Government	3

Other Social Sciences

Anthropology, Economics, Geography, Psychology, or Sociology	6

ELECTIVES

<u>9</u>

TOTAL

55

*Applied statistics is a prerequisite course for RESP 4331 Evidence-based Inquiry.

**Science courses must be suitable for science or health professions majors and include a laboratory.

***Students admitted to the part-time track must complete the Human Anatomy and Physiology course requirements as described above by the date of enrollment at UAMS. In addition, completion of at least one of the two other science courses is required.

**** Anatomy and physiology courses must cover all body systems and include accompanying laboratory sections. For applicants to the AS-to-BS Degree Advancement program, one 4 credit A&P course w/ lab plus an additional 4 credit science course w/ lab may be accepted, with approval from the program director. Candidates should ensure an adequate number of hours in elective credit to meet graduation requirements. A final grade of "C" or better is required in each of the above courses. Documentation of successful completion is required by the date of enrollment for the first semester.

Actual course titles may vary among institutions. Consult the department for preprofessional advising.

Fulfillment of the preprofessional curriculum does not in itself ensure admission into the professional program (please see Application Procedures and Deadlines).

An extra Fine Arts or Humanities course can be taken in lieu of Speech Communication. If this is done, 9 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.

The following 30 credits are required in the AS-to-BS Degree Advancement Program full-time track:

Course #	Title	Credits
Summer		
ISHP 33103	Multicultural Health	3
RESP 43303	Research and Evaluation	<u>3</u>
		6
Fall		
ISHP 43033	Healthcare Systems in America	3
RESP 41401	Legal and Ethical Issues in Health Care	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)	<u>3</u>

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	<u>4</u>
		12

TOTAL**30**

*A portion or full course may be waived with documentation of appropriate certification, credential or clinical experience. In such cases, a separate, approved, individual learning plan or an additional, approved 3 semester credit course must be substituted. Contact the program for details. A grade of "D" or "F" or a mark of "U" or "NC" in 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. All professional courses must be completed with a grade of "C" or better in order to progress to the next semester or to graduate, if it occurs in the last semester of the program. A minimum GPA of 2.0 is required to earn the degree.

The following 30 credits are required in the AS-to-BS Degree Advancement Program part-time track:

Course #	Title	Credits
<u>Year 1</u>		
<i>Fall</i>		
RESP 41401	Legal and Ethical Issues in Health Care	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)	<u>3</u>
		6
<i>Spring</i>		
RESP 43553	Leadership and Management	3
RESP 44503	Disease Management	<u>3</u>
		6
<i>Summer</i>		
ISHP 53103	Multicultural Health	3
RESP 43303	Research and Evaluation	<u>3</u>
		6
<u>Year 2</u>		
<i>Fall</i>		
ISHP 43033	Healthcare Systems in America	3
RESP 42571	Literature Review	<u>3</u>
		6
<i>Spring</i>		
RESP 41461	Foundations of Respiratory Care Education	1
RESP 42441	Scholarship Project	1
ISHP 4700V	Directed Study in Professional Practice	<u>4</u>
		<u>6</u>
TOTAL		30

A grade of "D" or "F" or a mark of "U" or "NC" in 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. All professional courses must be completed with a grade of "C" or better in order to progress to the next semester or to graduate, if it occurs in the last semester of the program. A minimum GPA of 2.0 is required to earn the degree.

* A portion or full course may be waived with documentation of appropriate certification, credential or clinical experience. In such cases, a separate, approved, individual learning plan or an additional approved 3 semester credit course must be substituted.

For AS-to-BS Degree Advancement 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'S DEGREE 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. If in doubt of the suitability of the prerequisite courses, please contact the CHP 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
Applied Statistics (or equivalent course in research methodology)*	3
SCIENCE**	
Biology	
Two-semester sequence of Anatomy and Physiology w/ laboratories***	8
Microbiology	
Microbiology w/ laboratory	4
Chemistry	
Chemistry w/ laboratory	4
OTHER	
Medical Terminology	1
TOTAL	26

*Applied statistics is a prerequisite course for RESP 4330 Research and Evaluation.

**Science courses must be suitable for science or health professions majors and include a laboratory. Students admitted to the part-time track must complete the Human Anatomy and Physiology course requirements as described above by the date of enrollment at UAMS. In addition, completion of at least one of the two other science courses is required.

***Anatomy and physiology courses must cover all body systems and include accompanying laboratory sections.

A final grade of "C" or better is required in each of the above courses. Documentation of successful completion is required by the date of enrollment for the first semester.

Actual course titles may vary among institutions. Consult the department for preprofessional advising.

Fulfillment of the preprofessional curriculum does not in itself ensure admission into the professional program (please see Application Procedures and Deadlines).

CURRICULUM

The following 63 professional credits are required in the 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	<u>1</u>
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	<u>3</u>
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	<u>2</u>
		15
Summer		
RESP 53343	Research and Evaluation	3
RESP 51341	Pharmacology II	1
RESP 52323	Master's Internship I	<u>2</u>
		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	<u>4</u>
		13
Spring		
RESP 51461	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	<u>4</u>
		14
TOTAL		63

A grade of "D" or "F" or a mark of "U" or "NC" in 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.

All professional courses must be completed with a grade of "C" or better in order to progress to the next semester or to graduate, if it occurs in the last semester of the program. A minimum GPA of 2.0 is required to earn the degree.

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](#).

13 – CHP Faculty & Staff

The following abbreviations indicate a faculty member's primary appointment or employment if outside the College: ACH, Arkansas Children's Hospital; ADH, Arkansas Department of Health; ADE, Arkansas Department of Education; AHEC, UAMS Regional Centers; ARC, Arkansas Red Cross; BH, Baptist Health; CARTI, Central Arkansas Radiation Therapy Institute; CAVHS, Central Arkansas Veterans Healthcare System; DHHS, Department of Health and Human Services; JRMC, Jefferson Regional Medical Center; LRAFB, Little Rock Air Force Base; MP, Merck Pharmaceuticals; PR Private Practice; RMH, Rebsamen Memorial Hospital; SI, Syncor International; STJ, St. Joseph Mercy Medical Center; SVIMC, St. Vincent Infirmary Medical Center; and UAMS, University of Arkansas for Medical Sciences.

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Howe, Madison, Au.D., CCC-A Assistant Professor (2022). B.S., University of Mississippi, 2013; Au.D., Auburn University, 2018.

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Marvin-Pruss, Holly, Au.D., CCC-A Adjunct Instructor, ACH (2017). B.S., University of Tulsa, 2004; Au.D., University of Texas at Dallas Callier Center, 2008.

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Montague, James C., Jr., Ph.D., CCC-SLP Emeritus Professor (1973). B.S., Florida Southern College, 1959; M.A., University of Florida, 1967; Ph.D., University of Florida, 1971.

Moser, Dana, Ph.D., CCC-SLP Associate Professor, (2015). B.A., Texas A&M University, 1998; M.S.P., University of South Carolina, 2004; Ph.D., University of South Carolina, 2007.

Pine, Shirley J., Ph.D., CCC-SLP Emerita Professor (1974). B.A., University of Colorado, 1952; M.A., University of Arkansas, 1966; Ph.D., University of Florida, 1970.

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Robinson, Gregory C., Ph.D., CCC-SLP Associate Professor (2005). B.S., Southwest Missouri State University, 1995; M.S., Southwest Missouri State University, 1997; Ph.D., Michigan State University, 2006.

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Jones, John, M.D., D.M.D. Associate Professor (2015). B.S., Florida State University, 1978; D.M.D., University of Florida College of Dentistry, 1982; M.D., University of Texas Health Science Center, 1989; Certificate, University of Texas Health Science Center, 1990; Certificate, University of Texas Health Science Center, 1991; Certificate, American Academy of Cosmetic Surgery, 1992.

Kinard, Michael, D.D.S. Adjunct Instructor (2021). D.D.S., University of Oklahoma Health Sciences Center, 2016.

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Robin K. Dreisigacker, J.D., Associate Dean for Finance and Administration
Molly Gathright, M.D., Associate Dean, Graduate Medical Education
James A. Clardy, M.D., Director, UAMS Center for Graduate Medical Education
James Graham, M.D., Executive Associate Dean for Academic Affairs
John Spollen, M.D., Associate Dean for Northwest Arkansas
Rebecca Latch, M.D., Associate Dean, Student Affairs
Lindsey Sward, M.D., Assistant Dean for Clinical Education
Margie Scott, M.D., Associate Dean, Veteran Health Services
Tom G. South, B.A., Assistant Dean, Admissions
Dwana McKay, B.S., Assistant Dean, Housestaff Affairs and COM Registrar
Sharanda Williams, M.A., Assistant Dean for Student Affairs and Diversity
Richard H. Turnage, M.D., Vice Chancellor for Regional Campuses
Jeanne McLachlin, Ph.D., Director, Admissions and Recruitment
Tammy Henson, 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 Childrens 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. A minimum of three years (90 semester hours) of college work is required to provide this and four years leading to a baccalaureate degree are strongly recommended. If only three years of work are presented at application, at least 18 semester hours must be in courses of junior or senior standing. However, it should be noted that it is rare for an applicant to medical school to matriculate without a baccalaureate degree. Applicants with "premedical" majors will have no particular advantage over applicants majoring in other fields. The value of a broad cultural background for each student cannot be overemphasized. Some of the paramount goals of the premedical experience should be mastery of the art of study and the intellectual maturity to understand, utilize and synthesize facts into concepts.

Pre-matriculation Requirements

Accepted applicants must have successfully completed the following courses prior to matriculation to the College of Medicine.

Pre-matriculation Course Requirements:

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).

**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 faculty believes the following courses would be beneficial and are therefore strongly recommended: BIOLOGY: Embryology, Histology, Cellular and Molecular Biology. PHYSICS and MATH: Computer Science. BEHAVIORAL SCIENCE: Sociology, Physical or Cultural Anthropology, Human Ecology, General and Special Psychology. HUMANITIES: Facility in understanding written and spoken English is fundamental to precise communication. This is valuable to the student not only in classroom activities, but also in dealing with individuals as patients and colleagues. Courses in Composition and other communication skills, including Speech, are excellent. A background in foreign languages is helpful to the prospective physician who will encounter an ethnically and culturally diverse population. Studies in World Literature and World History are desirable to enhance the student's understanding and appreciation of human heritage, societal forms, values past and present and the intrinsic merits of scholarship and lifelong learning. A course in Logic will be advantageous in understanding the approach to sound reasoning and systematic thought in the solution of problems.

Arkansas Resident Status for Initial Classification

Preference is given to Arkansas residents. State law permits the Admissions Committee to accept a limited number of non-Arkansas resident applicants. Preference is given to non-Arkansas residents demonstrating strong ties to the state of Arkansas. Non-Arkansas resident applicants with less than 3.5/4.0 grade point average and MCAT scores below the national average are rarely considered. Individuals with strong ties must communicate this information to the Office of Student Admissions by November 15.

All applicants who submit the AMCAS application will be sent instructions on how to complete the College of Medicine online Supplemental Application. Applicants who indicate on the AMCAS application that their legal state of residence is Arkansas will be required to upload the "Arkansas Resident Status for Initial Classification" form as part of the UAMS COM online Supplemental Application. The Office of Admissions will verify the applicant's residency status and congressional district. Applicants are forewarned that the falsification of one's application with regard to either Arkansas residency or congressional district is a serious matter and will be closely scrutinized by the Admissions Committee.

Permanent Residents

An applicant must be a U.S. citizen or a Permanent Resident of the U.S. at the time of application. Permanent residents must provide the Office of Admissions with the required documentation prior to being granted a faculty interview, i.e., I-551 card. The Admissions Committee will not review an applicant's file until the Office of Admissions verifies the applicant's Permanent Residency status. Contact the Office of Admissions regarding the specific criteria required by the Association of American Medical Colleges (AAMC) and UAMS to determine Permanent Residency status.

Application Procedures

AMCAS APPLICATION

The College of Medicine at UAMS requires applicants to submit the American Medical College Application Service (AMCAS) application to the Association of American Medical Colleges (AAMC). AMCAS is a non-profit centralized application service operated by and as a part of the AAMC. Approximately 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 September 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 2025 freshman class must have taken the MCAT after January 1, 2022. It is the responsibility of the applicant to register and take the exam. AMCAS will forward the applicant's MCAT scores to the College of Medicine. Applicants must register for the MCAT electronically through the AAMC's web site at www.aamc.org/mcat. The MCAT test dates and testing center locations for the calendar year are posted on the AAMC website. The four sections on the new MCAT include: Biological and Biochemical Foundations of Living Systems, Chemical and Physical Foundations of Biological Systems, Critical Analysis and Reasoning Skills, and Psychological, Social and Biological Foundations of Behavior.

ACADEMIC TRANSCRIPTS

You must submit an official transcript to AMCAS from each college of registration in the United States and Canada. AMCAS is responsible for ensuring that the application materials are complete and correct by verifying information on your application against the official transcripts. You should contact your registrar's office(s) and obtain a personal copy of your transcript(s). You should resolve any questions about your transcript with the appropriate registrar before you submit the AMCAS application. You will need your transcripts when you complete the academic record in your AMCAS application. After any problems with your transcripts have been resolved, have the registrar forward an official copy to AMCAS. All official transcripts must be received at AMCAS by our deadline of November 15. AMCAS will verify the official transcript grades, as well as the MCAT scores, and forward their report to the College of Medicine.

If you are accepted for admission to the College of Medicine, you must contact the appropriate registrars and request official academic transcripts, complete with degree(s) conferred, be forwarded to the Office of Admissions. All transcripts must be received in the Office of Admissions by June 30. Any applicant who fails to meet all pre-matriculation requirements will not be allowed to register and their position in the freshman class will be given to the next highest-ranking applicant on the Alternate List.

UAMS COLLEGE OF MEDICINE SUPPLEMENTAL APPLICATION

Upon notification from AMCAS that you have applied, we will send you instructions to complete a UAMS College of Medicine online Supplemental Application that provides an itemized list of other steps you must follow to complete your medical school application. A non-refundable fee of \$100.00 must accompany your Supplemental Application. Applicants pre-approved for the AMCAS fee-assistance program (FAP) are eligible for a 50 percent discount of the Supplemental Application fee. The Supplemental Application includes a section for self-reporting felony or misdemeanor convictions, actions by a college, university, or professional school for unacceptable academic performance or a violation of an Institutional Code of Conduct, disciplinary action by a licensing agency, authority or board, etc. A criminal background check will be conducted on all applicants accepted for admission and Alternates placed on the Alternate List.

CRIMINAL BACKGROUND CHECK

All conditionally accepted applicants must consent to, submit to, and successfully complete a criminal background check through the AMCAS-facilitated criminal background check vendor as a condition of matriculation to the University of Arkansas for Medical Sciences College of Medicine. Failure to do so will constitute failure to meet the pre-matriculation requirements established by the College of Medicine and will result in the withdrawal of a conditionally accepted offer. Matriculation and continued enrollment in the College of Medicine is contingent upon a completed criminal background check with acceptable results. Failure to consent to a criminal background check; refusal to provide necessary information to conduct a criminal background check; failure to provide additional information wherein an investigation is warranted; and failure to comply with the investigatory procedures when a cause for further review is warranted due to 1) the discovery of previously undisclosed information; 2) the discovery of more egregious information than was previously disclosed; or 3) the discovery of conflicting information between or among the AMCAS application and/or Supplemental Application and/ or Criminal Background Check Report and/or any and all documents considered part of the applicant's application, will result in disciplinary action up to, and including, withdrawal of a conditional offer of acceptance, refusal of admission, or dismissal from the College of Medicine.

PREMEDICAL ADVISORY COMMITTEE COMPOSITE EVALUATION (Mandatory)

At the time of application, if it has been two years or less since you last attended or graduated from a college, you must request a letter of evaluation from the school's Premedical Advisory Committee. It is your responsibility to investigate and determine if your school has a Premedical Advisory Committee. You must meet all established deadlines of that committee for requesting a letter. The College of Medicine participates in the AMCAS Letters Service and all letters of recommendation must be submitted through the AMCAS Letters Service. Applicants who fail to satisfy this pre-matriculation requirement will not be allowed to proceed with their application. Therefore, their application will be rejected. If it has been over two years since you last attended or graduated from a college, you have the option to either request a letter of evaluation from the Premedical Advisory Committee or to ask three individual faculty members to submit letters of evaluation. If your school does not have a Premedical Advisory Committee, you must ask three individual faculty members familiar with your classroom performance to submit letters of evaluation.

PERSONAL LETTERS OF RECOMMENDATION (Optional)

In addition, you may include up to three personal letters of recommendation in your file, letters that attest to your performance outside the classroom, i.e., motivation, integrity, leadership abilities, work ethic, professionalism, volunteerism, etc., from individuals who know you well, preferably over an extended period of time. The College of Medicine participates in the AMCAS Letters Service. Therefore, personal letters of recommendation should be sent to AMCAS through the AMCAS Letters Service by November 15.

GRADUATE OR PROFESSIONAL DEGREE PROGRAM

If currently enrolled in, or accepted to, a Graduate or Professional Degree Program, your program director or major advisor must submit a letter granting permission to review your application for medical school. The letter must indicate the projected date of completion for all degree requirements. Without this letter, the Admissions Committee will not review your file. A letter of recommendation from your Program Director/Major Advisor will be considered by the College as constituting such a letter. If you are accepted to the college under the conditions noted above and then do not complete the Graduate and/or Professional Degree program, the College of Medicine Admissions Committee will review the circumstances. The Admissions Committee most likely will rescind the offer of acceptance. If an applicant who applies to medical school during the first year of a two-year graduate degree program is offered an acceptance, 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

Each Arkansas resident applicant, who is a U.S. citizen or Permanent Resident of the U.S., is personally interviewed by members of the College of Medicine faculty. The interview gives applicants an opportunity to relate facts about themselves that cannot be conveyed by the AMCAS application form and to visit and ask questions about the College of Medicine. The College of Medicine conducts team interviews (two faculty members will interview the applicant at the same time – with some teams including a third interviewer, a senior medical student) on designated admissions interview days (Saturday mornings during the fall). Our interviews are “blind,” meaning the interviewers do not have access to your records—they will not know your MCAT or GPA, etc. Prior to COVID, faculty interviews were conducted in-person on the UAMS campus. However, for the past three years, faculty interviews have been virtual utilizing Zoom technology. The decision as to whether or not faculty interviews will be conducted in person or virtual is yet to be determined for the upcoming admissions cycle. It is the responsibility of each Arkansas resident applicant to contact the Office of Admissions to schedule a faculty interview. An applicant who indicates on the AMCAS application that he/ she is not an Arkansas resident, but advocates strong ties to Arkansas, must upload a letter in their UAMS Supplemental Application describing in detail their connection to Arkansas describing in detail strong ties to the state. It is strongly suggested that non-Arkansas residents submit their AMCAS application to AMCAS well in advance of the November 1 deadline, i.e., September 30. The College of Medicine online supplemental application, along with the application fee, should be submitted by no later than November 15. With regard to the interview of non-Arkansas residents, the Admissions Committee will determine at its December meeting which non-Arkansas residents will be extended an invitation to interview. Email notification will be sent by December 20 to let non-Arkansas residents know if they will be invited for an interview in early January. **It is the responsibility of the applicant to ensure that their application is complete by the established deadlines.**

Technical Standards for Admission

The College of Medicine at UAMS believes that earning a Doctor of Medicine degree requires mastery of a coherent body of knowledge and skills. Because the M.D. degree signifies that the holder is a physician prepared for entry into the practice of medicine within postgraduate training programs, it follows that graduates must be prepared to function in a broad variety of clinical situations and to render a wide spectrum of patient care. Therefore, there are certain minimum technical standards for physicians and medical students that must be met by applicants and students, 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 of the basic fields of clinical medicine, and must be able to relate appropriately to patients and other health care professionals. The following technical standards describe the non-academic qualifications, required in addition to appropriate academic achievements, which the College considers essential for successful completion of the educational objectives of its curriculum 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, persons 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 in spite of 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 psychiatric disorder may function as a medical student as long as the condition is under sufficient control 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, in an appropriate fashion, with a patient in order to obtain a medical history. This communication with patients must, at times, involve hearing the patient and speaking with the patient because some patients do not read or write, or at least they may not be able to do so under certain medical situations. Medical students must be able to 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 orally in a focused manner to fellow classmates, resident physicians, and attending physicians as appropriate.

Observation

Medical students must be able to observe a patient to, for example, identify a rash, edema, or other conditions, and detect and interpret non-verbal communication from the patient. Each student must be able to use a microscope to, as examples, view and interpret a blood smear, a bacterial stain, a urine sample, identify normal tissues, and identify pathologic changes in tissues which are brought about by disease processes, as well as studying other microscopic specimens. Medical students must be capable of viewing and interpreting such diagnostic modalities as various radiological imaging techniques (X-ray films, angiograms, CT scans, etc.) and electrocardiograms, in order to assess the accuracy and importance of the examination. Medical students must be able to perform auscultation of the patient and do such things as describe normal and abnormal heart sounds, detect bruits (sound of abnormal blood flow), and detect abnormal abdominal sounds. Medical students must be able to communicate appropriately with a patient and respond appropriately to the patient verbally.

Motor Skills

Medical students must be able to position a patient properly for a physical examination. Medical students must be able to perform a physical examination on a patient, including the ability to inspect various physical signs and recognize normal versus abnormal findings, including fine visual differentiations such as the ability to see a non-palpable skin lesion to determine its malignant potential, and to perform a funduscopic examination to evaluate the retina of the eye for changes suggestive of diabetes mellitus or hypertension. They must be able to elicit information from patients using the techniques of palpation, auscultation, percussion, and other diagnostic maneuvers. They must be able to execute motor movements reasonably required to provide general care and emergency treatment to patients. Examples of treatment reasonably required of physicians are cardiopulmonary resuscitation, the administration of intravenous medication, the application of pressure to stop bleeding, the opening of an obstructed airway, the introduction of intravenous catheters, and the suturing of simple wounds. Medical students must be able to utilize gross and fine manual palpation, touch, vibratory sensation, and temperature sensation to describe and evaluate lymph nodes, thyroid nodules, breast tissue, the pulse, joints, and other body parts.

General

Medical students must demonstrate the ability to tolerate physically challenging workloads and to function effectively under stress. The unpredictable needs of patients are at the heart of becoming a physician. Academic and clinical responsibilities of medical students may require their presence during day and evening hours, any day of the week.

In evaluating candidates for admission and candidates for the M.D. degree, it is essential that the integrity of the curriculum be maintained, that those elements deemed necessary for the education of a physician be preserved, and that the health and safety of patients be maintained. While compensation, modification, and reasonable accommodation can be made for some disabilities on the part of the candidate for admission or for the M.D. degree, candidates must be able to perform the duties of a medical student or physician in a reasonably independent manner. The use of a trained intermediary would result in mediation of a candidate's judgment by another person's powers of selection and observation. Therefore, the use of trained intermediaries to assist students in meeting the technical standards for admission or graduation is not permitted.

The College of Medicine will consider for admission any candidate who demonstrates the ability to perform or to learn to perform the skills and abilities specified in these technical standards. Candidates for the M.D. degree will be assessed on a regular basis, according to the Academic Standards of the College of Medicine, not only on the basis of their academic (cognitive) abilities, but also on the basis of their scholastic non-cognitive abilities to meet the requirements of the curriculum.

Approved by the Academic Standards Committee

Approved by the Basic Science Chairs

Approved by the Clinical Clerkship Directors

Approved by the Executive Committee

Approved by the General Faculty, December 2000

Revisions approved by Executive Committee July 21, 2022

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 cultural 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

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 socioeconomic and cultural backgrounds and in sensitive and difficult communication situations
- 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 a diverse patient and healthcare team population, including but not limited to diversity in gender, age, culture, race, religion, disabilities, and sexual orientation
- 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, diversity, ethical 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 demonstrate the qualities required to sustain lifelong personal and professional growth.

- Demonstrate ability to develop and maintain personal wellness, including physical and emotional health
- Demonstrate healthy coping mechanisms to respond to stress and prevent burnout
- Demonstrate appropriate strategies for dealing with uncertainty and ambiguity

The Americans With Disabilities Act

The College has policies in place for students with disabilities. If you would like to discuss this information, please inquire in the College of Medicine Academic Affairs Office. James Graham, M.D., the Executive Associate Dean for Academic Affairs, is the designated individual in the College of Medicine to contact. All students must be able to comply with the "Technical Standards" of the College with or without reasonable accommodations. The campus policy on accommodations can be found in the College of Medicine Student Handbook, which is given to all entering Freshmen, or is available at all times on the College of Medicine website. When a student submits a request, the College may request additional information. The College has a Committee to review the requests.

CPR Policy

Freshman Medical Students must be certified in Basic Life Support Cardiopulmonary Resuscitation (CPR), American Heart Association Program, before the end of the Fall Term of their Freshman year. Students already CPR certified must show proof of American Heart Association certification during Freshman Orientation. Students may be certified elsewhere as long as the certification is that of the American Heart Association and certification is documented before the end of the fall term. Students must be ACLS certified to graduate.

Student Handbook

Each student admitted to the College of Medicine at UAMS receives a Student Handbook containing detailed policies and procedures of the College. Students are responsible for everything in the Student Handbook. Before individuals may register for the freshman year, they are required to acknowledge in writing (on a form supplied by the College) that they have received the handbook, understand the policies and procedures contained therein and agree to abide by them. Further, they acknowledge that policies and procedures of the College may be changed and that new policies supersede old ones as soon as notification occurs. Anyone having questions concerning these policies and procedures is encouraged to contact Dr. James Graham, the Executive Associate Dean for Academic Affairs.

Admissions Committee Review and Action

Arkansas Code 6-64-405 states the College of Medicine Admissions Committee shall be composed of fifteen (15) members to be appointed by the Board of Trustees of the University of Arkansas. Act 515 of 2013 modified the makeup of the Admissions Committee from the four congressional districts and allows for the majority of the Committee to be faculty. Eight of the members, at least four of whom shall have faculty appointments in the University of Arkansas for Medical Sciences College of Medicine, shall be appointed from each of the four congressional districts and shall be apportioned on the basis of two members from each congressional district. One member will be designated at large. The Board shall promulgate reasonable rules and regulations necessary to the fair and competitive selection of freshmen medical students with due consideration being given scholastic standings, recommendations of the premedical advisory committees of the various schools where the applicants pursue their premedical studies, their performance on the Medical College Admissions Test, and any other procedures that can be developed that would deal fairly with the applicant group as a whole.

The minimum number of Admissions Committee members necessary to constitute a quorum is eight (8) of the total fifteen (15) members. Faculty members must constitute the majority of voting members at all meetings. The Admissions Committee meets one day in both December and January and for a week in early February. At both the December and January meetings, the Committee reviews a limited number of Arkansas resident applicants for possible early acceptance. At the December meeting, the Committee also screens all non-Arkansas resident applicants to determine who will be invited to come to UAMS in January for faculty interviews and be considered in February for possible admission. The primary work of the Committee is conducted at its week-long "retreat" in early February. Following the individual review of all applications by each of the fifteen committee members, the committee meets with the Dean to finalize the Acceptance List, the Alternate List, and determines the maximum number of non-Arkansas residents who may be admitted. With the exception of the small number of applicants who are offered early acceptances in December and January, letters are mailed to all applicants by late February advising them as to whether or not they have been accepted for admission, placed on the Alternate List, or not accepted for admission. As necessary, the Admissions Committee may subsequently meet to review applicants who failed to meet the pre-matriculation requirements. Based on a case-by-case review by the Committee, the offer of acceptance may be rescinded or the applicant may be required to defer for one year to complete all pre-matriculation requirements.

The final authority for selecting the entering freshman class rests with the College of Medicine Admissions Committee. All information, both objective and subjective, is reviewed by the Admissions Committee in determining the relative strength of an applicant's qualifications. The number of places in the first year class is limited and the committee is responsible for selecting, on a competitive basis from the total applicant group, those individuals best qualified.

Arkansas law mandates the College of Medicine admit at least 150 students to the entering freshman class. Preference is given to Arkansas residents. Seventy percent (70%) of the first 150 enrollment positions must be equally distributed among the four federal Congressional Districts. The remaining 30% of the first 150 enrollment positions may be from any Congressional District or up to 15% of the first 150 allotted positions may be non-Arkansas residents. Preference is given to non-Arkansas residents who have "strong ties" to Arkansas. Any enrollment positions exceeding 150 may be granted to the best qualified applicants, regardless of Arkansas residency or congressional district. The College of Medicine may increase the number of freshman enrollment positions as deemed necessary to address a projected shortage of practicing physicians in the state.

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). A 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, MD, DO, 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 team work skills, and health care quality improvement.

In the first two years, the curriculum provides the student with a broad overview of human systems in health and disease. The freshman year begins with 3 modules focusing on foundational science; this is followed by modules organized by major organ system throughout the remainder of the freshman and sophomore years. In addition, a Practice of Medicine course runs throughout the first two years. The grading in the first two years is pass/fail to encourage the primary emphasis to be on learning rather than on grades or points in courses.

The junior year clerkships provide training in the primary specialties of medical practice. Students apply scientific principles to the examination, diagnosis, and treatment of human disease. Students, under supervision, assist clinical teams in the care of patients in a variety of practice settings. The practical, hands-on learning is supplemented by seminars, conferences, and clinical rounds. In July, 2016, the College 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 and international, may be elected. The degree, Doctor of Medicine, is conferred upon graduating seniors. A complete listing of courses for the College of Medicine is found at the end of this catalog.

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 credits 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

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 (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
OBN 83006	Obstetrics/Gynecology	6
MODU 83561	Practice of Medicine III Part 2	1
(varies)	Two 2-Week Selectives (2 credits each)	4
Total Credit Hours		48

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

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 a 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. Students accepted into the UAMS College of Medicine Class of 2025 4 year MD program are invited to apply for the competitive 3 year MD program. An admissions sub-committee convened to review and select candidates for the program. Characteristics of successful applicants included maturity, experience in primary care, an expressed dedicated 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 NW Campus for UAMS COM medical students who wished to complete all four years of medical school training in Fayetteville. The 3 year MD pathway requires mastery of the same educational goals and objectives as the 4 year pathway, but through a 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 the 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. NW campus students will 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 NW campus. Both sites are under the direction of the same Clerkship Directors and share the same goals and objectives, evaluation systems, and expected outcomes. Through the active use of interactive video networks, the two campuses are linked for many common educational experiences. At the current time, the number of students training on the NW campus each year is approximately 20 per class. Students training in NW 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 insuring that all students understand the Honor Code and participate in maintaining its standards.

Medical Student Research

Recognizing the role of research as a part of scholarly accomplishment, opportunities exist for selected students to gain experience in this type of endeavor. Individual arrangements are made with a faculty member by mutual agreement. The research program may continue throughout the academic year and into the summer vacation months if desirable and feasible. Additionally, it is possible to participate in research projects as part of senior electives.

Grading System

With a few exceptions, which will be made known to students before courses and clerkships begin, grades assigned in the M1 and M2 year will be pass/fail. Grades in the M3 year are traditional "A" (outstanding achievement), "B" (very good achievement), "C" (satisfactory achievement), "D" (poor achievement, less than satisfactory and is considered in the College of Medicine to be a marginal performance), "F" (unsatisfactory achievement and failure in a course). Grades in the M4 year are Pass/Fail. A grade of "I" (Incomplete) indicates that some portion of the course work has not yet been completed.

Laptop Computer Requirement

A laptop computer is essential for study in the College of Medicine at UAMS and all enrolled students are required to have a computer. Students will use their laptop computers extensively during their studies for tasks such as: accessing the campus learning management system, taking online examinations, access to virtual microscopy and other study materials, reading online textbooks, etc. Many of our courses have extensive online study materials which students will need to have ready access. Minimum technical standards for the laptop will be distributed to students prior to matriculation.

Promotions

The requirements and standards for promotion and graduation applied by the Promotions Committee of the College of Medicine are contained in a document, the Academic Requirements for the Promotion of Medical Students. Each student is provided with a copy of this document in the Student Handbook and additional copies are available on request from the Office of the Dean. In addition to the usual forms of scholastic achievement, the Committee considers the ethical and behavioral characteristics of students as a part of total academic performance. Satisfactory performance for promotion at each level and for graduation at the end of the senior year requires that each student demonstrate not only an adequate knowledge of medical subjects, but also the skills and personal attributes necessary to become a physician. These include honesty, compassion, a demonstration of responsibility and the ability to relate satisfactorily with other individuals (patients, peers, faculty and members of other professions). The Promotions Committee is charged to recommend remedial work as necessary for individual students or dismissal from the college if circumstances warrant such action.

Honor System

All academic work in the College of Medicine is conducted under an honor system. Representative members of each class 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.

Withdrawal from School

A student may withdraw from school by submitting a formal application to the Office of the Executive Associate Dean for Academic Affairs for permission to do so. If approved and all financial obligations to the College have been met, the withdrawal will be granted. If withdrawal from school occurs between the midpoint of a given course and its completion, a passing or failing grade will be recorded (i.e., WP, or WF). Prior to the midpoint of the course, only the withdrawal (W) will be noted. A student who withdraws without approval will receive failures (F's) in all uncompleted courses. Withdrawals are permanent. Re-entry into the College of Medicine following a withdrawal would require readmission by the Admissions Committee.

Dismissal from School

A recommendation to the Dean of the College of Medicine that a student be dismissed from the College of Medicine may occur in several ways:

- A. Dismissal of a student may be recommended by the Promotions Committee if a student's performance does not meet the minimal requirements prescribed by the Academic Requirements for the Promotion of Medical Students or other minimum requirements as determined by the faculty.
- B. Dismissal of a student may be recommended by the Promotions Committee based upon documented information of improper attitudes and/or behavior. The landmark case in this regard is the Horowitz case which involved a medical student at the University of Missouri, Board of Curators of the University of Missouri vs. Horowitz, 98 U.S. Supreme Court (1978).
- C. Dismissal may be recommended by the Promotions Committee when the Honor Council, as a result of a trial conducted according to the constitutional procedures of the Honor System, has found a student guilty of social, moral, or professional misconduct. The student participates in the trial and knows in advance that the recommendation will be made.
- D. Under certain circumstances, when an Academic Standard calls for an action of dismissal, or when a motion is passed by a Student Promotions Committee calling for an action of dismissal, the action may be applied administratively without the need for a Student Promotions Committee meeting unless one is specifically requested by the affected student or the Administration feels a Promotions Committee meeting is warranted.

Any student whose dismissal has been recommended by the Promotions Committee or through administrative mechanisms will be informed of the fact, in writing, by the Executive Associate Dean for Academic Affairs.

Drug Testing and Criminal Background Checks

A critical part of medical education involves learning experiences in hospitals and other health care facilities. Use of these facilities in training is essential and students must be able to complete their assigned rotations. Many hospitals and health care facilities have policies requiring drug testing and/or criminal background checks for employees, students and volunteers. Facilities that provide instruction to College of Medicine students may have, or may adopt in the future, drug testing and/or criminal background check policies. Some facilities provide that students who test positive for drugs, or who have certain types of information in their criminal background checks, are ineligible to work in that facility.

Because the use of these health care facilities is a part of the curriculum and essential to medical education, students should be prepared to comply with the policies and procedures at any facility where they engage in rotations or learning experiences. Student may not request facility assignments in an effort to avoid criminal background checks or drug screening requirements. Students may not refuse to participate in training in these facilities because they do not want to submit to drug testing/criminal background checks. Students who fail to attend assigned training or who are terminated from training in these facilities because they violate the drug testing or drug use policies of the facilities, or are found to have objectionable information in their criminal background checks, will be unable to complete the college requirements for graduation and will be subject to dismissal from the College of Medicine on academic grounds.

In addition to the criminal background checks noted above, the Association of American Medical Colleges (AAMC) and the American Medical College Application Service (AMCAS), performs routine criminal background checks on all accepted students and alternates on the Alternate List, providing results to UAMS College of Medicine. A detailed explanation is provided in the section "For the Applicant" under "Criminal Background Checks."

Policy on Appearance/Dress

The College of Medicine does not have a dress code of its own. We believe it is enough to point out that students in our College are in a professional school to become physicians, and the need for appropriate dress and appearance should be self-evident. However, in order to train students to become physicians, it is necessary to assign them to various clinical sites, such as hospitals, physician's offices, clinics, etc. These health care facilities may have dress codes or policies on appropriate appearance (such as the prohibition of certain types of tattoos, piercings, clothing, etc.).

Because the use of these health care facilities is a part of the curriculum and essential to medical education, students should be prepared to comply with the policies and procedures at any facility where they engage in rotations or learning experiences. Students may not request facility assignments in an effort to avoid such dress/appearance policies. Students may not refuse to participate in training in these facilities because they do not want to comply with the facility's dress/appearance policies. Students who fail to attend assigned training or who are terminated from training in these facilities because they violate dress/appearance policies will be unable to complete the college requirements for graduation and will be subject to dismissal from the College of Medicine on academic grounds.

Limit on Years in Medical School

Understanding the rigors of the practice of medicine and acknowledging that the practice of medicine requires an individual to understand the material presented in medical school as an integrated whole, rather than in isolated blocks of information, the College of Medicine faculty feels that one of the requirements for the M.D. degree is the ability to assimilate the material and skills presented within a reasonable period of time. Therefore, a student, once enrolled as a freshman medical student, must graduate from the College of Medicine with the M.D. degree by the spring graduation ceremony concluding the 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 in behalf of) an applicant or student, become a permanent part of that person's records at the College of Medicine. Release of this information, as well as other academic and directory information, to the student or others, is regulated by the "Family Educational Rights and Privacy Act of 1974" as amended, 20 U.S.C. Section 1232g and the regulations of the Department of Education, codified in Part 99 of Title 34 of the Code of Federal Regulations. A copy of the 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 <http://registrar.uams.edu/transcripts>. UAMS policy related to FERPA can be found in the Academic Policies section of this catalog, and at <http://registrar.uams.edu/ferpa>.

Privacy of Student Records

The College of Medicine insures students' access to their official academic and disciplinary records and prohibits release of personally identifiable information, other than directory information, from those without their permission except as specified by law. Complaints regarding alleged violations of students' rights with regard to privacy of records or access thereto should be sent directly to the Family Educational Rights and Privacy Act Office, Department of Health and Human Services, 330 Independence Avenue SW, Washington, D.C. 20201.

Student Governance

The Student Council of the College of Medicine consists of two elected representatives from each of the four classes. The objectives of the Council include the encouragement of social interchange among students and the promotion of good will among students, faculty and administration. The Associated Student Government (ASG) encompasses all students in good standing in the five colleges of the University of Arkansas for Medical Sciences. The Council of the ASG includes two medical students elected as representatives from each of the four classes. The ASG schedules campus wide social events and serves as a communication link between the students and the administration.

Parents Club

The College of Medicine Parents Club was established in 1976 for the sole purpose to "improve the quality of lifestyle of medical students." Over the last 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 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 an exceptional potential for research. The program takes seven to eight years to complete. The first two years of the program include the same coursework as the first two years of medical school. M.D./Ph.D. students are required to complete research rotations during the summers to help them select a research project and major advisor. In the third year of the program, students enter the graduate phase of their program. The Graduate School portion of the program is individually tailored to personal career goals including advanced coursework, original research under the direction of a faculty advisor, the Ph.D. candidacy examination and completion and defense of a dissertation. The graduate portion of the program normally takes three to four years to complete.

The final two years of the M.D./Ph.D. program include the curriculum of the clinical years of medical school, including required and elective clinical rotations. Elective clinical rotations may be taken in research to complete or follow up on the research project. On graduation, students will receive both M.D. and Ph.D. degrees.

Institutional scholarships/loans are awarded to students admitted to the M.D./Ph.D. program. This scholarship/loan will be equal to the amount of tuition for each year of the medical school curriculum. Freshman and sophomore medical students are also eligible to apply for the M.D./Ph.D. program, but the scholarship/loan would then not cover years already completed. Students in the M.D./Ph.D. program must maintain satisfactory academic progress to have the scholarship/loan renewed. During the graduate phase of the program, a stipend will be provided and graduate

tuition will be paid by the Graduate School or a research grant. Upon successful completion of the M.D./Ph.D. program, scholarships/loans awarded under this program will be converted to grants and forgiven. If a student fails to complete the program, the scholarships/loans will become payable 6 months after the completion of the Residency/Fellowship program or 6 months after termination of enrollment in the College of Medicine. Interest on these funds, which will be delineated on the appropriate promissory notes, will not exceed 5% above the federal discount rate.

Students wishing to apply to the M.D./Ph.D. program should indicate their interest on the AMCAS application to medical school and also complete an application to the M.D./Ph.D. program.

For further information, contact:

Sara Shalin, MDPhD

Director, UAMS M.D./Ph.D. Scholarship Program

and Interdisciplinary Biomedical Sciences Graduate Program

University of Arkansas for Medical Sciences 4301 West Markham, Slot #611

Little Rock, AR 72205

Master's and Doctor of Philosophy Programs

The Graduate School at UAMS offers graduate programs taught by faculty members whose academic appointments in the College of Medicine. These programs lead to both Master of Science and Doctor of Philosophy degrees in the following fields: Bioinformatics, Clinical and Translational Sciences, Graduate Program in Interdisciplinary Biomedical Sciences (GPIBS). The GPIBS program offers tracks in Biochemistry and Molecular Biology; Cell Biology and Physiology; Microbiology and Immunology; Neuroscience; Pathobiology; and Pharmacology, Toxicology, and Experimental Therapeutics. In addition, there are two programs that lead to Graduate Certificates in Clinical and Translational Sciences, and Regulatory Sciences.

Postdoctoral Medicine

Medical students spend an appreciable amount of time in a hospital setting, particularly during the junior and senior years. During this time there is extensive supervision and patient related instruction. After the Doctor of Medicine degree is awarded, the trainee moves into the internship or residency period which is based almost entirely in the hospital or clinics. During this time increasingly heavy responsibility for patient care and in-depth clinical education is assumed under faculty supervision. Formal conferences and seminars are held at regular intervals and bedside teaching sessions occur daily. Voluntary faculty join the full-time faculty in instructional activities. The first-postdoctoral year is called the internship or first year of residency. The period of clinical education as a resident physician varies, usually from three to five years. Fellowships are available after the residency is completed; these allow further opportunities to focus on one subspecialty field of clinical medicine or for research.

Graduate Medical Education

Graduate Medical Education is the second phase of the continuum of education as students prepare for a career as a physician. The first phase, undergraduate medical education, is completed after 4 years in a college of medicine. Upon graduation and receiving the M.D. degree, "students" enter graduate medical education in a residency. The third phase, continuing medical education, spans the rest of the medical career reflecting the commitment to life-long learning inherent in the medical profession.

The University of Arkansas for Medical Sciences College of Medicine sponsors 26 core residency programs and 37 fellowship programs with approximately 677 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. Residencies are available in Anesthesiology, Dermatology, Emergency Medicine, Family Medicine, Internal Medicine, Neurology, Neurosurgery, Obstetrics and Gynecology, Ophthalmology, Orthopedics, Otolaryngology, Pathology, Pediatrics, Physical Medicine and Rehabilitation, Psychiatry, Radiation Oncology, Radiology, Surgery, and Urology.

Accredited fellowships are available to qualified applicants with previous residency education in the departments of Anesthesiology, Internal Medicine, Obstetrics and Gynecology, Pathology, Pediatrics, Psychiatry, Radiology, and Surgery. Information about graduate medical education programs within the UAMS COM is available at: <https://medicine.uams.edu/gme/>.

Regional Programs/Campuses

The UAMS Regional Programs (RP) 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, RP Centers are located off-campus and positioned in eight regions of the state, including Batesville, Fayetteville, Fort Smith, Helena, Jonesboro, Magnolia, Pine Bluff, and Texarkana. Since its inception in 1973, the mission of Regional Programs is to improve the supply and distribution of health care professionals in Arkansas with an emphasis on primary care, through community/academic educational partnerships, to increase quality health care for all Arkansans.

Quality training experiences in settings away from the academic medical center expose trainees to opportunities in underserved communities, helping encourage rural practice choices. The teaching atmosphere, library services network linked to UAMS, and continuing education offerings enhance the rural professional environment, aid in provider retention, ultimately strengthening the participating community health care systems. Regional Centers offer both required and elective courses to medical students. Junior medical students may take the required 4-week Family Medicine clerkship at one of the 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 Programs/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 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 <http://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

4301 W. Markham St. #529
Little Rock, AR 72205-7199
501-686-5374
<https://nursing.uams.edu/>

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. Further details are provided in the section of this catalog describing the program leading to the Bachelor of Science in Nursing degree.

The master's program leading to the degree of Master of Nursing Science was initiated in 1971. This program builds upon baccalaureate education and provides a program for advanced preparation in nursing. On January 1, 2008, the master's degree program was transferred from the Graduate School to the College of Nursing where it became a professional degree program. Further information is provided in the section of this catalog describing the master's program.

The Doctor of Nursing Practice (DNP) program was granted approval in October 2012 by the Arkansas Board of Higher Education and in May 2012 by the University Of Arkansas Board Of Trustees. The first class began fall 2013. The DNP program is designed to prepare students with the knowledge, skills, tools, and abilities needed to lead inter-professional teams in the development, implementation, and evaluation of evidence-informed innovative health care models for individuals, families and populations with complex health care needs across the lifespan. Graduates of the DNP program are expert clinicians who translate research to create, implement, and evaluate practice to improve quality outcomes and influence health care policy.

The Doctor of Philosophy with a major in nursing science program, implemented fall 1997, prepares nurse scientists to make significant contributions to nursing knowledge through clinical research. Further information describing this program is provided in a section of this catalog and the current *UAMS Graduate School Catalog*.

College of Nursing Mission Statement

The UAMS College of Nursing is committed to scholarly excellence in (1) 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.

College of Nursing Administration and Faculty

The Chief Administrative Officer of the College of Nursing is the Dean, who reports to the Chancellor. Reporting to the Dean are four associate deans, two department chairs, and the co-directors of the Hartford Center of Geriatric Excellence.

The Associate Dean for Academic Programs and Accreditation reports directly to the Dean of the College of Nursing and is administratively responsible for all academic programs and coordination of program administration with total College needs and goals.

The Associate Dean for Finance and Administration reports directly to the Dean of the College of Nursing and is responsible for all material requisitioning and inventory, personnel actions, and accounting and budgeting for College operation. This associate dean is also responsible for fiscal resources that support the missions of the College.

The Associate Dean for Practice and Community Engagement reports directly to the Dean of the College of Nursing and is responsible for facilitating the development of the practice/community service mission within the College. Included in the responsibilities of this position is the development of faculty practice which integrates the scholarship, educational, and service missions of the College.

The Associate Dean for Research reports directly to the Dean of the College of Nursing and is responsible for stimulating research interests of faculty. This associate dean also oversees the activities for advancing research and fostering scholarship initiatives on campus, in the state, regionally, and nationally, attracting support at the state and national levels.

The faculty comprises two departments:

- Department of Nursing Education
- Department of Nursing Science and Practice

Dean, Associate Deans, Directors

Patricia Cowan, Ph.D., RN, FAAN, Dean

Teresa Whited, DNP, RN, APRN, CPNP-PC, Associate Dean of Academic Programs and Accreditation

Jessica Ellis, Ph.D., MBA, MA, Associate Dean for Administration

Judith Weber, Ph.D., RD, Associate Dean for Research

Fermin Renteria, DNP, APRN, CPNP-PC, CNE, Director, BSN Program

Lauren Haggard-Duff, Ph.D., RN, CNE, Director, Accelerated BSN Program

Elizabeth Riley, DNP, APRN, CPNP-AC, PED-BC, RNC-NIC, CNE, ANEF, Director, MNSc Program

Albrey Love, DNP, APRN, CNPC-PC, Director, DNP Program

Michelle Gonzalez, FAANA, CHSE-A®, CNE®CI, Director, Nurse Anesthesia Program

Mark Dunavan, DNP, CRNA, Assistant Director, Nurse Anesthesia Program

Martha Rojo, Ph.D., BSN, Director, Ph.D in Nursing Science Program

Larronda Rainey, DNP, RN, Chair, Dept. of Nursing Education

Leonie DeClerk, DNP, RN, APRN, FNP-BC, FAANP, Chair, Department of Nursing Science and Practice

Melodee Harris, Ph.D., APRN, AGPCNP-BC, FAAN, Co-Director, Hartford Center of Geriatric Nursing Excellence

Corey Nagel, Ph.D., MPH, RN, Co-Director, Hartford Center of Geriatric Nursing Excellence

Amanda Spinks, MPA, Director, Student Services

Faculty

Jocelyn Anderson, 2023, Associate Professor
BSN; St. Cloud State University; MSN, Ph.D., Johns Hopkins University

Maeghan Arnold, 2016, Clinical Assistant Professor
BSN, University of Central Arkansas; MNSc, DNP, University of Arkansas for Medical Sciences

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, Clinical Assistant Professor
BSN, Ph.D., University of Arkansas for Medical Sciences

Iris Berry, 2023, Clinical Instructor
BSN, DNP, University of Arkansas

Kellie Bishop, 2021, Clinical Assistant Professor
BSN, University of Central Arkansas; MNSc, DNP, University of Arkansas for Medical Sciences

Natalie Pate Capps, 2003, Clinical Assistant Professor
BSN, University of Arkansas, Fayetteville; MNSc, Ph.D., University of Arkansas for Medical Sciences

Patricia Cowan, 2015, Dean and Professor
BSN, University of Missouri; MSN, University of Kansas; Ph.D., University of Tennessee Health Science Center

Leonie DeClerk, 2013, Clinical Associate Professor
BSN, University of Arkansas, Pine Bluff; MNSc, Ph.D., University of Arkansas for Medical Sciences; DNP, Rush University

Pam de Gravelles, 2015, Clinical Associate Professor
BSN, Louisiana State University Medical School of Nursing; M.Ed., Northwestern State University; MSN, University of Phoenix; Ph.D., University of Arkansas for Medical Sciences

Mark Dunavan, 2019, Clinical Assistant Professor
BSN, University of Arkansas for Medical Sciences; MNA, CRNA, University of Alabama-Birmingham; MSN, DNP, Union University

Beverly English, 2011, Clinical Assistant Professor
BSN, Baylor University; MNSc, University of Arkansas for Medical Sciences

Michelle Gonzalez, 2019, Clinical 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.

Tiffany Greenfield, 2019, Clinical Assistant Professor
BSN, University of Arkansas for Medical Sciences; MNSc, University of Phoenix; DNP, Union University

Lauren Haggard-Duff, 2017, Clinical Associate Professor
BSN, Lincoln University; MSN, University of Missouri, Columbia; Ph.D., Capella University

Melodee Harris, 2013, Associate Professor
BSN, Excelsior College; MSN, Concordia University of Wisconsin; Ph.D., University of Arkansas for Medical Sciences

Laura Hays, 2019, Associate Professor
BSN, MNSc, PhD, University of Arkansas for Medical Sciences

Marilyn Faye Hughes, 2011, Clinical Assistant Professor
BSN, MNSc, DNP, University of Arkansas for Medical Sciences

Heather Hunter, 2023, Clinical Instructor
BSN, MSN, University of Arkansas

Jamie Jones, 2022, Clinical Assistant Professor
BSN, University of Arkansas Monticello; MSN, Walden University; Ph.D., University of Arkansas for Medical Sciences

Christie Keller, 2022, Clinical Instructor
BSN, University of Arkansas; DNP, University of Arkansas for Medical Sciences

Pam LaBorde, 2018, Clinical Assistant Professor

BSN, University of Arkansas for Medical Sciences; MSN, Vanderbilt University; DNP, University of Arkansas for Medical Sciences

Albrey Love, 2017, Clinical Assistant Professor

BSN, Arkansas Tech University; MNsc, University of Arkansas for Medical Sciences; DNP, East Carolina University

Margaret Love, 2021, Clinical Instructor

BSMT, University of Arkansas for Medical Sciences; BSN, MNsc, DNP, University of Arkansas for Medical Sciences

Laura Mayfield, 2014, Clinical Assistant Professor

BS, University of Central Arkansas; ADN, University of Arkansas, Little Rock; MNsc, DNP, University of Arkansas for Medical Sciences

Rochelle McFerguson, 2019, Clinical Instructor

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

Megan Owen, 2022, Clinical Assistant Professor

BSN, University of Arkansas; MNsc, University of South Alabama

Pearman Parker, 2021, Assistant Professor

BSN, University of South Carolina; PhD, University of South Carolina

Brian Parks, 2024, Clinical Instructor

BS, Abilene Christian University; Ph.D., University of Arkansas for Medical Sciences

Bridget Plesich, 2022, Clinical Instructor

BSN, MSN, DNP, University of South Florida

Casey Polk, 2023, Clinical Instructor

BA, Stanford University; Dipl PH, University of Western Australia; ADN, University of Arkansas at Little Rock; MSN, Duke University

Jennifer Rader, 2022, Clinical 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, Clinical Assistant Professor

BSN, University of Central Arkansas; MNsc, University of Arkansas for Medical Sciences; DNP, American Sentinel University

Lakedra Ready, 2021, Clinical Instructor

Associates Degree, 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, Clinical 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, Clinical Assistant Professor

BSN, Henderson State University; MNsc, University of Arkansas for Medical Sciences, DNP, American Sentinel University

Leah Richardson, 2014, Clinical Assistant Professor

BSN, Arkansas Tech University; MSN, University of Phoenix; Ph.D., University of Arkansas for Medical Sciences

Elizabeth Riley, 2019, Clinical 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, Clinical Instructor

BSN, University of Arkansas at Little Rock; MNsc University of Arkansas for Medical Sciences

Taylor Steele, 2019, Clinical Assistant Professor

BSN, MNsc, DNP, University of Arkansas for Medical Sciences

Sharon Stevenson, 2016, Clinical Associate Professor

BS, Biology, University of Arkansas, Pine Bluff; MNSc, University of Arkansas for Medical Sciences; DNP, University of Tennessee Health Science Center

Kimberly Stickley, 2017, Clinical Assistant Professor

BSN, University of Arkansas for Medical Sciences; DNP University of Tennessee Health Science Center

Janice Taylor, 2019, Clinical Assistant Professor

BSN, University of Arkansas for Medical Sciences; MNSc, University of Arkansas for Medical Sciences; DNP, University of Tennessee Health Science Center

Stephanie Trotter, 2018, Clinical Assistant Professor

BA, Kansas State University; Ph.D., University of Arkansas for Medical Sciences

Kinsey Troxler, 2024, Clinical Instructor

BSN, Chamberlain University; MSN, Capella University

Cesalie Wallace, 2021, Clinical Instructor

BSN, University of Central Arkansas; DNP, University of Tennessee Health Science Center

Nicole Ward, 2013, Clinical Associate Professor

BSN, Arkansas Tech University; MNSc, Ph.D., University of Arkansas for Medical Sciences

Rebecca Webb, 2022, Clinical Assistant Professor

BA, University of Arkansas; MNSc, BSN, University of Arkansas for Medical Sciences

Judith Weber, 2020, Professor

BA, Linfield College; PhD, University of Arizona; Postdoctorate, University of Arizona

Teresa Whited, 2015, Clinical 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

Donna Gullette, 2023, Professor

Ph.D., University of Alabama at Birmingham

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

Patricia J. Thompson, 2007, Associate Professor

BS, University of Central Arkansas; MNSc, University of Arkansas for Medical Sciences; Ph.D., The University of Texas at Austin

Sophronia Williams, 1997, Associate Professor
BSN, MSN, Washington University

Patricia Wright, 1998, Associate Professor
PhD, 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

Pearl McElfish, Ph.D., MBA, MA, BA, Assistant Professor

Amy Leigh Overton-McCoy, Ph.D., MNSc, BSN, Clinical Assistant Professor

Sarah J. Rhoads, Ph.D., MNSc, BSN, Professor

Kimberly Stephens, Ph.D., MPH, Assistant Professor

Baccalaureate and Graduate Programs in Nursing

ACADEMIC ADVISING

BSN Students

Faculty members are assigned as academic or specialty advisors and are available during office hours and by appointment for students. Students should seek advisement for any course, academic or progression issues. The Associate Dean of Academic Programs and Accreditation or the Director of the BSN Program advises all students who have been unsuccessful in a course or who are out of the normal curriculum sequence due to personal reasons.

MNSc Students

Once the student is admitted to the MNSc program and has identified a nurse practitioner specialty, nursing administration, or case management, the specialty coordinator for that specialty will serve as the student's advisor. The specialty coordinator will meet with the student, design program of study and review pertinent policies and procedures for requirements of the program. The student should meet with the specialty coordinator prior to first semester of enrollment to update and/or revise the program of study. The student 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 to revise and/or change the program of study. The Director of MNSc Programs is available to assist you after you have met with the specialty coordinator.

DNP Students

Once the student is admitted to the DNP program, the Director of the DNP program or Specialty Coordinator will serve as the student's advisor. The DNP director or Specialty Coordinator will meet with the student, design the program of study, and review pertinent policies and procedures for requirements of the program. The student should meet with the DNP director or Specialty Coordinator prior to the first semester of enrollment to update and/or revise the program of study. The student 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 DNP director or Specialty Coordinator to revise and/or change the program of study. The Associate Dean of Academic Programs and Accreditation is available to assist you after you have met with the DNP director.

Ph.D. Students

Once the student is admitted, the Director of the Ph.D. Program is named as the student's advisor and a faculty member with interests similar to the student will serve as a supplemental advisor. These designated faculty members will remain the advisors until the dissertation chair is selected. The chair serves as primary advisor until graduation. The student should meet with their faculty advisor prior to the first semester of enrollment to update programs of study. Student's 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.

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).

Auditing a Course

A student may audit a course with permission from the department 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 was enrolled full time (≥12 hours) for the whole semester (both fall & spring) in the BSN program.
2. The student was enrolled for at least five (5) hours for the whole semester (both fall & spring) in the RN-BSN program.
3. The student was enrolled for at least five (5) hours for the whole semester (both fall & spring) in the MNsc Program.
4. The student was enrolled for at least five (5) hours for the whole semester (both fall & spring) in the DNP or Ph.D. program.
5. The student had at least a 3.75 grade point average for the semester.
6. The student had no Ds, Fs, or Is on the semester grade report.

Each qualifying student will receive a letter of congratulations from the Dean of the College of Nursing.

Graduation with Honors

In order to graduate "With 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, and again at the Commencement ceremony.

Certification/Licensure/Registry Requirements

Successful completion of a nursing program does not itself insure certification/licensure/registry eligibility. Students are advised to become familiar with the discipline-specific requirements published by each certification/licensure/registry agency. Per state law, Act 1208 of 1999, persons convicted of certain crimes will not be eligible to take the RN licensure examination (NCLEX).

Class and Clinical Attendance

Students are expected to be diligent in the pursuit of their studies and regular in their class including online web-based courses and clinical attendance. Students 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 prior to the beginning of the clinical experience if an absence or tardy arrival is expected. Absences and tardiness interfere with attaining clinical competence and meeting course objectives. Satisfactory demonstration of course requirements and clinical competency is necessary for successful completion of the course. When absences do occur, it is the student's responsibility to consult with the instructor about making up the missed time. An unsatisfactory or withdrawal failing (WF) grade from the course may result from excessive absences. Any student who does not successfully meet requirements mandated by clinical agencies, such as immunizations, criminal background checks, drug screens, driving record, etc., and/or is refused access to an agency, will not be able to meet program objectives. The student will, therefore, be administratively dismissed from the College of Nursing.

A student's place of employment and/or wage earning job cannot count for clinical hours completed. Clinical facilities reserve the right to ask students to participate in requirements that are required by the institution and may require a fee. A student refusing to comply will be administratively withdrawn from the course.

Clinical/Practicum Settings (All Programs)

Each degree program in the College of Nursing has a defined number of clinical/practicum hours that must be earned with a passing grade. The clinical settings used are diverse and sufficient in number to ensure that the student will meet core curriculum guidelines and specialty program goals.

Course Requirements

The number of class days shall equal to fifteen (15) class weeks excluding the final exam week for full semester courses.

For didactic courses, the credit hour equals the clock hours of class time; i.e. a three (3) credit course will meet three (3) hours per week for fifteen (15) weeks or (6) six hours per week for 7.5 weeks.

For didactic courses, students can expect to spend two to three times the number of credit hours per week for assignments and studying for all online and face-to-face classes.

Course Syllabi and Equipment

Most course syllabi are located in the respective course Blackboard site approximately 3-4 days prior to the start of the semester. Equipment needed by students for clinical practice will be designated by course faculty in the clinical courses and may be available for purchase through the UAMS Online Bookstore or through kits in the College of Nursing Innovative Practice Center.

CPR Certification

All College of Nursing students are required to be certified in cardiopulmonary resuscitation (CPR) prior to entry into the practicum courses. Students must present evidence of current CPR certification prior to the start of classes. The only acceptable 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. Current CPR certification will be required annually.

Criminal Background Check and Drug Screen

The College of Nursing will require criminal background checks to be performed annually on 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 and, if applicable, Graduate School. Failure to do so will constitute failure to meet the matriculation requirements established by the College of Nursing and will result in administrative withdrawal from the program.

Matriculation and continued enrollment in the College of Nursing is contingent upon a completed criminal background check and drug screening with *acceptable* results. Administrative action will be taken, in the event of any of the following: Failure to consent to a criminal background check; refusal to provide necessary information to conduct a background check; falsifying information; failure to provide any additional information wherein an investigation is warranted; and failure to comply with the investigatory procedures when a cause for further action is warranted due to the:

1. Discovery of previously undisclosed information;
2. Discovery of more egregious information than was previously undisclosed information; and/or
3. Discovery of conflicting information between or among the College of Nursing application and/or the criminal background check report and/or any and all documents considered part of a student's application, will result in disciplinary action up to, and including, administrative withdrawal from the program or dismissal from the College of Nursing.

Procedure for Review of Criminal Background Check Findings

1. The Preliminary Review Committee will consist of the following:
 - a. Associate Dean of Academic Programs and Accreditation
 - b. Director of Student Services
 - c. An associate dean or designee (if needed)
2. Upon receipt of a criminal background check report from Certified Background.com, the Preliminary Review Committee will review the report.
3. If the Preliminary Review Committee determines that the criminal background check report is clear with no adverse findings, the student will be notified by the Associate Dean for Academic Programs.
4. If the Preliminary Review Committee determines that the criminal background check report identifies adverse findings, the report will be reviewed by the Preliminary Review Committee to determine if the report should be referred to the Criminal Background Check Review Committee, defined below.

Criminal Background Check Review Committee

Purpose

1. Review criminal background check report results referred to by the Preliminary Review Committee.
2. Review the criminal background check report findings, conduct an investigation, and recommend to the dean whether or not the offer of acceptance, conditional admission, and/or progression should be rescinded.
3. Conduct individualized reviews on a case-by-case basis.

Composition

1. The committee consists of the following voting members:
 - a. A member of the College of Nursing Admissions & Progressions Committee (votes only to break a tie)

- b. Associate Dean of Academic Programs and Accreditation
 - c. Associate Dean for Practice and Community Engagement
 - d. Director of BSN Program
 - e. Director of MNSc Programs
 - f. Director of DNP Program
 - g. Director of NAP 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. 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.

Required Equipment/Access

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 for testing and accessing resources needed for clinical and coursework. Details regarding the minimum laptop specifications needed will be included in an information packet sent out after acceptance to the program.

Financial Resources through the College of Nursing

For students in the Master of Nursing Science program, the Professional Nurse Traineeship funds, if available, are handled through the Office of the Dean, College of Nursing. In order to be considered a full-time student in the master's and DNP programs for federal financial aid purposes, a student must be taking a minimum of nine (9) credit hours per fall/spring semester, and five (5) credit hours for the summer semester.

The Professional Nurse Traineeship funds

If available, funds are handled through the Office of the Dean, College of Nursing. These are awarded to students in the graduate program in their final three (3) semesters of study.

Barton Scholarships

The Barton Scholarship is awarded to students in the baccalaureate program. Funds are handled through the Office of the Associate Dean for Academic Programs, College of Nursing. The scholarships are awarded automatically for academic excellence and are based on cumulative grade point average. Funds are awarded in August for the fall and spring semesters based on fund availability.

Graduate Nursing Education Student Loan and Scholarship Program (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 6 semester hours in nursing education courses), or a doctoral degree.

Master's nurse educator applicants can either apply for part-time or full-time funding. Full-time master's nurse educator applicants must be enrolled in nine or more credit hours per semester. Part-time master's nurse educator applicants must be enrolled for at least six or more credit hours per semester.

The nursing doctoral program applicant must be enrolled full-time each semester of funding (9 credit hours or more) to receive the full amount of funding. When enrolled for at least six or more credit hours per semester, the nursing doctoral applicant qualifies for half funding.

Monies for these loan/scholarship programs are available if appropriated by the Arkansas Legislature.

Named Endowed Scholarships

When students are accepted for admission into the Bachelor of Science in Nursing program, the Master of Nursing Science program, Doctor of Nursing Practice, or the Doctor of Philosophy in Nursing programs at the University of Arkansas for Medical Sciences, they are encouraged to investigate possible sources of loans and scholarships, if needed. Scholarships are awarded based on the 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, is found on the College of Nursing website under Financial Assistance. **Applications received past the due date will not be considered.** Undergraduate and graduate students will be **notified by July 1st**.

College of Nursing Scholarships

Scholarship information and applications listed below are posted on the [College of Nursing](#) website. Eligibility and Guidelines:

- All UAMS employees (including faculty) who are receiving UAMS financial support for school (i.e.: UA tuition discount or UAMS education contract) are not eligible for College of Nursing scholarships. This does not apply to loans or scholarships awarded by external agencies (such as Graduate Nurse Loan Program, 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.

Immunizations

Both undergraduate and graduate students are required by the College of Nursing to have immunizations prior to enrollment. The College of Nursing requires documentation of Hepatitis B immunizations and TB skin test upon entry for all students. A TB skin test will be required annually.

Immunization records must include proof of the following:

- 2 MMR vaccines (or positive measles, mumps, rubella titers)
- TDAP vaccines (or TD if less than 2 years since booster)
- Start of Hepatitis B Vaccines or proof of 3 Hepatitis B vaccines (or positive 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/covid-19/>

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.

Student Activities & Organizations

Students in the College of Nursing are eligible to participate in all campus activities. All generic BSN students are eligible for membership in the local, state, and national Nursing Students' Association. Students at UAMS also participate in the activities of the Associated Student Government of the Medical Sciences Campus, an organization which includes students of the Colleges of Medicine, Nursing, Pharmacy, Public Health, and Health Professions.

Academic Houses—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)—Generic 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 generic 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 "Scholastic Non-Cognitive Performance Standards."

Substance abuse or use of substances, such as unlawful drugs or alcohol, is incompatible with responsible behavior expected of students preparing for a nursing career. An unlawful drug includes, but is not limited to, a controlled substance, an illicit substance, and an illegal substance, and is any drug that is illegal under federal, state or local law. UAMS Student Health and UAMS Student Wellness are available to provide resource assistance to students if such problems are encountered. All services provided are strictly confidential.

Withdrawal from the College of Nursing

A student who voluntarily leaves the UAMS College of Nursing before the end of the semester or summer term must complete the Add/Drop/Withdrawal Form found on the Office of the University Registrar website. It is the student's responsibility to obtain the required advisor and Associate Dean for Academic Programs signatures on the form. Students who fail to officially withdraw will earn an "F" in the classes for which they are registered. Campus clearance must also be completed by the student before the withdrawal is considered official.

Students who elect to re-enter the College of Nursing program must submit a Request to Re-Enter Program Form found on the College of Nursing website. Re-admission may be granted on a space-available basis.

All students who have satisfactorily completed coursework toward a degree and have not registered for more than two semesters (fall and spring not including the summer term), but have not withdrawn from the program will need to complete a request-to-re-enter-program form and follow the current admission requirements. Readmission to the program will be based, in part, on a space-available basis.

All students who applied, were accepted, registered, and then withdrew from the program without completing ANY coursework will need to reapply for the program and pay an additional application & confirmation fee under the current academic policies.

All applicants who have been accepted and decide not to register for classes for the semester in which they have been accepted will lose their confirmation fee. They will need to reapply to the program and pay the application fee. If accepted, they will pay a new confirmation fee.

Bachelor of Science in Nursing (Traditional BSN Program)

The curriculum leading to the degree of Bachelor of Science in Nursing (BSN) requires the completion of 62 semester hours of required general education courses, which may be completed at any accredited college or university. The upper division professional requirements are completed in the College of Nursing, University of Arkansas for Medical Sciences, Little Rock beginning in the summer following the completion of 58 hours of prerequisite courses for the traditional program.

Credit earned in certain courses, such as those courses classified as developmental, remedial (rather than college level), basic, or technical/vocational courses, will not fulfill requirements for transfer credit. No nursing course may count toward the general education prerequisites.

Within the context of the philosophy described earlier, the major purpose of the College of Nursing in its baccalaureate degree program is to prepare competent professional nurse generalists and provide a foundation for graduate study. The professional nurse generalist is prepared to provide health care to individuals, families, groups, and/or communities in a variety of settings. The graduate is accountable for the management of nursing care, serves as client advocates, and collaborates with other health care professionals.

Deferred Action for Childhood Arrivals (DACA) Applicants

For information regarding DACA applicants please visit: <https://www.healthy.arkansas.gov/images/uploads/pdf/Rules.Chapter02- Effective 5-15-22.pdf>.

NOTE: Students who have been convicted of a crime may **not** be eligible to take the national licensing exam upon completion of the program per state law, Act 1208 of 1999 and Act 303 of 2001. The Arkansas State Board of Nursing has **instituted a mandatory criminal background check** for all persons planning to take the NCLEX for Arkansas licensure. This check must be completed no earlier than twelve (12) months prior to the application for licensure by examination. An FBI fingerprint check is also required and will be submitted prior to program completion. Students will be asked to complete and pay for a background check as well as a FBI fingerprint check. Applications for NCLEX will not be processed until the criminal background and fingerprint check results have been reported to the Arkansas State Board of Nursing by the Arkansas State Police.

Graduating from a nursing program does not assure 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. 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 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 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.

§ 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.

Key Concepts, Student Program Outcomes, and AACN Essentials

Key Concepts	Student Program Outcomes	AACN Essentials/Domains for Baccalaureate Education
1. Professional and Ethical Self-Regulation Core to professional nursing practice, ethics refers to principles that guide a person's behavior. Ethics is closely tied to moral philosophy involving the study of or examination of morality through a variety of different approaches (Tubbs, 2009). There are commonly accepted principles in bioethics that include autonomy, beneficence, non-maleficence, and justice (ANA 2015; ACNM, 2015; AANA, 2018; ICN, 2012). The study of ethics related to nursing practice has led to the exploration of other relevant concepts, including moral distress, moral hazard, moral community, moral or critical resilience, and increased self-awareness.	- Possess an understanding of nursing's unique perspective, apply theory and research-based knowledge from various fields, and demonstrate clinical judgment (AACN Domain 1: Knowledge for Nursing Practice). - Exhibit ethical behavior, employ a participatory approach, demonstrate accountability, adhere to applicable laws, embody professional identity, and integrate diversity, equity, and inclusion (AACN Domain 9: Professionalism). - Commit to personal health and well-being, cultivate flexibility, and demonstrate beginning leadership skills (AACN Domain 10: Personal, Professional, and Leadership Development).	Domain 1: Knowledge for Nursing Practice Domain 9: Professionalism Domain 10: Personal, Professional, and Leadership Development
2. Information in Health Care Technology Employ basic competence in information technology systems, including decision-support systems that promote communication and quality safe patient care; for example, but not limited to electronic health and medical records, patient monitoring systems, and medication administrations systems.	- Demonstrate an understanding nursing scholarship, integrate evidence into practice and advocate for ethical scholarship (AACN Domain 4: Scholarship of Nursing Discipline). - Apply quality improvement principles and promote a culture of safety for patients and healthcare providers (AACN Domain 5: Quality and Safety). - Demonstrate proficient use of information and communication technology for patient care, knowledge generation, and ethical, legal, professional, and regulatory compliance (AACN Domain 8: Informatics and Healthcare Technologies).	Domain 4: Scholarship for Nursing Practice Domain 5: Quality and Safety Domain 8: Information and Healthcare Technologies
3. Interprofessional Care Services and Communication Communication, informed by nursing and other disciplines, is a central component in nursing practice. Communication is defined as an exchange of information, thoughts, and feelings through a variety of mechanisms. Effective communication between nurses and individuals and between nurses and other health professionals is necessary	- Possess an understanding of nursing's unique perspective, apply theory and research-based knowledge from various fields, and demonstrate clinical judgment (AACN Domain 1: Knowledge for Nursing Practice). - Demonstrate proficiency in diverse team roles, utilize team dynamics, apply interdisciplinary knowledge, and promote a partnership approach to quality care	Domain 1: Knowledge for Nursing Practice Domain 6: Interprofessional Partnerships

for the delivery of high-quality, individualized nursing care. Communication is a core component of teambased, interprofessional care and is closely interrelated with the concept of Social Determinants of Health.	delivery (AACN Domain 6: Interprofessional Partnerships).	
4. Health Policy, Promotion, and SDOH Health policy involves goal-directed decisionmaking about health that is the result of an authorized public decision-making process (Keller & Ridenour, 2021). Nurses play critical roles in advocating for policy that impacts patient health outcomes and the profession. Nursing practices such as assessment, health promotion, fostering care accessibility, and patient teaching support improvements in health outcomes. The social determinants of health are closely interrelated with the concepts of diversity, equity, and inclusion, health policy, and communication.	• Possess an understanding of nursing's unique perspective, apply theory and research-based knowledge from various fields, and demonstrate clinical judgment (AACN Domain 1: Knowledge for Nursing Practice). • Manage population health, form effective partnerships, recognize socioeconomic healthcare impact, promote equitable health policy, serve as an advocate, and foster preparedness for public health (AACN Domain 3: Population Health). • Apply healthcare systems knowledge, consider cost-effectiveness, and enhance system effectiveness through evidence-based practice and innovation (AACN Domain 7: Systems-Based Practice). • Commit to personal health and well-being, cultivate flexibility, and demonstrate beginning leadership skills (AACN Domain 10: Personal, Professional, and Leadership Development).	Domain 1: Knowledge for Nursing Practice Domain 3: Population Health Domain 7: Systems-Based Practice Domain 10: Personal, Professional, and Leadership Development
5. Compassionate Person-Centered Care As an essential principle of person-centered care, compassionate care refers to the way nurses relate to others as human beings, noticing another person's vulnerability, and responding in a way that is meaningful for people (Murray & Tuqiri, 2020). Compassionate care is interrelated with other concepts such as caring, empathy, and respect and is closely associated with patient satisfaction.	• Possess an understanding of nursing's unique perspective, apply theory and research-based knowledge from various fields, and demonstrate clinical judgment (AACN Domain 1: Knowledge for Nursing Practice). • Establish caring relationships, communicate effectively, integrate assessment techniques, diagnose health problems, create a plan of care, be accountable for delivery of care, evaluate outcomes, support self-care, and facilitate care coordination (AACN Domain 2: Person-Centered Care).	Domain 1: Knowledge for Nursing Practice Domain 2: Person-Centered Care
6. Evidence-Based Practice Evidence-based practice is a problem-solving approach to delivering health care that integrates the best evidence from studies and patient care data with clinician expertise and patient preferences and values (Melnyk, Fineout-Overhold, Stillwell, & Williamson, 2010).	• Demonstrate an understanding nursing scholarship, integrate evidence into practice and advocate for ethical scholarship (AACN Domain 4: Scholarship of Nursing Discipline).	Domain 4: Scholarship for Nursing Practice
7. Diversity, Equity, and Inclusion Collectively, diversity, equity, and inclusion (DEI) refer to a broad range of individual, population, and social constructs and is adapted in the Essentials as one of the most visible concepts. Although these are collectively considered a concept, differentiation of each conceptual element leads to enhanced understanding and improved patient care.	• Possess an understanding of nursing's unique perspective, apply theory and research-based knowledge from various fields, and demonstrate clinical judgment (AACN Domain 1: Knowledge for Nursing Practice). • Establish caring relationships, communicate effectively, integrate assessment techniques, diagnose health problems, create a plan of care, be accountable for delivery of care, evaluate outcomes, support self-care, and facilitate care coordination (AACN Domain 2: Person-Centered Care). • Commit to personal health and well-being, cultivate flexibility, and demonstrate beginning leadership skills (AACN Domain 10: Personal, Professional, and Leadership Development).	Domain 1: Knowledge for Nursing Practice Domain 2: Person-Centered Care Domain 10: Personal, Professional, and Leadership Development

8. Clinical Judgment As one of the key attributes of professional nursing, the clinical judgment refers to the process by which nurses make decisions based on nursing knowledge (evidence, theories, ways/patterns of knowing), other disciplinary knowledge, critical thinking, and clinical reasoning (Manetti, 2019). This process is used to understand and interpret information in the delivery of care and is directly related to care outcomes.	• Possess an understanding of nursing's unique perspective, apply theory and research-based knowledge from various fields, and demonstrate clinical judgment (AACN Domain 1: Knowledge for Nursing Practice). • Apply quality improvement principles and promote a culture of safety for patients and healthcare providers (AACN Domain 5: Quality and Safety).	Domain 1: Knowledge for Nursing Practice Domain 5: Quality and Safety

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 Prerequisites page for more information.
2. 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 65% or greater (rounding does not apply) to be considered for admission. Students must have completed the exam within two (2) years prior to the application date with the highest exam score considered for application purposes. Scores older than two (2) years will not be considered. (Licensed RNs

returning for a BSN degree are exempt from this test.). Testing information is available on the College of Nursing website.

3. Students who meet the minimum GPA and TEAS requirements may be invited to an interview.
4. When an applicant has earned a grade of "NC", "D", "F", "WD" or "WF" in a nursing course from another program, this grade will count toward progression. See policy on progression.
5. Applicants, including those who have earned a baccalaureate degree outside the United States, must complete at least 58 semester hours of prerequisite general education courses prior to admission.
6. The CIA official language field listing will be used to determine whether the TOEFL exam is required for international applicants who declare English as their first language. If English is listed as the official language of their country of birth on the CIA listing, the student will not be required to complete the TOEFL exam as an admission requirement. If the applicant was not born in the United States or in a country where English is the official language, the applicant may document their English proficiency in one of two ways:
 - a. An official TOEFL score of at least 550 or above on the paper-based exam, or 213 or above on computer-based exam, or a minimum score of 20 in each section of the iBT is required. The test must have been taken within the last two (2) calendar years of admission. Official TOEFL exam score report reflecting successful completion must be received no later than one (1) month 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 (in sealed envelopes) 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. Candidates must provide official transcripts from every institution attended.
3. Applicants who have attended a previous nursing school or another health related profession school must have a letter submitted from that school that includes a statement regarding the student's standing at the previous school. Applicants who have been previously dismissed from a program or who are not in good standing will not be considered for admission.
4. Exception for a previous nursing course failure earned greater than or equal to ten (10) years from date of admission to the College of Nursing may be appealed to the College's Admission and Progression Committee. An appeal must be made within thirty (30) days of the date on the letter of acceptance.
5. Admission will not be considered for anyone who earned a "NC", "D", "F", "WD" or "WF" in any two nursing courses, unless they are currently a licensed RN or LPN.

Admission Policy, Review, and Notification for traditional BSN Program

To be considered a candidate for admission to the baccalaureate program, applicants must have:

1. Completed all prerequisite courses with a grade of "C" or better, **and**
2. Achieved a cumulative GPA of 2.5 on a 4.0 scale for all general education prerequisite courses less elective hours, **and**
3. An adjusted individual total score of at least 65% on the TEAS exam completed within the last two years of planned enrollment, **and**
4. Completed an individual interview.

Following review of all documents, applicants are notified of a decision by mail. The number of applicants accepted to any College of Nursing program is based on available resources.

Licensed Practical Nurse and Licensed Psychiatric Technician Nurse

Applicants who have completed a practical nurse program and who have achieved licensure as a practical nurse or who have completed a psychiatric technician nurse program and who are a licensed psychiatric technician nurse are eligible to apply for admission to the nursing major with advanced standing credit as determined by specific validation examinations in nursing courses. *NOTE: Licensure must be an unencumbered Arkansas or unencumbered compact state LPN license.*

In order to apply as an LPN/LPTN, the following steps are included in addition to the "Steps in Applying for Admission to the Baccalaureate Program":

1. Applicants with LPN/LPTN preparation must have a transcript from the school where they received their preparation sent by that school to the College of Nursing.
2. For the advanced standing tests, the student must take the ATI Fundamentals and Pharmacology Standardized exams. The student must make a Level 2 or higher on each exam to receive course credit and be exempt from taking the course. Exam scores may not be more than 1 year old at the time of admission to the BSN program. The exams may be taken no more than one (1) time.
3. See "Arkansas Nursing Progression Model" below to determine advanced standing for LPNs/LPTNs. (The LPN/LPTN applicant may receive credit for nine (9) semester hours through advanced testing for NURS 31105: Foundations for Professional Nursing I and four (4) hours of Pharmacology if verification from standardized testing is received. The LPN/LPTN student may articulate the RN Health Assessment course three (3) hours only with the following verification:
LPN/LPTN applicants must supply proof of RN Health Assessment by
 - a. Official transcript verifying RN Health Assessment course or
 - b. Documentation of a continuing education course, followed by written and practical exam administered by the College of Nursing and payment of credit by exam fee.
4. Applicants who have graduated from LPN/LPTN school >12 months prior to entering the BSN program must submit the "Employee Verification Letter" obtained from the College of Nursing as part of the admission packet.

Nursing Credit Parameters for the Progressing LPN or LPTN

The LPN or LPTN progressing to:	Associate Degree in Nursing	Baccalaureate Degree in Nursing	Diploma in Nursing
Will be awarded <u>at least</u> the following number of semester credit hours	6 semester hours in nursing	11 semester hours in nursing	25 semester hours in nursing
Will be required to complete <u>no more than</u> the following number of semester credit hours	40 semester hours in nursing	59 semester hours in nursing	60 semester hours in nursing

Progression Testing and Work Experience Requirements

< 12 Months After Graduation	> 12 Months After Graduation
No testing for progression required although some programs may require math competency exam for articulation. No work experience required although it may be required for accelerated tracks within programs.	No testing for progression required if during past 12 – 24 months have had at least 1000 hours of nursing employment. Individual schools may have special requirements for work experience settings. The individual school may require testing if work experience requirement 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 NLNAC- or CCNE-accredited baccalaureate school of nursing may apply for admission by transfer. The amount of transfer credit and the placement of the student are based on evaluation of the courses the applicant presents and a comparison of those required for the degree offered by the College of Nursing. The applicant must complete at least twenty-six (26) semester hours in the College of Nursing before a degree will be awarded. When a transfer student has received a grade of less than a "C" in a nursing course from another program, this grade will count toward progression. See "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 College of Nursing.

Probation, Suspension

- Students must maintain a GPA of 2.0 or higher each semester in the nursing major to remain in good academic standing. When a student fails to attain a 2.0 GPA for work completed in a semester, the student will be placed on probation for the following semester. A student may not be removed from probation on the basis of less than twelve (12) semester hours of work following probationary status; failure to attain a 2.0 GPA on the first twelve (12) hours of coursework after being placed on probation will result in suspension from the College of Nursing.
- A baccalaureate student who has been on academic suspension from the College of Nursing must appeal to the Associate Dean for Academic Programs for reentry. Any conditions stipulated by the Associate Dean for Academic Programs at the time of suspension must be met before the student can re-enter the program. At least one semester must elapse before the student may appeal for reentry. Reentry will be granted on a space available basis.
- A student who is readmitted following an academic suspension is expected to achieve a minimum 2.0 GPA on the courses taken during the semester in which the student is readmitted to the major. A student who does not achieve a 2.0 GPA on the course(s) taken during the re-admission semester will be dismissed from the program.
- Any student seeking re-admission to the nursing program who has been out of the nursing program for a period of one or more semesters, or who has been suspended for academic reasons, must apply and meet the requirements of this catalog, including GPA, in effect at the time of application for re-admission.

Withdrawal

- Course drop/withdrawal dates: See the [Academic Calendar](#) found on the College of Nursing website.
- After the last date to withdraw, any withdrawal from the course through the last class day will be considered a "WF" unless the student is passing the course at the time of withdrawal. A "WF" (withdraw failing) figures into the total GPA as an "F". Exceptions will be considered by the dean on an individual basis.
- Degree-Seeking students returning after previous enrollment: Students wanting to return to the College of Nursing to continue their program of study must submit a [Request to Re-Enter Program Form](#) found on the [College of Nursing](#) website under 'Future Students'.
- 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

Course/Faculty Evaluation Policy

Web-based evaluations are conducted to assist the faculty in improving their courses and their teaching strategies. As members of the student body enrolled in a professional program of study, all students are required to complete the course/faculty evaluations as a part of their preparation for their professional role. The College of Nursing Scholastic Non-Cognitive Performance Standards guides the student in an understanding of these expectations.

Course/Faculty Evaluation Procedure

1. The policy and procedure for Course/Faculty Evaluations will be included in the *College of Nursing Catalog*, College of Nursing website, and all course syllabi. Students in all programs will be held responsible for this policy.
2. A review of the policy and procedure for Course/Faculty Evaluations will be given at the time of orientation to the program (if applicable) for students at all levels.
3. All enrolled students will be notified through their UAMS email account of the date and time period that the Course/Faculty Evaluations form will be available for each course offering each semester. Weekly reminders will be sent to every student.
4. The Course/Faculty Evaluation form for all courses (7 ½ week and full semester courses) will be posted prior to the end of the semester with the last day of evaluation availability being the final day of the semester.

Course/Faculty Evaluation Form

Course/Faculty Evaluations are used by each nursing program in the College. They are created based on a critical review of the literature and evaluation tools used on campus and at other schools. The consistency of the evaluations will ensure over time that the student understands the meaning of each of the components and, therefore, will improve the reliability and validity of the tool. The evaluation includes a Likert Scale and a comments section where students may comment in specific detail on any of the various tool components. The evaluations are computerized, and a program allows for the creation of reports on faculty and course evaluation data.

Academic Dishonesty/Honor Code (See College of Nursing Student Handbook)

The Honor Code was developed by the students in the College of Nursing. Students will be asked to sign the honor code roll during their junior year and to abide by the Code throughout their academic program. More information about the honor code and honor council can be found in the *UAMS College of Nursing Student Handbook*. The Code is as follows:

Grading Scale

The following grading scale is effective for the undergraduate nursing program:

90-100%	A
80-89.99%	B
75-79.99%	C
70-74.99%	D
<70%	F

NOTE: Grades are not rounded.

Undergraduate Student Standing

Definitions of undergraduate student classifications are as follows:

Junior – a student who has successfully completed 33.5 semester hours or fewer of professional nursing coursework.

Senior – a student who has successfully completed more than 33.5 semester hours of professional nursing coursework.

Credit Hours for Baccalaureate Courses

- Twelve (12) semester hours constitute full-time enrollment in fall and spring semesters.
- Six (6) semester hours constitute full-time enrollment in summer sessions.
- The number of class days shall equal to fifteen (15) class weeks, excluding the final week, per semester.
- For didactic courses, the credit hour equals the clock hours of class time; i.e. a 3-credit course will meet 3 hours per week for fifteen (15) weeks, or 6 hours per week for seven and one half (7.5) weeks.
- The faculty-to-student ratio for undergraduate practicum course is 1:8 (acute care areas only)

For a clinical course, the ratio of credit hour to clock hour is 1:3 for baccalaureate courses. For example, a baccalaureate clinical course that is 2.5 credits will meet 112.5 clock hours in a seven and one half (7.5) or fifteen (15) week period. (Equals approximately 7.5 hours/week times 15 weeks) or (15 hours/week times 7.5 weeks).

Incomplete Grades

The designation “I”, or Incomplete, may be assigned when the instructor deems that circumstances beyond the student’s control prevented timely completion of course requirements. The designation is given by the instructor only after consultation with the student, course coordinator, program director, and the Associate Dean for Academic Programs.

An “I” may be changed to a grade provided all course requirements have been completed by the end of the next semester or summer session in which the student is enrolled. If the student does not complete the course requirement by the end of the next enrolled semester or summer session, the incomplete grade shall be changed to an “F”. When the grade is changed to a final grade, this shall become the grade for the semester in which the course was originally taken. If clinical resources are not available during a summer session, exceptions may be made by the Associate Dean for Academic Programs.

If the “I” grade is received in a course which is prerequisite to course(s) in the subsequent semester, the “I” must be removed before a student may progress to the next semester course(s).

Students dismissed in any semester or summer session where an Incomplete (I) was earned may appeal to the program director and the Associate Dean for Academic Programs to complete outstanding coursework necessary to earn a grade in the course.

Grade Forgiveness Policy

If a student repeats a course, the grade earned in the most current semester will be used to determine satisfactory completion of the course, graduation requisites, and GPA. All coursework attempted will be recorded on the official transcript.

Degree Requirements/Graduation

A candidate for the degree of Bachelor of Science in Nursing must:

1. Complete all special general degree requirements applicable to all of the undergraduate colleges of the University of Arkansas System.
2. For generic students—Complete a maximum of 120 semester hours with a cumulative GPA of at least 2.0 on all work presented for graduation and of at least a 2.0 in all nursing courses with a cumulative GPA of to graduate.
3. For RN to BSN students—Complete a maximum of 120 semester hours with a cumulative GPA of at least 2.0 on all work presented for graduation and at least 2.0 in all nursing courses with a cumulative GPA of 2.0 to graduate.
4. Attend the Pinning, Hooding, and Recognition and Commencement ceremonies.

Drug Math Policy

All baccalaureate students are required to pass a drug math exam each semester. Drug math exams will be administered prior to the medication administration check off, and then at the beginning of each subsequent semester. Course exams for any course with a practical component starting with Foundations should contain a minimum of three (3) drug math questions. The drug math exam must be successfully passed prior to administering medications in the clinical setting. Students are expected to adhere to the guidelines.

Guidelines

1. Achieve 90% to pass.
2. Three (3) attempts to pass the exam are allowed.
3. Failure to take a Drug Math exam during the designated testing time will result in a grade of “0” for that exam and counts as 1 of the 3 allowed attempts.
4. 24 hour minimum before taking the next exam. Complete exam 1 prior to the first clinical day.
5. Complete all testing by the end of the testing period.
6. Calculators are NOT allowed. They are built into the testing software.

Procedure

1. The first drug math exam will be given prior to attending the first clinical day.
2. Instructions for location of exam will be given by the drug math coordinator.
3. Exam 2 and exam 3 will be given as scheduled by the drug math coordinator.
4. If testing in the Library, tell the person you are there to take the drug math exam. Show a picture ID to the SSC staff prior to taking the exam. (This step is for 2nd or 3rd attempts.)

Exam

1. When you have completed the exam, the computer will give you your score. The drug math coordinator will review the exam and notify the class when the scores are final.
2. Once you have received your score, the computer will give you feedback on any question(s) you missed including the correct answer.
3. Prior to starting the exam, the computer will ask you to acknowledge an honor pledge. The honor pledge must be acknowledged before the computer will record your results.
4. Give all scratch paper to your instructor or the staff person before leaving.

If you are not successful on the first exam

1. The drug math coordinator will notify you if you are unsuccessful on the exam.
2. Wait a minimum of 24 hours before the second attempt.
3. The drug math coordinator will notify you of time and place for subsequent exams.

BSN Student Exam Policy

See College of Nursing Student Handbook.

Standardized Testing Guidelines

NCLEX

Successful completion of the baccalaureate program and the requirements to take the NCLEX examination is defined as completion with a grade of “C” or better in all courses and program requirements for the baccalaureate degree and awarding of that degree. Students are required to pay for and take nationally-normed exams throughout the BSN curriculum and to make a satisfactory score on such exams. These nationally-normed exams will be administered following completion of selected courses throughout the BSN program. Failure to complete any one exam on the date of which the student was scheduled to take the exam will necessitate withholding course grades until the exam is completed. Failure to achieve the

identified benchmark score on any normed exam will require the student to complete formalized remediation following the exam failure but does not prevent progression.

Assessment Technologies Institute (ATI) Standardized Exam Policy

PRE-ADMISSION EXAM:

An applicant must complete and successfully pass the Assessment Technologies Institute (ATI) Test of Essential Academic Skills (TEAS). This exam is at the applicant's expense. The pre-admission TEAS exam must be completed by the application deadline of the current admission year. An official score report must be submitted at the time of application. A minimum passing score on the adjusted total score must be at least 65% to be considered for admission to the BSN program (rounding does not apply). Students must have completed the exam within two (2) years prior to the application date with the highest exam score considered for application purposes. Scores older than two (2) years will not be considered.

Licensed RNs returning for a BSN degree are exempt from this test. All transfer students must take the TEAS exam at their own expense prior to transferring into the program. Students may register for the exam and find testing sites at www.atitesting.com. Once you have accessed the website, choose TEAS at Pearson VUE Test option and follow the information given.

STANDARDIZED BENCHMARKING EXAMS:

Standardized benchmarking exams are given during the junior and senior year in conjunction with certain nursing courses. These exams are as follows:

Junior Year Testing:

- Critical Thinking: Entrance Exam and Self-Assessment Inventory
- Foundations of Professional Nursing
- Nursing Care of the Childbearing Family
- Nursing Care of Children
- Psychiatric-Mental Health Nursing
- Pharmacology

Senior Year Testing:

- RN Comprehensive Practice A
- Nutrition
- Nursing Leadership and Management
- Community Health/Public Health Nursing
- RN Comprehensive Practice B
- RN Medical Surgical
- RN Predictor
- Critical Thinking Exit Exam

REMIEDIATING ATI BENCHMARK EXAMS:

The desired score for all benchmark exams is a level 2 or 3. All students will be assigned individualized remediation work based on their score. Remediation is submitted for faculty review and all students are allowed one retake attempt for each exam. Students not meeting the level 2 or 3 on two or more junior level benchmark exams (excluding pharmacology) after the retake exam are required to enroll and complete NURS 32171 during the summer between their junior and senior year. Students must earn a minimum of 65% on the pharmacology benchmark. The following benchmark exams follow the ATI remediation plan:

- Fundamentals
- Pharmacology
- Nursing Care of the Childbearing Family
- Nursing Care of Children
- Mental Health

While successful passing of the ATI Standardized Examination is not a requirement for passing the course, the student's score on the ATI benchmark exam will account for 5% of the course grade. This 5% will be added into the student's final course grade after they have achieved a minimum average of 75% on all course exams. If the student's course grade falls below a 75% average after the ATI benchmark score is applied, they will fail the course. The scoring of benchmark exams is listed below:

- Level 1 or below: 75%
- Level 2: 95%
- Level 3: 100%

ATI COURSE FINAL EXAMS:

All courses listed below have an ATI Final Course Exam. In order to facilitate grade calculation of your final exam, this exam will be *customized by your course faculty from the ATI test bank. This exam counts towards your final course grade and is separate from the benchmark ATI exam taken after the student passes a course.* Faculty in the College of Nursing are committed to your success in achieving nursing licensure and, therefore, have implemented use of the ATI examinations as the final exam in the following courses:

Junior:

- Foundations of Professional Nursing Theory

- Clinical Pharmacology in Nursing
- Nursing Care of Children
- Nursing Care of the Childbearing Family
- Therapeutic Communication and Mental Health Nursing

Senior:

- Care and Management of Adults
- Acute Care of Adults
- Leadership & Professionalism in Nursing Practice
- Nursing Care of the Older Adult
- Community/Public Health Nursing
- Senior Capstone

The ATI Final Exams will be very similar to the ATI Standardized Examinations.

IMPORTANT ATI INFORMATION: All students are required to complete the assigned ATI Practice Exams, learning modules, and other ATI assignments with at least a 90% score AND provide their ATI transcript documenting completion of these practice exams and assignments at the time designated by their course instructors. *If they do not complete these assignments with a 90% score, they will NOT sit for the final, and will fail the course.* All students who have earned a passing grade in the course ($\geq 75\%$ on combined course exam grades) will then take the ATI Standardized Examination following successful completion of the course. ATI online practice assessments A and B, if assigned must meet a minimum score of 65% and be submitted on time for credit.

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.

Senior Capstone Course

This course will be offered in the semester the student graduates from the BSN program.

Students will complete a series of ATI practice tests and quizzes to earn a letter grade for the course. In addition, students will have three attempts to pass the ATI RN Comprehensive Predictor Exam and ATI RN Adult Medical Surgical Exam during the Senior Capstone course. Students must earn the passing benchmark on both exams in order to complete the course. The passing benchmark for the ATI RN Adult Medical Surgical Exam is a Level II. The passing benchmark for the ATI Comprehensive Predictor is a 95% probability of passing the NCLEX on the first attempt. Students who do not meet the benchmark score on these exams after three attempts will receive an incomplete (I) in the Capstone course and are required to complete Virtual ATI and earn the Green Light. Once the Green Light is earned, the student’s grade will be changed from an “I” to the earned letter grade for the course, and the Arkansas State Board of Nursing is notified of the student’s eligibility to take the NCLEX.

Students who must take both or either exam for a third time will also be required to pay and enroll in the Virtual ATI (VATI) Review Course. If the student meets the benchmark on both exams after the third attempt, the letter grade earned in the course will be submitted to complete the course, and they are not required to earn the Green Light through virtual ATI after successfully passing both benchmarks through the Capstone course, but must reach the 100% stage of VATI (completion of modules 1-9) before the state board will be notified of their eligibility to take the NCLEX.

Students who do not meet the benchmark for both exams during the Capstone course will receive an Incomplete “I” grade for the course, will not graduate, and will also pay and enroll in the Virtual ATI (VATI) Review Course and receive a “Green Light” (Certification of Completion from ATI). It is recommended that students enroll in Virtual ATI as soon as possible after failing the round two benchmarks to facilitate completion of the Green Light if needed, and to access the ATI resources for studying. If the student is unable to immediately enroll in VATI, the deadline for enrollment is no later than the first day of the class for the semester immediately following the senior Capstone course (first day of spring semester or first day of traditional summer semester). The student will have 12 weeks to complete the VATI course and earn the Green Light. Once the Green Light is achieved, the student’s grade in Capstone will change from an “I” to their earned letter grade and the student will be processed for graduation at the next available degree conferral date as set by the UAMS Office of the Registrar. If the student does not achieve the Green Light status from VATI within the 12 weeks, they will receive a failing grade for the Capstone course. Students who fail the Capstone course will be required to register to repeat the course with the next semester it is offered (fall or spring). If it is the student’s second failing grade during the duration of the program, the student will be academically dismissed per program requirements.

All students enrolled in NURS 49131: Senior Capstone are required to complete an NCLEX-RN review course of their choice during the semester in which the Senior Capstone course is taken. Completion of the NCLEX-RN review course is graded on a Pass/Fail basis.

Course Grades

To earn the letter grade of “A”	All assignments submitted on time.
To earn the letter grade of “B”	Only 1 assignment missing or late.
To earn the letter grade of “C”	Two or more assignments missing or late.

In addition, student must meet the passing benchmark for both the ATI RN Adult Medical Surgical Exam and the ATI Comprehensive Predictor within 3 attempts in order to complete the course. Any student unable to meet the benchmark for either test will enroll in Virtual ATI and earn the Green Light as outlined in the course policy.

Students who are unable to meet the benchmark for either exam and unable to earn the Virtual ATI Green Light within 12 weeks of enrollment will earn a failing grade for the course.

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 will be enrolled in the IPE curriculum during the BSN program.

Curriculum Overview: BSN

Transferring Coursework for a BSN

The curriculum leading to a Bachelor of Science in Nursing (BSN) consists of 120 semester hours. It requires successful completion of general education courses and two (2) years and a summer session of professional nursing instruction.

1. All applicants, including those with a previous baccalaureate or higher degree, must have a minimum 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. Applicants must complete and successfully pass the Assessment Technologies Institute Test of Essentials Academic Skills. 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 www.ATITesting.com must be submitted by the application deadline. Minimum adjusted individual total score must be 65% or greater (rounding does not apply) to be considered for admission. Students must have completed the exam within two (2) years prior to the application date with the highest exam score considered for application purposes. Scores older than two (2) years will not be considered. Testing information is available on the College of Nursing website.

[BSN Prerequisites by College](#) are found on the [College of Nursing](#) website. For all other requests for course transfer equivalency, please fax the request to the Student Services Office in the College of Nursing, (501) 686-7591.

In evaluating transfer of credit, the Student Services Office uses guidelines which include, but are not limited to, the following:

1. The coursework is taken at an institution of higher education which has been accredited by a regional accrediting agency.
2. The coursework is not technical, vocational, or remedial (developmental) in nature.
3. The coursework is applicable to a baccalaureate degree.
4. The course has a grade of "C" or better.

An applicant who has withheld pertinent information regarding educational background or who has falsified information or credentials may be denied admission to the College of Nursing or, if enrolled, may be immediately withdrawn.

General Education

BACCALAUREATE PROGRAM--GENERAL EDUCATION REQUIREMENTS

HRS	BIOPHYSICAL SCIENCES	
4 hours	Chemistry w/Lab	
4 hours	Microbiology w/Lab	
8 hours	Anatomy and Physiology I and II w/Labs	
	SOCIAL SCIENCES	
3 hours	US History or American National Government	
9 hours	Social Sciences	Examples include psychology, anthropology, economics, geography, sociology, and history courses.
	HUMANITIES AND ENGL. COMP.	
6 hours	Fine Arts/ Humanities	Examples include the humanities, logical reasoning, art, foreign language, and philosophy courses.
6 hours	English Composition I and II	
3 hours	Speech	Will accept: Speech, Oral communications, OR a technical writing course.
	ADDITIONAL COURSES	
3 hours	College Algebra or Quantitative Literacy	
3 hours	Intro to Statistics	

3 hours	Nutrition	
6 hours	Electives	
58 hours	Total	

Please contact the College of Nursing Student Services Office if you have questions regarding a specific course.

The College of Nursing updated the required prerequisites for the BSN programs in Fall 2018. Refer to the College of Nursing website for specific college's eligible courses.

Total General Education Credits: 58

1. The total sequence of anatomy and physiology must cover all body systems.
2. All biophysical science courses must include labs. Labs taught online are accepted.
3. Elective courses are to be chosen by individual students. Any course will count toward electives except nursing courses, remedial (developmental) courses, or technical/vocational courses. To determine the number of general elective hours needed, subtract the total non-elective hours earned from the fifty-eight (58) hours required. A course in basic computer skills is highly recommended.

NOTE: A grade of "C" or better will be required for all courses.

BSN Program of Study

BSN Program of Study—Junior Year

Course Number	Course Title	Semester Hours
FALL Semester Rotation I (July – mid August)		
NURS 31146	Pathophysiologic Basis for Health Assessment	6.0
Regular Semester (August – December)		
NURS 31185	Foundations of Professional Nursing Theory	5.0
NURS 31195	Foundations of Professional Nursing Clinical	5.0
NURS 31153	Clinical Pharmacology in Nursing	3.0
	Total	19
SPRING Semester		
Junior Specialty Courses		
NURS 31165	Nursing Care of the Childbearing Family	5.0
NURS 31175	Nursing Care of Children	5.0
NURS 32103	** Therapeutic Communication and Mental Health Nursing	3
NURS 32161	Capstone I	1.0
	Total	14
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.)

BSN Program of Study—Senior Year

Course Number	Course Title	Semester 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	6.0
NURS 42146	Acute Care of Adults Theory and Practicum	6.0
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	5.0
NURS 42105	Nursing Care of the Older Adult Theory and Practicum	5.0
SPRING Semester		
NURS 49131	Senior Capstone (All Students)	1.0
NURS 42136	Care and Management of Adults Theory and Practicum	6.0

NURS 42146	Acute Care of Adults Theory and Practicum	6.0
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	5.0
NURS 42105	Nursing Care of the Older Adult Theory and Practicum	5.0

BSN Honors Research Program

Program Description

The BSN Honors Research Program is designed to cultivate the best generic BSN students for graduate studies; including the option of entering the BSN to Ph.D. Program in Nursing. The program has clear admission and curriculum requirements and includes a mentoring program.

The goals of the honors program are to:

- Encourage scholarly achievement in talented and highly motivated students;
- Promote a high level of knowledge related to nursing education and evidenced based practice;
- Promote degree advancement in nursing through the use of faculty mentors;
- Stimulate creative and critical thinking; 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 BSN program.
- A score of 75% or above on the TEAS pre-admission exam.
- Three letters of support from faculty.
- Résumé including evidence of leadership and community service involvement.
- A written essay on the student's long-term goals and why 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:

- Assist with IRB submission/reviews
- Assist with grant writing or submission of a grant
- Data collection and analysis
- Literature reviews
- Instrument development
- Patient/subject interactions with interventions
- 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 disciplinary action reports (DAR) will be removed from the honors program.

Accelerated Bachelor of Science in Nursing (A-BSN)

The Accelerated BSN (A-BSN) program 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, with a summer start and a summer completion. Students will have didactic and clinical content throughout the program, with an intensive preceptorship during the final semester. Graduates from the program would be eligible to sit for NCLEX examination and apply for licensure as a Registered Nurse.

Deferred Action for Childhood Arrivals (DACA) Applicants

For information regarding DACA applicants please visit: https://www.healthy.arkansas.gov/images/uploads/pdf/Rules.Chapter02-Effective_06-04-2021.pdf

NOTE: Students who have been convicted of a crime may **not** be eligible to take the national licensing exam upon completion of the program per state law, Act 1208 of 1999 and Act 303 of 2001. The Arkansas State Board of Nursing has **instituted a mandatory criminal background check** for all persons planning to take the NCLEX for Arkansas licensure. This check must be completed no earlier than twelve (12) months prior to the application for licensure by examination. An FBI fingerprint check is also required and will be submitted prior to program completion. Students will be asked to complete and pay for a background check as well as a FBI fingerprint check. Applications for NCLEX will not be processed until the criminal background and fingerprint check results have been reported to the Arkansas State Board of Nursing by the Arkansas State Police.

Graduating from a nursing program does not assure 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.

Key Concepts, Student Program Outcomes, and AACN Essentials

Key Concepts	Student Program Outcomes	AACN Essentials/Domains for Baccalaureate Education
1. Professional and Ethical Self-Regulation Core to professional nursing practice, ethics refers to principles that guide a person's behavior. Ethics is closely tied to moral philosophy involving the study of or examination of morality through a variety of different approaches (Tubbs, 2009). There are commonly accepted principles in bioethics that include autonomy, beneficence, non-maleficence, and justice (ANA 2015; ACNM, 2015; AANA, 2018; ICN, 2012). The study of ethics related to nursing practice has led to the exploration of other relevant concepts, including moral distress, moral hazard, moral community, moral or critical resilience, and increased self-awareness.	• Possess an understanding of nursing's unique perspective, apply theory and research-based knowledge from various fields, and demonstrate clinical judgment (AACN Domain 1: Knowledge for Nursing Practice). • Exhibit ethical behavior, employ a participatory approach, demonstrate accountability, adhere to applicable laws, embody professional identity, and integrate diversity, equity, and inclusion (AACN Domain 9: Professionalism). • Commit to personal health and well-being, cultivate flexibility, and demonstrate beginning leadership skills (AACN Domain 10: Personal, Professional, and Leadership Development).	Domain 1: Knowledge for Nursing Practice Domain 9: Professionalism Domain 10: Personal, Professional, and Leadership Development
2. Information in Health Care Technology Employ basic competence in information technology systems, including decision-support systems that promote communication and quality safe patient care; for example, but not limited to electronic health and medical records, patient monitoring systems, and medication administrations systems.	• Demonstrate an understanding nursing scholarship, integrate evidence into practice and advocate for ethical scholarship (AACN Domain 4: Scholarship of Nursing Discipline). • Apply quality improvement principles and promote a culture of safety for patients and healthcare providers (AACN Domain 5: Quality and Safety). • Demonstrate proficient use of information and communication technology for patient care, knowledge generation, and ethical, legal, professional, and regulatory compliance (AACN Domain 8: Informatics and Healthcare Technologies).	Domain 4: Scholarship for Nursing Practice Domain 5: Quality and Safety Domain 8: Information and Healthcare Technologies
3. Interprofessional Care Services and Communication Communication, informed by nursing and other disciplines, is a central component in nursing practice. Communication is defined as an exchange of information, thoughts, and feelings through a	• Possess an understanding of nursing's unique perspective, apply theory and research-based knowledge from various fields, and demonstrate clinical judgment (AACN Domain 1: Knowledge for Nursing Practice).	Domain 1: Knowledge for Nursing Practice Domain 6: Interprofessional Partnerships

variety of mechanisms. Effective communication between nurses and individuals and between nurses and other health professionals is necessary for the delivery of high-quality, individualized nursing care. Communication is a core component of teambased, interprofessional care and is closely interrelated with the concept of Social Determinants of Health.	• Demonstrate proficiency in diverse team roles, utilize team dynamics, apply interdisciplinary knowledge, and promote a partnership approach to quality care delivery (AACN Domain 6: Interprofessional Partnerships).	
4. Health Policy, Promotion, and SDOH Health policy involves goal-directed decisionmaking about health that is the result of an authorized public decision-making process (Keller & Ridenour, 2021). Nurses play critical roles in advocating for policy that impacts patient health outcomes and the profession. Nursing practices such as assessment, health promotion, fostering care accessibility, and patient teaching support improvements in health outcomes. The social determinants of health are closely interrelated with the concepts of diversity, equity, and inclusion, health policy, and communication.	• Possess an understanding of nursing's unique perspective, apply theory and research-based knowledge from various fields, and demonstrate clinical judgment (AACN Domain 1: Knowledge for Nursing Practice). • Manage population health, form effective partnerships, recognize socioeconomic healthcare impact, promote equitable health policy, serve as an advocate, and foster preparedness for public health (AACN Domain 3: Population Health). • Apply healthcare systems knowledge, consider cost-effectiveness, and enhance system effectiveness through evidence-based practice and innovation (AACN Domain 7: Systems-Based Practice). • Commit to personal health and well-being, cultivate flexibility, and demonstrate beginning leadership skills (AACN Domain 10: Personal, Professional, and Leadership Development).	Domain 1: Knowledge for Nursing Practice Domain 3: Population Health Domain 7: Systems-Based Practice Domain 10: Personal, Professional, and Leadership Development
5. Compassionate Person-Centered Care As an essential principle of person-centered care, compassionate care refers to the way nurses relate to others as human beings, noticing another person's vulnerability, and responding in a way that is meaningful for people (Murray & Tuqiri, 2020). Compassionate care is interrelated with other concepts such as caring, empathy, and respect and is closely associated with patient satisfaction.	• Possess an understanding of nursing's unique perspective, apply theory and research-based knowledge from various fields, and demonstrate clinical judgment (AACN Domain 1: Knowledge for Nursing Practice). • Establish caring relationships, communicate effectively, integrate assessment techniques, diagnose health problems, create a plan of care, be accountable for delivery of care, evaluate outcomes, support self-care, and facilitate care coordination (AACN Domain 2: Person-Centered Care).	Domain 1: Knowledge for Nursing Practice Domain 2: Person-Centered Care
6. Evidence-Based Practice Evidence-based practice is a problem-solving approach to delivering health care that integrates the best evidence from studies and patient care data with clinician expertise and patient preferences and values (Melnik, Fineout-Overhold, Stillwell, & Williamson, 2010).	• Demonstrate an understanding nursing scholarship, integrate evidence into practice and advocate for ethical scholarship (AACN Domain 4: Scholarship of Nursing Discipline).	Domain 4: Scholarship for Nursing Practice
7. Diversity, Equity, and Inclusion Collectively, diversity, equity, and inclusion (DEI) refer to a broad range of individual, population, and social constructs and is adapted in the Essentials as one of the most visible concepts. Although these are collectively considered a concept, differentiation of each conceptual element leads to enhanced understanding and improved patient care.	• Possess an understanding of nursing's unique perspective, apply theory and research-based knowledge from various fields, and demonstrate clinical judgment (AACN Domain 1: Knowledge for Nursing Practice). • Establish caring relationships, communicate effectively, integrate assessment techniques, diagnose health problems, create a plan of care, be accountable for delivery of care, evaluate outcomes, support self-care, and facilitate care coordination (AACN Domain 2: Person-Centered Care). • Commit to personal health and well-being, cultivate flexibility, and demonstrate beginning leadership skills (AACN Domain 10: Personal, Professional, and Leadership Development).	Domain 1: Knowledge for Nursing Practice Domain 2: Person-Centered Care Domain 10: Personal, Professional, and Leadership Development

	Personal, Professional, and Leadership Development).	
8. Clinical Judgment As one of the key attributes of professional nursing, the clinical judgment refers to the process by which nurses make decisions based on nursing knowledge (evidence, theories, ways/patterns of knowing), other disciplinary knowledge, critical thinking, and clinical reasoning (Manetti, 2019). This process is used to understand and interpret information in the delivery of care and is directly related to care outcomes.	• Possess an understanding of nursing's unique perspective, apply theory and research-based knowledge from various fields, and demonstrate clinical judgment (AACN Domain 1: Knowledge for Nursing Practice). • Apply quality improvement principles and promote a culture of safety for patients and healthcare providers (AACN Domain 5: Quality and Safety).	Domain 1: Knowledge for Nursing Practice Domain 5: Quality and Safety

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. An applicant must complete and successfully pass the Assessment Technologies Institute (ATI) Test of Essentials Academic Skills (TEAS). This exam must be completed at the applicant's personal expense prior to March 1 of the year of application, and an official score report must be submitted at the time of application. Minimum passing score must be 65% or greater (rounding does not apply) to be considered for admission. Students must have completed the exam within two (2) years prior to the application date with the highest exam score considered

for application purposes. Scores older than two (2) years will not be considered. Testing information is available on the College of Nursing website.

3. Students who meet the minimum GPA and TEAS requirements may be invited to an interview.
4. When an applicant has earned a grade of "NC", "D", "F", "WD" or "WF" in a nursing course from another program, this grade will count toward progression. See policy on progression.
5. Applicants, including those who have earned a baccalaureate degree outside the United States, must complete at least 58 semester hours of prerequisite general education courses prior to admission.
6. The CIA official language field listing will be used to determine whether the TOEFL exam is required for international applicants who declare English as their first language. If English is listed as the official language of their country of birth on the CIA listing, the student will not be required to complete the TOEFL exam as an admission requirement. If the applicant was not born in the United States or in a country where English is the official language, the applicant may document their English proficiency in one of two ways:
 - a. An official TOEFL score of at least 550 or above on the paper-based exam, or 213 or above on computer-based exam, or a minimum score of 20 in each section of the iBT is required. The test must have been taken within the last two (2) calendar years of admission. Official TOEFL exam score report reflecting successful completion must be received no later than one (1) month past the application deadline date. Only TOEFL test scores received directly from ETS will be accepted as valid. Testing information is available at www.ets.org/toefl.
 - b. If the applicant's entire educational experience has been in the United States, the applicant does not have to take the TOEFL. To document this, the applicant must provide records/transcripts from the time that the applicant entered school in the seventh grade through high school, and college. If the applicant may cannot provide this documentation, the applicant may appeal first to the College of Nursing Admissions and Progression Committee, and then to the Dean of the College of Nursing.
7. International Applicants: If a candidate is basing admission eligibility on credits from an international accredited college or university, the official transcript must first be evaluated by the United States accredited college or university where prerequisites courses are being taken. A copy of the evaluation must be submitted with the application. A GPA for purposes of admission is figured on courses taken at United States accredited colleges or universities.
8. Official transcripts of coursework from all other institutions attended must be forwarded to the College of Nursing Student Services Office for review. Upon request, an accompanying catalog for the years covered by the transcript must be submitted before evaluation can take place.
9. To comply with mandates from clinical agencies utilized by the College of Nursing, students enrolled in all College of Nursing programs are required **at the initial semester of enrollment and yearly** to have criminal background checks, driving history record checks, and urine drug screens in order to remain enrolled in any College of Nursing course. All screenings are conducted at the expense of the individual student. The screenings listed will be conducted by 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

All application materials must be received by the Student Services Office by the deadline of the year the student plans to enter the program.

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. 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 baccalaureate program, applicants must have:

1. Completed all prerequisite courses with a grade of "C" or better, and
2. Achieved a cumulative GPA of 2.5 on a 4.0 scale for all general education prerequisite courses less elective hours, and
3. An adjusted individual total score of at least 65% on the TEAS exam completed within the last two years of planned enrollment, and
4. Completed an individual interview.

Following review of all documents, applicants are notified of a decision by mail. The number of applicants accepted to any College of Nursing program is based on available resources.

Licensed Practical Nurse and Licensed Psychiatric Technician Nurse

Applicants who have completed a practical nurse program and who have achieved licensure as a practical nurse or who have completed a psychiatric technician nurse program and who are a licensed psychiatric technician nurse are eligible to apply for admission to the nursing major

with advanced standing credit as determined by specific validation examinations in nursing courses. *NOTE: Licensure must be an unencumbered Arkansas or unencumbered compact state LPN license.*

In order to apply as an LPN/LPTN, the following steps are included in addition to the "Steps in Applying for Admission to the 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 3110 Foundations for Professional Nursing I and four (4) hours of Pharmacology if verification from standardized testing is received. The LPN/LPTN student may articulate the RN Health Assessment course three (3) hours only with the following verification:
LPN/LPTN applicants must supply proof of RN Health Assessment by:
 - a. Official transcript verifying RN Health Assessment course, or
 - b. Documentation of a continuing education course, followed by written and practical exam administered by the College of Nursing and payment of credit by exam fee.
4. Applicants who have graduated from LPN/LPTN school >12 months prior to entering the BSN program must submit the "Employee Verification Letter" obtained from the College of Nursing as part of the admission packet.

Nursing Credit Parameters for the Progressing LPN or LPTN

The LPN or LPTN progressing to:	Associate Degree in Nursing	Baccalaureate Degree in Nursing	Diploma in Nursing
Will be awarded <u>at least</u> the following number of semester credit hours	6 semester hours in nursing	11 semester hours in nursing	25 semester hours in nursing
Will be required to complete <u>no more than</u> the following number of semester credit hours	40 semester hours in nursing	59 semester hours in nursing	60 semester hours in nursing

Progression Testing and Work Experience Requirements

< 12 Months After Graduation	> 12 Months After Graduation
No testing for progression required although some programs may require math competency exam for articulation. No work experience required although it may be required for accelerated tracks within programs.	No testing for progression required if during past 12 – 24 months have had at least 1000 hours of nursing employment. Individual schools may have special requirements for work experience settings. The individual school may require testing if work experience requirement not met.

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 Accelerated BSN (A-BSN) Program. A qualified student in good standing at any NLNAC or CCNE accredited baccalaureate school of nursing may apply for admission by transfer. The amount of transfer credit and the placement of the student are based on evaluation of the courses the applicant presents and a comparison of those required for the degree offered by the College of Nursing. The applicant must complete at least twenty-six (26) semester hours in the College of Nursing before a degree will be awarded. When a transfer student has received a grade of less than a "C" in a nursing course from another program, this grade will count toward progression. See item #3 below. Transfer students are admitted on a space available basis. Transfer students who have been out of the nursing program for more than one year will not be permitted to transfer previous nursing coursework and will have to make application to the BSN Program as a new student.

The student wishing to transfer into the nursing program needs to access a copy of the "Process for Transfer" from the College of Nursing website. Included in the process is a letter from all previous nursing programs. The letter should include a statement of the student's standing at the previous school. The first semester of enrollment will include a one (1) hour special topics course for transfer students.

Progression, Probation, Suspension, Withdrawal, and Dismissal

Progression

- For progression in the nursing major, only grades of "C" or above will be accepted for nursing courses.
- Students who make less than a "C" may not progress into courses for which that course(s) is a prerequisite until the course(s) has been repeated and the required minimum grade attained.
- If a student earns a "NC", "D", "F", or "WF" for any two (2) nursing courses for any reason, the student will be dismissed from the College of Nursing and must withdraw from all other coursework. This includes any previous nursing coursework from another college.
- Re-admission will not be considered for any student dismissed from the College of Nursing at the University of Arkansas for Medical Sciences who earned a "NC", "D", "F", or "WF" from two (2) nursing courses. Exceptions may be considered by the dean on an individual basis.

- 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 a [Request to Re-Enter Program Form](#) found on the [College of Nursing](#) website under 'Future Students'.
- 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.

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

Course/Faculty Evaluation Policy

Web-based evaluations are conducted to assist the faculty in improving their courses and their teaching strategies. As members of the student body enrolled in a professional program of study, all students are required to complete the course/faculty evaluations as a part of their preparation for their professional role. The College of Nursing Scholastic Non-Cognitive Performance Standards guides the student in an understanding of these expectations.

Course/Faculty Evaluation Procedure

1. The policy and procedure for Course/Faculty Evaluations will be included in the *College of Nursing Catalog*, College of Nursing website, and all course syllabi. Students in all programs will be held responsible for this policy.

2. A review of the policy and procedure for Course/Faculty Evaluations will be given at the time of orientation to the program (if applicable) for students at all levels.
3. All enrolled students will be notified through their UAMS email account of the date and time period that the Course/Faculty Evaluations form will be available for each course offering each semester. Weekly reminders will be sent to every student.
4. The Course/Faculty Evaluation form for all courses (7 ½ week and full semester courses) will be posted prior to the end of the semester with the last day of evaluation availability being the final day of the semester.

Course/Faculty Evaluation Form

Course/Faculty Evaluations are used by each nursing program in the College. They are created based on a critical review of the literature and evaluation tools used on campus and at other schools. The consistency of the evaluations will ensure over time that the student understands the meaning of each of the components and, therefore, will improve the reliability and validity of the tool. The evaluation includes a Likert Scale and a comments section where students may comment in specific detail on any of the various tool components. The evaluations are computerized, and a program allows for the creation of reports on faculty and course evaluation data.

Academic Dishonesty/Honor Code (See College of Nursing Student Handbook)

The Honor Code was developed by the students in the College of Nursing. Students will be asked to sign the honor code roll during their junior year and to abide by the Code throughout their academic program. More information about the honor code and honor council can be found in the *UAMS College of Nursing Student Handbook*.

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. For generic students—Complete a maximum of 120 semester hours with a cumulative GPA of at least 2.0 on all work presented for graduation and of at least a 2.0 in all nursing courses with a cumulative GPA of to graduate.
3. For RN to BSN students—Complete a maximum of 120 semester hours with a cumulative GPA of at least 2.0 on all work presented for graduation and at least 2.0 in all nursing courses with a cumulative GPA of 2.0 to graduate.
4. Attend the Pinning, Hooding, and Recognition and Commencement ceremonies.
5. 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.

Drug Math Policy

All baccalaureate students are required to pass a drug math exam each semester. Drug math exams will be administered prior to the medication administration check off, and then at the beginning of each subsequent semester. Course exams for any course with a practical component starting with Foundations II should contain a minimum of three (3) drug math questions. The drug math exam must be successfully passed prior to administering medications in the clinical setting. Students are expected to adhere to the guidelines.

Guidelines

1. Achieve 90% to pass.
2. Three (3) attempts to pass the exam are allowed.
3. Failure to take a Drug Math exam during the designated testing time will result in a grade of "0" for that exam and counts as 1 of the 3 allowed attempts.
4. 24 hour minimum before taking the next exam. Complete exam 1 prior to the first clinical day.
5. Complete all testing by the end of the testing period.
6. Calculators are NOT allowed. They are built into the testing software.

Procedure

1. The first drug math exam will be given prior to attending the first clinical day.
2. Instructions for location of exam will be given by your course instructor.
3. Exam 2 and exam 3 will be given as scheduled by your course instructor.
4. If testing in the Library, tell the person you are there to take the drug math exam. Show a picture ID to the SSC staff prior to taking the exam. (This step is for 2nd or 3rd attempts.)

Exam

- When you have completed the exam, the computer will give you your score. Your instructor will review the exam and notify the class when the scores are final.
- Once you have received your score, the computer will give you feedback on any question(s) you missed including the correct answer.
- Prior to starting the exam, the computer will ask you to acknowledge an honor pledge. The honor pledge must be acknowledged before the computer will record your results.
- Give all scratch paper to your instructor or the staff person before leaving.

If you are not successful on the first exam

- The course coordinator will notify you if you are unsuccessful on the exam.
- Wait a minimum of 24 hours before the second attempt.
- Your instructor will notify you of time and place for subsequent exams.

Accelerated BSN Student Exam Policy

See College of Nursing Student Handbook.

Standardized Testing Guidelines

NCLEX

Successful completion of the baccalaureate program and the requirements to take the NCLEX examination is defined as completion with a grade of "C" or better in all courses and program requirements for the baccalaureate degree and awarding of that degree. Students are required to pay for and take nationally-normed exams throughout the BSN curriculum and to make a satisfactory score on such exams. These nationally-normed exams will be administered following completion of selected courses throughout the BSN program. Failure to complete any one exam on the date of which the student was scheduled to take the exam will necessitate withholding course grades until the exam is completed. Failure to achieve the identified benchmark score on any normed exam will require the student to complete formalized remediation following the exam failure but does not prevent progression.

Assessment Technologies Institute (ATI) Standardized Exam Policy

Pre-admission Exam

An applicant must complete and successfully pass the Assessment Technologies Institute (ATI) Test of Essential Academic Skills (TEAS). This exam is at the applicant's expense. The pre-admission TEAS exam must be completed by the application deadline of the current admission year. An official score report must be submitted at the time of application. A minimum passing score on the adjusted total score must be at least 65% to be considered for admission to the BSN program (rounding does not apply). Students must have completed the exam within two (2) years prior to the application date with the highest exam score considered for application purposes. Scores older than two (2) years will not be considered.

Licensed RNs returning for a BSN degree are exempt from this test. All transfer students must take the TEAS exam at their own expense prior to transferring into the program. Students may register for the exam and find testing sites at www.atitesting.com. Once you have accessed the website, choose TEAS at Pearson VUE Test option and follow the information given.

Standardized Normed Exams

Standardized normed exams are given during the junior and senior year in conjunction with certain nursing courses. The ATI Final Exams will be very similar to the ATI Standardized Examinations.

Standardized Benchmarking Exams

Standardized benchmarking exams are given throughout the program. While successful passing of the ATI Standardized Examination is not a requirement for passing the course, the student's score on the ATI benchmark exam will account for 5% of the course grade. This 5% will be added into the student's final course grade. If the student's course grade falls below a 75% average after the ATI benchmark score is applied, they will fail the course. The scoring of benchmark exams is listed below:

- Level 1 or below: 75%
- Level 2: 95%
- Level 3: 100%

REMIEDIATING BENCHMARK EXAMS:

A score of level 2 or level 3 is considered at or above proficiency for tested content. All students are assigned individual remediation based on results. Completed remediation is submitted for faculty review and is required. Students scoring a level 1 or below level 1 are considered below proficiency standards for tested content and will be assigned individual remediation.

IMPORTANT ATI INFORMATION: All students are required to complete the assigned ATI Practice Exams, learning modules, and other ATI assignments with at least a 90% score AND provide their ATI transcript documenting completion of these practice exams and assignments at the time designated by their course instructors. If they do not complete these assignments with a 90% score, they will fail the course. ATI online practice assessments A or B, if assigned, must meet a minimum 65% score and be submitted by the assigned due date.

ATI policy for ABSN Concept Synthesis course

Students will complete a series of ATI assignments and NCLEX®-style review test items to earn a letter grade for the Concept Synthesis course. In addition, students must earn the passing benchmark on the ATI RN Comprehensive Predictor Exam to complete the course. The passing benchmark for the ATI Comprehensive Predictor is a 95% probability of passing the NCLEX on the first attempt. Students will have three attempts to pass the exam.

Students who do not meet the benchmark score on the exam **after three attempts** will receive an incomplete "I" in the course and are required to pay and enroll in the Virtual ATI (VATI) Review Course. Students must complete Virtual ATI and earn the "Green Light" (Certification of Completion from ATI). Once the Green Light is earned, the student's grade will be changed from an "I" to the earned letter grade for the Concept Synthesis course, and the Arkansas State Board of Nursing is notified of the student's eligibility to take the NCLEX.

Students who must take the ATI RN Comprehensive Predictor Exam **for a third time** will also be required to pay and enroll in the Virtual ATI (VATI) Review Course. If the student meets the benchmark on the exam the third attempt, the letter grade earned in the Concept Synthesis course will be submitted to complete the course. They are not required to earn the "Green Light" through virtual ATI, but must reach the 100% stage of VATI (modules 1-9) before the Arkansas State Board of Nursing will be notified of their eligibility to take the NCLEX.

If the student is unable to immediately enroll in VATI, the deadline for enrollment is no later than the first day of the class for the semester immediately following the course. The student will have 12 weeks to complete the VATI course and earn the "Green Light." Once the "Green Light" is achieved, the student's grade in the course will change from an "I" to their earned letter grade and the student will be processed for graduation at the next available degree conferral date as set by the UAMS Office of the Registrar. If the student does not achieve the "Green Light" status from VATI within the 12 weeks, they will receive a failing grade for the course. Students who fail the course will be required to register to repeat the course with the next semester it is offered. If it is the student's second failing grade during the duration of the program, the student will be academically dismissed per program requirements.

All students enrolled in Concept Synthesis course are required to complete an NCLEX-RN review prior to graduation. Completion of the NCLEX-RN review course is graded on a Pass/Fail basis.

Grading scale

Self-assessment—**30% (60 points)**

Remediation for comprehensive Practice A and B—**20% (40 points)**

ATI Assignments—**50% (100 points)**

200 points total

This course will be offered in the semester the student graduates from the A-BSN program.

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 will be enrolled in the IPE curriculum during the A-BSN program.

Curriculum Overview: Accelerated BSN

Transferring Coursework for a A-BSN

The curriculum leading to an Accelerated Bachelor of Science in Nursing (A-BSN) consists of 120 semester hours. It requires successful completion of general education courses and two (2) years and a summer session of professional nursing instruction.

1. All applicants, including those with a previous baccalaureate or higher degree, must have a minimum GPA of 2.5 or greater on a 4.0 scale with a grade of "C" or better in all College of Nursing general education prerequisite courses. Entering GPA is calculated using every general education prerequisite course grade excluding elective hours. Grade replacement policy is in effect. To replace a grade, the number of hours must be equal and the course content must be equal. (In the case of repeated courses, only the last grade will be used to calculate the GPA.) All 58 prerequisite hours must be successfully completed with a "C" or better prior to enrollment.
2. An applicant must complete and successfully pass the Assessment Technologies Institute (ATI) Test of Essentials Academic Skills (TEAS). This exam must be completed at the applicant's personal expense prior to the deadline of the year of application, and an official score report must be submitted at the time of application. Minimum passing score must be 65% or greater (rounding does not apply) to be considered for admission. Students must have completed the exam within two (2) years prior to the application date with the highest exam score considered for application purposes. Scores older than two (2) years will not be considered. Testing information is available on the College of Nursing website.

[BSN Prerequisites by College](#) are found on the [College of Nursing](#) website. For all other requests for course transfer equivalency, please fax the request to the Student Services Office in the College of Nursing, (501) 686-7591.

In evaluating transfer of credit, the Student Services Office uses guidelines which include, but are not limited to, the following:

1. The coursework is taken at an institution of higher education which has been accredited by a regional accrediting agency.
2. The coursework is not technical, vocational, or remedial (developmental) in nature.
3. The coursework is applicable to a baccalaureate degree.
4. The course has a grade of "C" or better.

An applicant who has withheld pertinent information regarding educational background or who has falsified information or credentials may be denied admission to the College of Nursing or, if enrolled, may be immediately withdrawn.

Accelerated BSN Program—General Education Requirements

	Subject Matter	Credits
Biophysical Sciences	(16 Credit Hours)	
	Chemistry & Lab	4
	Microbiology & Lab	4
	Anatomy & Physiology & Labs	8
Social Sciences	(12 Credit Hours)	
	History (U.S. or American Government)	3
	Social Sciences (available options: psychology, anthropology, economics, geography, sociology, or history)	9
Humanities and English Composition	(15 Credit Hours)	
	Fine Arts/Humanities (available options: humanities, logical reasoning, art, foreign language, or philosophy)	6
	English Composition I & II	6
	Speech Communications (available options: speech, oral communications, or technical writing)	3
Additional Courses	(9 Credit Hours)	
	College Algebra or Quantitative Literacy	3
	Introductory Statistics	3
	Nutrition	3

Please contact the College of Nursing Student Services Office if you have questions regarding a specific course.

The College of Nursing updated the required prerequisites for the BSN programs in Fall 2018. Refer to the College of Nursing website for specific college's eligible courses.

Total General Education Credits: 58

1. The total sequence of anatomy and physiology must cover all body systems.
2. All biophysical science courses must include labs. Labs taught online are accepted.
3. Elective courses are to be chosen by individual students. Any course will count toward electives except nursing courses, remedial (developmental) courses, or technical/vocational courses. To determine the number of general elective hours needed, subtract the total non-elective hours earned from the fifty-eight (58) hours required. A course in basic computer skills is highly recommended.

NOTE: A grade of "C" or better will be required for all courses.

Accelerated BSN (A-BSN) Program of Study

<u>Semester I: Summer (10-week term)</u> 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 (1/0) 12 credits
<u>Semester IIA: Fall (8-week term)</u> NURS 33002: Professional Nursing II: Health Care Systems and Quality Care NURS 33097: Health and Illness Concepts I: Care of Clients with Common Health NURS 33072: Basic Pharmacology 1	2 credits (2/0) 7 credits (5/2) 2 credits (2/0) 11 credits
<u>Semester IIB: Fall (8-week term)</u> NURS 33033: Professional Nursing III: Introduction to Evidence-Based Practice and Nursing Research NURS 33105: Health and Illness Concepts II: Care of the Childbearing Family NURS 33082: Basic Pharmacology II	3 credits (3/0) 5 credits (3/2) 2 credits (2/0) 10 credits
<u>Semester IIIA: Spring (8-week term)</u> NURS 33137: Health and Illness Concepts III: Care of Clients with Complex Health Problems NURS 33144: Health and Illness Concepts IV: Care of Vulnerable Populations	7 credits (5/2) 4 credits (3/1) 11 credits
<u>Semester IIIB: Spring (8-week term)</u> NURS 33043: Professional Nursing IV: Leadership and Management of Care Concepts NURS 33157: Health and Illness Concepts V: Care of Clients with Multi-System Health Problems	3 credits (3/0) 7 credits (4/3) 10 credits
<u>Semester IV: Summer (10-week term)</u> NURS 33053: Professional Nursing V: Concept Synthesis NURS 33165: Clinical Immersion Capstone	3 credits (3/0) 5 credits (0/5) 8 credits
<u>Summary of Program Plan of Study (based on a 15-week semester)</u> Theory credits (contact hours) Clinical credits (contact hours) Total nursing course credits (contact hours)	44 credits (660 contact hours) 18 credits (810 contact hours) 62 credits (1470 contact hours)

Additional information regarding the Accelerated BSN Program

The Accelerated BSN program is 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 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 beginning their Master's requirements, they must also 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 in this program follow all policies on progression, probation, suspension, withdrawal, and dismissal for the Bachelor of Nursing Science program.*

Application for RN Programs

The [online application for admission](#) is found at the [College of Nursing](#) website.

1. All applicants, including those with a previous baccalaureate or higher degree, must have a minimum cumulative GPA of 2.85 or greater on a 4.0 scale and a grade of "C" or better in the College of Nursing general education prerequisite courses. Applicant GPAs will be calculated based upon the completed prerequisite coursework and also cumulative coursework. Grade replacement policy 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.
2. The CIA official language field listing to determine whether the TOEFL exam is required for international applicants who declare English as their first language. If English is listed as the official language of their country of birth on the CIA listing, the student will not be required to complete the TOEFL exam as an admission requirement. If the applicant was not born in the United States or in a country where English is the official language, the applicant may document their English proficiency in one (1) of two (2) ways:
 - a. An official TOEFL score of at least 550 or above on the paper-based exam, or 213 or above on computer-based exam, or a minimum score of 20 in each section of the iBT is required. The test must have been taken within the last two (2) calendar years of admission. Official TOEFL exam score report reflecting successful completion must be received no later than one (1) month past the application deadline date. Only TOEFL test scores received directly from ETS will be accepted as valid. Testing information is available at <http://ets.org/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.
3. International Applicants: If a candidate is basing admission eligibility on credits from an international accredited college or university, the official transcript must first be evaluated by the United States accredited college or university where prerequisite courses are being taken. A copy of the evaluation must be submitted with the application. A GPA for purposes of admission is figured on courses taken at United States accredited colleges or universities.
4. Official transcripts of coursework from all other institutions attended must be forwarded to the Student Services Office, College of Nursing, for review. An accompanying catalog for the years covered by the transcript may be requested before transcript evaluation can take place.
5. To comply with mandates from clinical agencies utilized by the 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 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. 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 March 1 for fall (August) admission.

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 <u>at least</u> the following number of semester credit hours in nursing by either transfer credit OR progression but NOT BOTH.	33 semester hours in nursing
Will be required to complete <u>no more than</u> the following number of semester credit hours in nursing.	38 semester hours in nursing

* RN to Baccalaureate degree programs which admit only RNs and no LPNs or unlicensed students might not record the progressing credit on the student's transcript and still meet this parameter.

Progression Testing and Work Experience Requirements

< 12 Months After Graduation	> 12 Months After Graduation
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 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 Program 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 a [Request to Re-Enter Program Form](#) found on the [College of Nursing](#) website under 'Future Students.'
- 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

Course/Faculty Evaluation Policy

Web-based evaluations are conducted to assist the faculty in improving their courses and their teaching strategies. As members of the student body enrolled in a professional program of study, all students are required to complete the course/faculty evaluations as a part of their preparation for their professional role. The College of Nursing Scholastic Non-Cognitive Performance Standards guides the student in an understanding of these expectations.

Course/Faculty Evaluation Procedure

1. The policy and procedure for Course/Faculty Evaluations will be included in the *UAMS College of Nursing Student Handbook*, *UAMS College of Nursing Catalog*, College of Nursing website, and all course syllabi. Students in all programs will be held responsible for this policy.
2. A review of the policy and procedure for Course/Faculty Evaluations will be given at the time of orientation to the program (if applicable) for students at all levels.
3. All enrolled students will be notified through their UAMS email account of the date and time period that the Course/Faculty Evaluations form will be available for each course offering each semester. Weekly reminders will be sent to every student.
4. The Course/Faculty Evaluation form for all courses (7 ½ week and full semester courses) will be posted prior to the end of the semester with the last day of evaluation availability being the final day of the semester.

Course/Faculty Evaluation Form

Course/Faculty Evaluations are used by each nursing program in the College. They are created based on a critical review of the literature and evaluation tools used on campus and at other schools. The consistency of the evaluations will ensure over time that the student understands the meaning of each of the components and, therefore, will improve the reliability and validity of the tool. The evaluation includes a Likert Scale and a comments section where students may comment in specific detail on any of the various tool components. The evaluations are computerized, and a program allows for the creation of reports on faculty and course evaluation data.

Academic Dishonesty/Honor Code (See College of Nursing Student Handbook)

The Honor Code was developed by the students in the College of Nursing. Students will be asked to sign the honor code roll during their junior year and to abide by the Code throughout their academic program. More information about the honor code and honor council can be found in

Grading Scale

The following grading scale is effective for the undergraduate nursing program:

90-100%	A
80-89.99%	B
75-75.99%	C
70-74.99%	D
<70%	F

NOTE: Grades are not rounded

Credit Hours for Baccalaureate Courses

- Twelve (12) semester hours constitute full-time enrollment in fall and spring semesters.
- Six (6) semester hours constitute full-time enrollment in summer sessions.
- The number of class days shall equal to fifteen (15) class weeks, excluding the final week, per semester.
- For didactic courses, the credit hour equals the clock hours of class time; i.e. a 3-credit course will meet 3 hours per week for fifteen (15) weeks, or 6 hours per week for seven and one half (7.5) weeks.
- For a clinical course, the ratio of credit hour to clock hour is 1:3 for baccalaureate courses. For example, a baccalaureate clinical course that is 2.5 credits will meet 112.5 clock hours in a seven and one half (7.5) or fifteen (15) week period. (Equals approximately 7.5 hours/week times 15 weeks) or (15 hours/week times 7.5 weeks).

Incomplete Grades

The designation "I", or Incomplete, may be assigned when the instructor deems that circumstances beyond the student's control prevented timely completion of course requirements. The designation is given by the instructor only after consultation with the student, course coordinator, program director, and the Associate Dean for Academic Programs.

An "I" may be changed to a grade provided all course requirements have been completed by the end of the next semester or summer session in which the student is enrolled. If the student does not complete the course requirement by the end of the next enrolled semester or summer session, the incomplete grade shall be changed to an "F". When the grade is changed to a final grade, this shall become the grade for the semester in which the course was originally taken. If 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 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.
3. Attend the Pinning, Hooding, and Recognition and Commencement ceremonies.

Drug Math Policy: Baccalaureate Completion Program Students

All Baccalaureate Completion students are required to pass a drug math exam during their first semester. Students are expected to adhere to the drug math guidelines and procedures. Successful completion of NURS 41303 requires passing the drug math exam.

Guidelines

1. Achieve 90% to pass.
2. Three (3) attempts to pass the exam are allowed.
3. Failure to take a drug math exam during the designated testing time will result in a grade of "0" for that exam and counts as 1 of the 3 allowed attempts.
4. 24 hour minimum before taking the next exam.
5. Complete all testing by the end of the testing period.
6. **Calculators are NOT allowed.** They are built into the testing software.

Procedure

1. The drug math exam will be scheduled in NURS 41303.
2. All exams are located online in the NURS 41303 Blackboard course.
3. Each exam is to be completed according to the exam schedule outlined in the course.

Exam:

1. When you have completed the exam, the computer will give you your score.
2. Once you have received your score, the computer will give you feedback on any question(s) you missed.
3. Prior to starting the exam, the computer will ask you to acknowledge an honor pledge. The honor pledge must be acknowledged before the computer will record your results.

Baccalaureate Completion Program Student Exam Policy

See *College of Nursing Student Handbook*.

Key Concepts, Student Program Outcomes, and AACN Essentials

Key Concepts	Student Program Outcomes	AACN Essentials and Domains for Entry-Level Professional Nursing Education
1. Professional and Ethical Self-Regulation Core to professional nursing practice, ethics refers to principles that guide a person's behavior. Ethics is closely tied to moral philosophy involving the study of or examination of morality through a variety of different approaches (Tubbs, 2009). There are commonly accepted principles in bioethics that include autonomy, beneficence, non-maleficence, and justice (ANA 2015; ACNM, 2015; AANA, 2018; ICN, 2012). The study of ethics related to nursing practice has led to the exploration of other relevant concepts, including moral distress, moral hazard, moral community, moral or critical resilience, and increased self-awareness.	• Possess an understanding of nursing's unique perspective, apply theory and research-based knowledge from various fields, and demonstrate clinical judgment (AACN Domain 1: Knowledge for Nursing Practice). • Exhibit ethical behavior, employ a participatory approach, demonstrate accountability, adhere to applicable laws, embody professional identity, and integrate diversity, equity, and inclusion (AACN Domain 9: Professionalism). • Commit to personal health and well-being, cultivate flexibility, and demonstrate beginning leadership skills (AACN Domain 10: Personal, Professional, and Leadership Development).	Domain 1: Knowledge for Nursing Practice Domain 9: Professionalism Domain 10: Personal, Professional, and Leadership Development
2. Information in Health Care Technology Employ basic competence in information technology systems, including decision-support systems that promote communication and quality safe patient care; for example, but not limited to electronic health and medical records, patient monitoring systems, and medication administrations systems.	• Demonstrate an understanding nursing scholarship, integrate evidence into practice and advocate for ethical scholarship (AACN Domain 4: Scholarship of Nursing Discipline). • Apply quality improvement principles and promote a culture of safety for patients and healthcare providers (AACN Domain 5: Quality and Safety). • Demonstrate proficient use of information and communication technology for patient care, knowledge generation, and ethical, legal, professional, and regulatory compliance (AACN Domain 8: Informatics and Healthcare Technologies).	Domain 4: Scholarship for Nursing Practice Domain 5: Quality and Safety Domain 8: Information and Healthcare Technologies
3. Interprofessional Care Services and Communication Communication, informed by nursing and other disciplines, is a central component in nursing practice. Communication is defined as an exchange of information, thoughts, and feelings through a variety of mechanisms. Effective communication between nurses and individuals and between nurses and other health professionals is necessary for the delivery of high-quality, individualized nursing care. Communication is a core component of teambased,	• Possess an understanding of nursing's unique perspective, apply theory and research-based knowledge from various fields, and demonstrate clinical judgment (AACN Domain 1: Knowledge for Nursing Practice). • Demonstrate proficiency in diverse team roles, utilize team dynamics, apply interdisciplinary knowledge, and promote a partnership approach to quality care delivery (AACN Domain 6: Interprofessional Partnerships).	Domain 1: Knowledge for Nursing Practice Domain 6: Interprofessional Partnerships

interprofessional care and is closely interrelated with the concept of Social Determinants of Health.		
4. Health Policy, Promotion, and SDOH Health policy involves goal-directed decisionmaking about health that is the result of an authorized public decision-making process (Keller & Ridenour, 2021). Nurses play critical roles in advocating for policy that impacts patient health outcomes and the profession. Nursing practices such as assessment, health promotion, fostering care accessibility, and patient teaching support improvements in health outcomes. The social determinants of health are closely interrelated with the concepts of diversity, equity, and inclusion, health policy, and communication.	• Possess an understanding of nursing's unique perspective, apply theory and research-based knowledge from various fields, and demonstrate clinical judgment (AACN Domain 1: Knowledge for Nursing Practice). • Manage population health, form effective partnerships, recognize socioeconomic healthcare impact, promote equitable health policy, serve as an advocate, and foster preparedness for public health (AACN Domain 3: Population Health). • Apply healthcare systems knowledge, consider cost-effectiveness, and enhance system effectiveness through evidence-based practice and innovation (AACN Domain 7: Systems-Based Practice). • Commit to personal health and well-being, cultivate flexibility, and demonstrate beginning leadership skills (AACN Domain 10: Personal, Professional, and Leadership Development).	Domain 1: Knowledge for Nursing Practice Domain 3: Population Health Domain 7: Systems-Based Practice Domain 10: Personal, Professional, and Leadership Development
5. Compassionate Person-Centered Care As an essential principle of person-centered care, compassionate care refers to the way nurses relate to others as human beings, noticing another person's vulnerability, and responding in a way that is meaningful for people (Murray & Tuqiri, 2020). Compassionate care is interrelated with other concepts such as caring, empathy, and respect and is closely associated with patient satisfaction.	• Possess an understanding of nursing's unique perspective, apply theory and research-based knowledge from various fields, and demonstrate clinical judgment (AACN Domain 1: Knowledge for Nursing Practice). • Establish caring relationships, communicate effectively, integrate assessment techniques, diagnose health problems, create a plan of care, be accountable for delivery of care, evaluate outcomes, support self-care, and facilitate care coordination (AACN Domain 2: Person-Centered Care).	Domain 1: Knowledge for Nursing Practice Domain 2: Person-Centered Care
6. Evidence-Based Practice Evidence-based practice is a problem-solving approach to delivering health care that integrates the best evidence from studies and patient care data with clinician expertise and patient preferences and values (Melnyk, Fineout-Overhold, Stillwell, & Williamson, 2010).	• Demonstrate an understanding nursing scholarship, integrate evidence into practice and advocate for ethical scholarship (AACN Domain 4: Scholarship of Nursing Discipline).	Domain 4: Scholarship for Nursing Practice
7. Diversity, Equity, and Inclusion Collectively, diversity, equity, and inclusion (DEI) refer to a broad range of individual, population, and social constructs and is adapted in the Essentials as one of the most visible concepts. Although these are collectively considered a concept, differentiation of each conceptual element leads to enhanced understanding and improved patient care.	• Possess an understanding of nursing's unique perspective, apply theory and research-based knowledge from various fields, and demonstrate clinical judgment (AACN Domain 1: Knowledge for Nursing Practice). • Establish caring relationships, communicate effectively, integrate assessment techniques, diagnose health problems, create a plan of care, be accountable for delivery of care, evaluate outcomes, support self-care, and facilitate care coordination (AACN Domain 2: Person-Centered Care). • Commit to personal health and well-being, cultivate flexibility, and demonstrate beginning leadership skills (AACN Domain 10: Personal, Professional, and Leadership Development).	Domain 1: Knowledge for Nursing Practice Domain 2: Person-Centered Care Domain 10: Personal, Professional, and Leadership Development

8. Clinical Judgment As one of the key attributes of professional nursing, the clinical judgment refers to the process by which nurses make decisions based on nursing knowledge (evidence, theories, ways/patterns of knowing), other disciplinary knowledge, critical thinking, and clinical reasoning (Manetti, 2019). This process is used to understand and interpret information in the delivery of care and is directly related to care outcomes.	• Possess an understanding of nursing's unique perspective, apply theory and research-based knowledge from various fields, and demonstrate clinical judgment (AACN Domain 1: Knowledge for Nursing Practice). • Apply quality improvement principles and promote a culture of safety for patients and healthcare providers (AACN Domain 5: Quality and Safety).	Domain 1: Knowledge for Nursing Practice Domain 5: Quality and Safety

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

Characteristics of the Graduate (Programs Outcomes)

Graduates will enact the role of the advanced practice nurse, which includes to

1. Promote, manage, and coordinate health care in culturally and ethnically diverse populations within areas of specialization.
2. Design and implement theory and research-based health care interventions within a variety of health care systems.
3. Deliver health care that is responsive and accessible to the consumer in a variety of health care systems.
4. Analyze the external and internal environment of health care delivery systems including economic, political, ethical, legal and philosophical factors.
5. Analyze issues related to health policy and health economics.
6. Provide leadership in the profession and community to advance registered nursing practice and health care systems.
7. Plan, implement, and evaluate education activities using teaching and learning theories.
8. Provide consultation to health care providers and consumers.
9. Effectively communicate scholarly ideas through a variety of media.
10. Establish collegial and collaborative relationships within health care systems.
11. Develop advanced registered nurse practice based on professional values and standards.

12. The master's graduates shall demonstrate the role of the APRN.

Interprofessional Education Requirements

Baccalaureate Completion 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 will be enrolled in the IPE curriculum during the Baccalaureate Completion program.

Curriculum Overview: Baccalaureate Completion Programs

[BSN Prerequisites by College](#) is found on the [College of Nursing](#) website. For all other requests for course transfer equivalency, please fax the request to the Student Services Office in the College of Nursing, (501) 686-7591. In evaluating transfer of credit, the Student Services Office uses guidelines which include, but are not limited to, the following:

1. The coursework is taken at an institution of higher education which has been accredited by a regional accrediting agency.
2. The coursework is not technical, vocational, or remedial (developmental) in nature.
3. The coursework is applicable to a baccalaureate degree.
4. The course has a grade of "C" or better.

An applicant who has withheld pertinent information regarding educational background or who has falsified information or credentials may be denied admission to the College of Nursing or, if enrolled, may be immediately withdrawn.

BACCALAUREATE COMPLETION PROGRAM—GENERAL EDUCATION REQUIREMENTS

HRS	BIOPHYSICAL SCIENCES	
4 hours	Chemistry w/Lab	
4 hours	Microbiology w/Lab	
8 hours	Anatomy and Physiology I and II w/Labs	
	SOCIAL SCIENCES	
3 hours	US History or American National Government	
9 hours	Social Sciences	Examples include psychology, anthropology, economics, geography, sociology, and history courses.
	HUMANITIES AND ENGL. COMP.	
6 hours	Fine Arts/ Humanities	Examples include the humanities, logical reasoning, art, foreign language, and philosophy courses.
6 hours	English Composition I and II	
3 hours	Speech	Will accept: Speech, Oral communications, OR a technical writing course.
	ADDITIONAL COURSES	
3 hours	College Algebra or Quantitative Literacy	
3 hours	Intro to Statistics	
3 hours	Nutrition	
6 hours	Electives	
58 hours	Total	

Please contact the College of Nursing Student Services Office if you have questions regarding a specific course. 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 is required for all courses.

Baccalaureate Completion Program 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 71053: Theoretical Foundations for Advanced Nursing Practice and Research (3)

*NURS 51003: Research Methodology (3)

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 52063: Quantitative Epidemiology (3)

NURS 49404: Community Health Nursing Theory and Practicum (4)

***Graduate level courses**

Total Semester Hours: 120

Master of Nursing Science (MNSc)

The Nursing Administration and Case Management specialties for the MNSc are offered with fall admissions. The admission application deadline for both specialties is March 1st. Students who choose Nursing Administration or Case Management are not eligible to complete the nurse practitioner focused post-BSN to DNP program. Nurse Practitioner tracks will be completed in the MNSc program in 2024, and the College of Nursing has suspended admission to these tracks at the MNSc level. Students interested in nurse practitioner tracks should apply to the post-BSN-DNP program.

The program leading to the Master of Nursing Science degree is accredited by the Commission on Collegiate Nursing Education (CCNE). Nursing course requirements are completed in the College of Nursing, University of Arkansas for Medical Sciences, Little Rock. Semester hours completed by candidates for the Master of Nursing Science (MNSc) vary depending on the area of study selected.

The Master of Nursing Science program prepares nurses for advanced practice registered nurses (APRNs) roles in Nursing Administration or in Case Management. The MNSc program provides a foundation for doctoral study. APRNs are accountable to society and practice in the roles of nurse practitioner, administrator, and educator. The APRN is prepared to 1) provide and manage care of family/individual across lifespan (adult-gerontology, pediatrics, or psychiatric-mental health); 2) participate in the development and implementation of health care systems that are accessible and responsive to the consumer; 3) use and collaborate in research; 4) develop, implement, and evaluate educational programs; and 5) provide leadership in the profession, the health care sector, and society as a whole.

The master's nurse practitioner programs meet the criteria as set forth by the 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.

Graduate Program Outcomes

Graduates of the UAMS graduate programs will:

1. Possess a comprehensive understanding of nursing's unique perspective, apply theory and research-based knowledge from various fields, and exercise clinical judgment (Knowledge for Nursing Practice).
2. Establish caring relationships, communicate effectively, integrate assessment techniques, diagnose health problems, create care plans, demonstrate care delivery accountability, evaluate outcomes, empower self-care, and facilitate care coordination (Person-Centered Care).
3. Manage population health, foster partnerships, consider socioeconomic healthcare impact, promote equitable policy, employ advocacy, and enhance preparedness for public health (Population Health).
4. Advance nursing scholarship, integrate evidence into practice and advocate for ethical scholarship (Scholarship of Nursing Discipline).
5. Apply quality improvement principles and promote a culture of safety for patients and healthcare providers (Quality and Safety).
6. Excel in diverse team roles, utilize team dynamics, leverage interdisciplinary knowledge, and promote a partnership approach to quality care delivery (Interprofessional Partnerships).
7. Apply healthcare systems knowledge, consider cost-effectiveness, and optimize system effectiveness through evidence-based practice and innovation (Systems-Based Practice).
8. Proficiently use information technology for patient care, knowledge generation, and ethical, legal, professional, and regulatory compliance (Informatics and Healthcare Technologies).
9. Exhibit ethical behavior, employ a participatory approach, demonstrate accountability, adhere to laws, embody professional identity, and integrate diversity, equity, and inclusion (Professionalism).
10. Commit to health and well-being, cultivate flexibility, and nurture leadership capacity (Personal, Professional, and Leadership Development).

Admission Requirements

All required admission documents must be postmarked by the College of Nursing Student Services Office by **March 1** for applicants seeking admission in the fall semester. Students given a tentative admission status may not register for graduate nursing courses until the tentative status is removed. An applicant may receive a tentative admission status if the BSN degree is incomplete, the student does not have a current,

unencumbered RN license, or the student has not completed all admission prerequisites such as a course in health assessment or statistics.

Admission preference is to Arkansas residents.

The number of applicants accepted in any College of Nursing program is based on available resources.

1. Complete the application for the College of Nursing.
2. Provide official transcripts from all colleges and universities attended. A course in basic statistics must have a letter grade of "C" or better.
3. Present proof of earned baccalaureate degree in nursing from a NLNAC or CCNE accredited program.
4. Provide evidence of an unencumbered Arkansas or unencumbered compact state RN license. All College of Nursing students who are or have been licensed as a nurse (LPN, RN, RNP, APRN, etc.) must maintain that nursing license "in good standing" with the appropriate State Board of Nursing throughout their enrollment in the College of Nursing. Students may not 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. Admission of conditional applicants, those with a GPA of 2.50 – 2.84, may be contingent based on an interview and the availability of resources and program space. **(Students with less than a 2.50 GPA will not be considered for admission.)**
8. Students must hold a GPA of 2.85 or above (on a 4-point scale) for regular admission. Students with less than a 2.85 GPA may be considered for conditional admission. However, grade replacement policy is in effect. To replace a grade, number of hours must be equal and course content must be equal. (In the case of repeated courses, only the last grade will be used to calculate the entering GPA.)
9. A standardized entrance exam is **NOT** required for entry (GRE/MAT).
10. Applicants who have attended a previous graduate nursing school or another health-related profession school must have a letter submitted from that school that includes a statement regarding the student's standing at the previous school. Applicants who have been previously dismissed from a program or who are not in good standing will not be considered for admission. Admission will not be considered for anyone who earned a "NC", or "C" in any two graduate nursing courses or a "D", "F", "WD" or "WF" in any graduate nursing course.
11. The CIA official language field listing to determine whether the TOEFL exam is required for international applicants who declare English as their first language. If English is listed as the official language of their country of birth on the CIA listing, the student will not be required to complete the TOEFL exam as an admission requirement. If the applicant was not born in the United States or in a country where English is the official language, the applicant may document their English proficiency in one of two ways:
 - a. An official TOEFL score of at least 550 or above on the paper-based exam, or 213 or above on computer-based exam, or a minimum score of 20 in each section of the iBT is required. The test must have been taken within the last two (2) calendar years of admission. Official TOEFL exam score report reflecting successful completion must be received no later than one (1) month past the application deadline date. Only TOEFL test scores received directly from ETS will be accepted as valid. Testing information is available at <http://ets.org>.
 - b. If the applicant's entire educational experience has been in the United States, the applicant does not have to take the TOEFL. To document this, the applicant must provide records/transcripts from the time that the applicant entered school in the seventh grade through high school, and college. If the applicant cannot provide this documentation, the applicant may appeal first to the College of Nursing Admissions and Progression Committee, and then to the Dean of the College of Nursing.
12. Evaluation of Foreign Transcripts – If the degree was earned outside of the United States, the applicant must have all international transcripts evaluated by a credentialing entity that is a member of NACES (The National Association of Credential Evaluation Services www.naces.org (e.g., www.wes.org or www.ece.org). The evaluation must include proof of the equivalency of a United States degree and an equivalent GPA that is based on a 4.0 grading system.

NOTE:

1. In addition to meeting the admission requirements, a minimum of two (2) years of clinical experience is strongly recommended prior to admission. The College of Nursing requires a student to have been employed 2000 hours as an RN in clinical practice prior to and not during enrolling in advanced health assessment theory and practicum courses, all clinical theory and practicum courses, and nursing administration practicum courses.
2. A student must show proof of current 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) or American Red Cross (Professional Rescuer). 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. Show proof of current TB test and completed Hepatitis B immunization series.
4. **All** students will be charged annually at registration for liability insurance.

Transfer Credits

The College of Nursing will permit a student to transfer up to twelve (12) credits of graduate credits from another accredited graduate school in the United States, provided that the grades are "B" or better, and the subjects are acceptable to the department concerned, as a part of the student's program. The Associate Dean for Academic Programs or 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-Master's Certificate Program

Applicants holding a master's degree in nursing may be eligible for post-master's 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 non-degree seeking post-master's application found on the [College of Nursing](#) website under [Post-Master's Completion](#). Official transcripts reflecting a graduate degree in nursing should be sent to the Student Services Office. Post-master's students are admitted on a space available basis per specialty. A student seeking a post-master's program of study must show evidence of 2000 hours of clinical practice as an RN.

Non-Degree Seeking Status

Post-master's non-degree seeking students may take classes on a space available basis with no guarantee that the course will apply to a degree at a later time. *Applicants for non-degree seeking status must submit a BSN transcript that demonstrates a minimum cumulative GPA of 2.85. Non-degree seeking status may be maintained until nine (9) credit hours have been completed. To enroll in additional graduate hours, the student must apply and be accepted to a MNSc specialty. Non-Degree seeking students must show evidence of 2000 hours of clinical practice as an RN.*

Application Requirements for MNSc Program

1. The CIA official language field listing to determine whether the TOEFL exam is required for international applicants who declare English as their first language. If English is listed as the official language of their country of birth on the CIA listing, the student will not be required to complete the TOEFL exam as an admission requirement. If the applicant was not born in the United States or in a country where English is the official language, the applicant may document their English proficiency in one of two ways:
 - a. An official TOEFL score of at least 550 or above on the paper-based exam, or 213 or above on computer-based exam, or a minimum score of 20 in each section of the iBT is required. The test must have been taken within the last two (2) calendar years of admission. Official TOEFL exam score report reflecting successful completion must be received no later than one (1) month past the application deadline date. Only TOEFL test scores received directly from ETS will be accepted as valid. Testing information is available at <http://ets.org>.
 - b. If the applicant's entire educational experience has been in the United States, the applicant does not have to take the TOEFL. To document this, the applicant must provide records/transcripts from the time that the applicant entered school in the seventh grade through junior high, high school, and college. If the applicant cannot provide this documentation, the applicant may appeal first to the College of Nursing Admissions and Progression Committee, and then to the Dean of the College of Nursing.

Steps in Applying for Admission

The College of Nursing does review for admission to the Masters of Nursing Science degree program.

1. Complete the online application process. The [online MNSc application](#) is found on the [College of Nursing](#) website. **All** application materials must be received by the posted deadlines of the year the student plans to enter the program.
2. All official transcripts must be received by the Student Services Office on or before the posted application deadline. Transcripts are considered official when enclosed in a sealed envelope and bearing the official seal of the issuing institution. Candidates must provide official transcripts from every institution attended.

The following documents must also be on file before an applicant will be considered for admission to the College of Nursing:

1. Applications for admission to the College of Nursing Master of Nursing Science program.
2. Unencumbered Arkansas RN or unencumbered compact state RN license.
3. Official transcript (in a sealed envelope from the issuing institution) of course in basic statistics with a letter grade of "C" or better.
4. Provide evidence of an academic or an ANCC-COA continuing education approved health assessment course. A check-off, arranged through the College of Nursing Faculty, is required once the course is completed.

Policies for All MNSc Applicants

Conditional Admission

Students given a conditional admission because of low GPA (2.50 – 2.85) must achieve a GPA of 3.0 or above during the first twelve (12) hours of graduate study which would apply toward the degree. If, at the completion of twelve (12) hours of graduate study, the student has not achieved a GPA of 3.0 or above, the student will be dismissed from the College of Nursing. Those students who achieve a 3.0 GPA in the first twelve (12) hours will be granted regular admission. Conditional students are admitted on a resource/space available basis for each specialty.

Tentative Admission

Students given a tentative admission status, that is, those not having met all admission prerequisites such as completion of the BSN degree, current licensure, health assessment, or statistics course, may not register for graduate nursing courses until the tentative status is removed.

Progression, Probation, Suspension, Withdrawal, and Dismissal

1. Course drop/withdrawal dates: See the [Academic Calendar](#) found on the College of Nursing website. After the last date to withdraw, any withdrawal from the course through the last class day will be considered a "WF" unless the student is passing the course at the time of withdrawal. A "WF" (withdraw failing) figures into the total GPA as an "F". Exceptions will be considered by the dean on an individual basis.

2. Master's students must show proof of 2000 hours of work experience as an RN before registering for any practicum course. The [Verification of Employment Form](#) found on the [College of Nursing](#) website must be completed and notarized.
3. Students must 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 course is repeated, there is no grade forgiveness. All grades will be counted towards the cumulative GPA.
8. If a grade less than a "C" is earned in any course, the student will be dismissed from the College of Nursing.
9. 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.
10. 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.
11. 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.
12. Graduates of the RN to BSN/MNSc program will not be required to repeat the graduate courses that applied to the BSN degree if a grade of "B" or higher has been earned.
13. 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.
14. 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.
15. Re-admission will not be considered 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.
16. 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.
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. Transfer from one master's specialty to another is not permissible in the College of Nursing. Students who desire to change specialties must apply as a new student. This application will be considered for acceptance with all others in the application cycle. This does not apply to students who wish to change tracks within the pediatric specialty only. There are no exceptions to this policy.

Computerized Web-Based Evaluations for Courses/Faculty

Course/Faculty Evaluation Policy

Web-based evaluations are conducted to assist the faculty in improving their courses and their teaching strategies. As members of the student body enrolled in a professional program of study, all students are required to complete the course/faculty evaluations as a part of their preparation for their professional role. The College of Nursing Scholastic Non-Cognitive Performance Standards guides the student in an understanding of these expectations.

Course/Faculty Evaluation Procedure

1. The policy and procedure for Course/Faculty Evaluations will be included in the *College of Nursing Catalog*, College of Nursing website, and all course syllabi. Students in all programs will be held responsible for this policy.
2. A review of the policy and procedure for Course/Faculty Evaluations will be given at the time of orientation to the program (if applicable) for students at all levels.

3. All enrolled students will be notified through their UAMS email account of the date and time period that the Course/Faculty Evaluations form will be available for each course offering each semester.
4. The Course/Faculty Evaluation form for all courses (7 ½ week and full semester courses) will be posted prior to the end of the semester with the last day of evaluation availability being the final day of the semester.

Course/Faculty Evaluation Form

Course/Faculty Evaluations are used by each nursing program in the College. They are created based on a critical review of the literature and evaluation tools used on campus and at other schools. The consistency of the evaluations will ensure over time that the student understands the meaning of each of the components and, therefore, will improve the reliability and validity of the tool. The evaluation includes a Likert Scale and a comments section where students may comment in specific detail on any of the various tool components. The evaluations are computerized.

Grading Scale

The following grading scale is effective for the College of Nursing graduate nursing programs (5000 and 7000 series courses):

90-100%	A
80-89.99%	B
75-79.99%	C
70-74.99%	D
<70%	F

NOTE: Grades are not rounded.

Credit Hours for Graduate Courses

- Part-time enrollment for MNSc students is less than nine (9) credit hours for fall and spring.
- Part-time enrollment for MNSc students is less than five (5) credit hours for summer sessions.
- The number of class days shall equal to fifteen (15) class weeks excluding the final week.
- For didactic courses the credit hour equals the clock hours of class time; i.e. a three (3) credit course will meet three (3) hours per week for fifteen (15) weeks or (6) six hours per week for 7.5 weeks.
- For a clinical course, the ratio of credit hour to clock hour is 1:70 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 fifteen (15) 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.

MNSc Interactive Video (formerly Telecom) Course Requirement

The student and their faculty advisor will determine the most suitable location for the student to attend any interactive video network (IVN) course in which they enroll. IVN locations will be limited to those approved by the College of Nursing. The agreed upon IVN location will be posted on the student's program of study.

The student must attend this location for their IVN courses without exception. Should students need to change locations, they are required to notify their advisor during early registration for the semester of the change. The advisor will be responsible for notifying the Registrar. If the student will miss class, they must notify the instructor immediately.

Curriculum Overview: MNSc

The curriculum leading to the Master of Nursing Science degree can be completed through a part-time program of study. Part-time study requires 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 Outcomes Portfolio the semester of graduation to complete program requirements. Nursing post-master's completion or certificate is available for all specialties.

MNSc Student Policy for Clinical/Practicum sites

Students who are taking their clinical/practicum courses in the same facility in which they work may **NOT** be working as an employee on the days in which they are doing clinical coursework. A student may **NOT** be on the job, performing RN duties at the same time as 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 (45 Semester Hours) & Primary Care Pediatric Nurse Practitioner (45 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 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

Elective (3 semester hours) A student enrolled in the Nursing Education Specialty may use one of the education courses as an elective provided the student completes all four education courses.

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

Elective (3 semester hours) A student enrolled in the Nursing Education Specialty may use one of the education courses as an elective provided the student completes all four education courses.

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 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 5269: Nursing Administration Practicum I
NURS 5369: Nursing Administration Practicum II
NURS 59951: Outcomes Portfolio
NURS 71133: Healthcare Informatics (note:DNP level)
Elective (3 semester hours) **OR**
NURS 51753: Theoretical Foundations of Nursing Education**

*** (Students may also complete the Nursing Education program of study with the addition of only two more courses providing NURS 5175 is used as the elective.)*

6. Nursing Education (12 Semester Hours)

NURS 51753: Theoretical Foundations for Nursing Education
NURS 51783: Curriculum Development for the Nurse Educators

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 taken as a post-master's completion program. Students may enroll in one nurse education course as an elective, or if a minor in nursing education is desired, take the full series of 4 education courses (12-credits). Didactic courses are pre-requisites to the associated education practicums.

7. Psychiatric-Mental Health Nurse Practitioner (45 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. Nursing Case Management (38 Semester Hours; 540 Clinical Hours)

NURS 71053: Theoretical Foundations for Advanced Nursing Practice and Research
NURS 51003: Research Methodology
NURS 72103: Evidence-Based Practice
NURS 51903: Integrated Health Assessment and Pathophysiology
NURS 52753: Law, Policy, and Procedure in Health Care
NURS 71133: Healthcare Informatics
NURS 51043: Clinical Pharmacology and Therapeutics
NURS 51933: Concepts and Roles of Case Management
NURS 51943: Process of Case Management
NURS 53973: Case Management Practicum I
NURS 52974: Case Management and Managed Care Across the Lifespan
NURS 54974: Case Management Practicum II
NURS 59951: Outcomes Portfolio

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, or Primary Care Pediatrics. Upon completion of required coursework, students will be eligible to sit for the national certification exam in his or her chosen specialty. The post-BSN to DNP program has a fall-only admission.

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, or 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 administration or APRNs 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.

Graduate Program Outcomes

Graduates of the UAMS graduate programs will:

1. Possess a comprehensive understanding of nursing's unique perspective, apply theory and research-based knowledge from various fields, and exercise clinical judgment (Knowledge for Nursing Practice).
2. Establish caring relationships, communicate effectively, integrate assessment techniques, diagnose health problems, create care plans, demonstrate care delivery accountability, evaluate outcomes, empower self-care, and facilitate care coordination (Person-Centered Care).
3. Manage population health, foster partnerships, consider socioeconomic healthcare impact, promote equitable policy, employ advocacy, and enhance preparedness for public health (Population Health).
4. Advance nursing scholarship, integrate evidence into practice and advocate for ethical scholarship (Scholarship of Nursing Discipline).
5. Apply quality improvement principles and promote a culture of safety for patients and healthcare providers (Quality and Safety).
6. Excel in diverse team roles, utilize team dynamics, leverage interdisciplinary knowledge, and promote a partnership approach to quality care delivery (Interprofessional Partnerships).
7. Apply healthcare systems knowledge, consider cost-effectiveness, and optimize system effectiveness through evidence-based practice and innovation (Systems-Based Practice).
8. Proficiently use information technology for patient care, knowledge generation, and ethical, legal, professional, and regulatory compliance (Informatics and Healthcare Technologies).
9. Exhibit ethical behavior, employ a participatory approach, demonstrate accountability, adhere to laws, embody professional identity, and integrate diversity, equity, and inclusion (Professionalism).
10. Commit to health and well-being, cultivate flexibility, and nurture leadership capacity (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 March 1. 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 December 1.

For applicants seeking a DNP degree with a leadership focus, all required admission documents must be received or postmarked by the College of Nursing Student Services Office by April 1. Students given a tentative admission status, that is, those not having met all admission pre-requisites such as completion of the BSN or MNsc/MSN degree, current licensure, certification, health assessment, or statistics course may not register for graduate nursing courses until the tentative status is removed. Preference will be given to Arkansas residents. **The number of applicants accepted in any College of Nursing program is based on available resources.**

Steps for ALL applicants to the DNP Program:

1. Complete the College of Nursing application found on the College of Nursing website.
2. Provide official transcripts from any and all colleges and universities attended.
3. A course in basic statistics must have a letter grade of "C" or better.
4. Present proof of earned baccalaureate degree in nursing from a 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.
5. Students must hold a cumulative GPA of 3.00 or above (on a 4-point scale) in the most recent degree in nursing for admission.
6. A standardized entrance exam (GRE/MAT) is NOT required for entry.

7. Applicants who have attended a previous graduate nursing school or another health-related profession school must have a letter submitted from that school that includes a statement regarding the student's standing at the previous school. Applicants who have been previously dismissed from a program or who are not in good standing will not be considered for admission. Admission will not be considered for anyone who earned a "NC", or "C" in any two graduate nursing courses or a "D", "F", "WD" or "WF" in any graduate nursing course.
8. Provide evidence of an unencumbered Arkansas or unencumbered compact state RN license. All College of Nursing students who are or have been licensed as a nurse (LPN, RN, RNP, APRN, etc.) must maintain that nursing license "in good standing" with the appropriate State Board of Nursing throughout their enrollment in the College of Nursing. Students may not continue to be enrolled in any courses or have any contact with patients/clients, if their license is expired, encumbered, probationary, suspended, or surrendered. It is the student's ethical and professional obligation to inform the College of Nursing Student Services Office immediately upon any change in licensure status. Failure to do so will be considered a breach of the College of Nursing Scholastic Non-Cognitive Performance Standards and the College of Nursing Honor Code, and the student will be dismissed from the College of Nursing.
9. Provide evidence of an academic or an ANCC-COA continuing education approved health assessment course if seeking educational preparation to sit for initial or second APRN certification.
10. A student must show proof of current cardiopulmonary resuscitation (CPR) certificate. The only acceptable courses are American Heart Association (Health Care Provider) or American Red Cross (Professional Rescuer). ACLS will not be accepted for CPR certification.
11. Provide a curriculum vitae or resume.
12. Provide a professional goals statement.
13. The CIA official language field listing is used to determine whether the TOEFL exam is required for international applicants who declare English as their first language. If English is listed as the official language of their country of birth on the CIA listing, the student will not be required to complete the TOEFL exam as an admission requirement. If the applicant was not born in the United States or in a country where English is the official language, the applicant may document their English proficiency in one of two ways:
 - a. An official TOEFL score of at least 550 or above on the paper-based exam, or 213 or above on computer-based exam, or a minimum score of 20 in each section of the iBT is required. The test must have been taken within the last two (2) calendar years of admission. Official TOEFL exam score report reflecting successful completion must be received no later than one (1) month past the application deadline date. Only TOEFL test scores received directly from ETS will be accepted as valid. Testing information is available at <http://ets.org>.
 - b. If the applicant's entire educational experience has been in the United States, the applicant does not have to take the TOEFL. To document this, the applicant must provide records/transcripts from the time that the applicant entered school in the seventh grade through high school, and college. If the applicant cannot provide this documentation, the applicant may appeal first to the College of Nursing Admissions and Progression Committee, and then to the College of Nursing Dean.
14. Evaluation of Foreign Transcripts – If the degree was earned outside of the United States, the applicant must have all international transcripts evaluated by a credentialing entity that is a member of NACES (The National Association of Credential Evaluation Services www.naces.org (e.g., www.wes.org or www.ece.org). The evaluation must include proof of the equivalency of a United States degree and an equivalent GPA that is based on a 4.0 grading system.

For applicants seeking a DNP degree meeting requirements to sit for initial certification as a nurse practitioner:

1. Admission to the Doctor of Nursing Practice program is competitive. Applicants will be ranked by GPA calculated from the last 60 hours of undergraduate coursework for applicants with BSN only, or graduate coursework for applicants with graduate degree in nursing. An individual interview and essay may also be a part of the admission process. Selection of participants is based on space and availability of resources. Highest GPA and interview scores are given priority consideration.
2. In addition to meeting the admission requirements, a minimum of two (2) years of clinical experience is recommended prior to admission. A minimum of 2000 verified experience hours as a registered nurse is required prior to enrolling in the Advanced Health Assessment & Diagnostic Reasoning course. The Verification of Employment form found on the College of Nursing website must be completed and notarized.
3. In addition to CPR certification, ACLS certification is required prior to beginning clinical specialty courses for Adult-Gerontology Acute Care Nurse Practitioner, Adult-Gerontology Primary Care Nurse Practitioner, and Family Nurse Practitioner students. Pediatric Nurse Practitioner and Nurse Anesthesia Program students are required to have PALS certification. Students are required to supply proof of certification to Specialty Coordinator prior to registering for any specialty course.
4. Show proof of current TB test and completed Hepatitis B immunization series.
5. All students will be charged annually at registration for student liability insurance.

Transfer Credits DNP for Initial Certification

The College of Nursing will permit a student to transfer up to twelve (12) credits of graduate credits from another accredited graduate school in the United States, provided that the grades are "B" or better, and the subjects are acceptable to the department concerned, as a part of the student's program. The Associate Dean of Academic Programs and Accreditation in the College of Nursing or the Doctor of Nursing Practice Program Director should be petitioned for requesting transfer of credit hours and may be petitioned on a case-by-case basis to consider additional transfer credits. A student will not be permitted to transfer credit from another institution for any comparable course that has been registered for twice at UAMS. Graduate nursing courses will be evaluated for transfer if copies of course syllabi, and an official transcript reflecting the completed coursework are sent to the College of Nursing Student Services Office for processing. The six-year completion time for DNP degree begins with the oldest course that is to be applied to the degree.

For applicants seeking a DNP degree meeting requirements to sit for certification in a second advanced practice registered nurse (APRN) specialty:

1. Admission to the Doctor of Nursing Practice program is competitive. Applicants will be ranked by cumulative GPA calculated from graduate coursework. An individual interview and essay may also be a part of the admission process.

Selection of participants is based on space and availability of resources. Highest GPA and interview scores are given priority consideration.

2. Provide evidence of completion of a graduate program in nursing, leading to eligibility to sit for national certification as an APRN (CNP, CNS, CNM, or CRNA).
3. Provide evidence of national certification in the APRN role.
4. Provide evidence of an unencumbered APRN license.
5. Present proof of hours of precepted (supervised) graduate clinical hours.
6. A minimum of 2000 verified experience hours as a registered nurse or APRN is required prior to enrolling in the first nurse practitioner specialty course (or Advanced Health Assessment and Diagnostic Reasoning course if required). The Verification of Employment form found on the College of Nursing website must be completed and notarized.
7. In addition to CPR certification, ACLS certification is required prior to beginning clinical specialty courses for Adult-Gerontology Acute Care Nurse Practitioner, Adult-Gerontology Primary Care Nurse Practitioner, and Family Nurse Practitioner students. Pediatric Nurse Practitioner students are required to have PALS certification. Students are required to supply proof of certification to Specialty Coordinator prior to registering for any specialty course.
8. Show proof of current TB test and completed Hepatitis B immunization series.
9. All students will be charged annually at registration for liability insurance.

Transfer Credits DNP for Second Certification

The College of Nursing will permit a student to apply up to eighteen (18) credits of graduate credits from UAMS or another accredited graduate school in the United States earned as part of 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:

- **Course Work and Grades Point Average**
 - **Bachelor's degree with a major in nursing.** Present proof of earned baccalaureate degree in nursing from a program accredited by either the Accreditation Commission for Nursing in Education (ACEN; formerly known as NLNAC) or the Commission on Collegiate Nursing Education (CCNE) or equivalent degree from a comparable foreign institution.
 - **Health assessment course.** Provide evidence of an academic or an ANCC-COA continuing education approved health assessment course.
 - **Basic statistics course.** Applicants must have completed a course in basic statistics with a letter grade of "C" or better.
 - **Grade Point Average (GPA).** Applicants must hold a GPA of 3.00 or above (on a 4 point scale) for admission. GPA will be calculated from the last 60 hours of nursing undergraduate coursework for applicants with BSN only, or graduate coursework for applicants with graduate degree in nursing.
 - **Official Transcripts:** An official transcript from every institution previously attended or currently attending must be submitted either in a sealed envelope or electronically from the sending institution.
- **Licensure**
 - **Registered Nurse (RN) license.** Provide evidence of an unencumbered license as a registered professional nurse and/or an APRN in the United States or its territories or protectorates. Applicants will be required to submit a RN license from the state in which they are currently working. Once applicants are accepted into the NAP, they must maintain an active Arkansas or compact state license.
- **Experience as a RN**
 - **Minimum RN employment:**
 - A minimum of two (2) years of clinical experience is strongly recommended prior to application.
 - The Arkansas State Board of Nursing requires a minimum of 2000 verified experience hours as a registered nurse prior as part of the application process for advanced practice licensure. The College of Nursing requires a minimum of 2000 verified RN experience hours prior to enrollment in the Advanced Health Assessment & Diagnostic Reasoning course (NURS 53052)
 - **Critical care experience:**
 - A minimum of one year of full-time critical care experience, or its part-time equivalent, is an accreditation requirement for admission to all nurse anesthesia programs. We evaluate each applicant on an individual basis to determine the quality as well as quantity of critical care skill experience.
 - A minimum of one year of professional nursing experience in critical care (adult, pediatric, or neonatal) is required within two years prior to application to the nurse anesthesia specialty. Additionally, the applicant must show development as an independent decision maker capable of using and interpreting advanced monitoring techniques based on knowledge of physiological and pharmacological principles.
- **Certifications**
 - **Life support certifications.** Advanced Cardiac Life Support (ACLS) Basic Cardiac Life Support (BCLS), and Pediatric Advanced Life Support (PALS) certifications are required at time of application and must be maintained throughout the program.
 - CCRN certification is highly recommended.

- **Student Liability Insurance / Anesthesia Professional Liability Insurance:**
 - Individual student liability coverage must be purchased through American Association of Nurse Anesthetists (AANA) Insurance Services. Proof of insurance will be required and maintained during enrollment. Failure to obtain the required liability insurance will result in inability to register for classes.
- **References**
 - Nurse Anesthesia Specialty applicants must submit three (3) letters of references, from persons with knowledge of the applicant's work performance and experience, including the applicant's ability to successfully complete a doctoral program, and can speak to the applicant's academic potential, clinical skills, knowledge, and involvement in leadership or professional activities. One recommendation from the applicant's most recent supervisor is preferred. The process for obtaining and submitting official references is included in the application packet and is sent to those individuals who will be providing references.
- **Essay and On-campus Interview**

Applicants who meet academic, licensure, nursing experience, and certification qualifications may be invited for on-campus interview and essay completion. Generally, 2-3 times the number of applicants for the available spaces in the nurse anesthesia specialty will be invited for the on-campus assessments.

 - **Essay.** The purpose of the essay is to provide the nurse anesthesia faculty further insight into the professional goals, motivation, and expectations of the applicant and to evaluate written communication skills. Applicants are asked to provide written responses to specific questions during their on-campus interview session.
 - **Interview.** Applicants meeting admission criteria and selected for further admission consideration must participate in an interview for the purpose of evaluating communication and decision-making skills, educational goals and current leadership, scholarship, practice roles and activities. The interview will be in-person, face-to-face unless extraordinary circumstances warrant other arrangements. The nurse anesthesia specialty Director is charged with the responsibility for making decisions related to "extraordinary circumstances."
- **Applicants without a High School Diploma or College Degree in the U.S.**
 - If you do not have a degree from a U.S. high school, college, or university, you are required to demonstrate English proficiency. An official TOEFL score of at least 550 or above on the paper-based exam, or 213 or above on computer-based exam, or a minimum score of 20 in each section of the iBT is required. The test must have been taken within the last two (2) calendar years of admission. Official TOEFL exam score report reflecting successful completion must be received no later than one (1) month past the application deadline date. Only TOEFL test scores received directly from ETS will be accepted as valid. Testing information is available at <http://ets.org>.
 - **Evaluation of Foreign Transcripts.** If the degree was earned outside of the United States, the applicant must have all international transcripts evaluated by a credentialing entity that is a member of NACES (The National Association of Credential Evaluation Services) (e.g., www.wes.org or www.ece.org). The evaluation must include proof of the equivalency of a United States degree and an equivalent GPA that is based on a 4.0 grading system.

Applicants who have attended a previous graduate nursing school or another health related profession school must have a letter submitted from that school that includes a statement regarding the student's standing at the previous school. Applicants who have been previously dismissed from a program or who are not in good standing will not be considered for admission. Admission will not be considered for anyone who earned an incomplete "I", non-complete "NC", or "C" in any two graduate nursing courses; or a "D", "F", or withdrew with a failing grade ("WD" or "WF") in any graduate nursing course.

Transfer Credits for DNP Nurse Anesthesia specialty:

The College of Nursing will permit a student to transfer up to twelve (12) credits of graduate credit from another accredited graduate school in the United States, provided that the grades are "B" or better, and the subjects are acceptable to the department concerned, as a part of the student's program. The Associate Dean for Academic Programs or Doctor of Nursing Practice Program Director of the College of Nursing should be petitioned for requesting transfer of credit hours and may be petitioned on a case by case basis to consider additional transfer credits. A student will not be permitted to transfer credit from another institution for any comparable course that has been registered for twice at UAMS. Graduate nursing courses will be evaluated for transfer if copies of course syllabi, and an official transcript reflecting the completed coursework are sent to the College of Nursing Student Services Office for processing. The six-year completion time for DNP degree begins with the oldest course that is to be applied to the degree.

For applicants seeking DNP degree with leadership focus:

1. Admission to the Doctor of Nursing Practice program is competitive. Applicants will be ranked by cumulative GPA calculated from graduate coursework. An individual interview and essay may also be a part of the admission process. Selection of participants is based on space and availability of resources. Highest GPA and interview scores are given priority consideration.
2. Provide evidence of a master's degree in nursing with APRN certification (CNP, CNS, CNM, or CRNA) or in nursing administration.
3. Provide proof of an unencumbered APRN license if master's degree is in an APRN role. National certification is desirable but not required for applicants with master's degree in nursing administration.
4. Present proof of hours of precepted (supervised) graduate clinical hours.
5. Show proof of current TB test and completed Hepatitis B immunization series.
6. All students will be charged annually at registration for liability insurance.

Transfer Credits DNP with Leadership Focus

The College of Nursing will permit a student to transfer up to twelve (12) credits of graduate credits from another accredited graduate school in the United States, provided that the grades are "B" or better, and the subjects are acceptable to the department concerned, as a part of the student's program. The Associate Dean for Academic Programs or Doctor of Nursing Practice Program Director of the College of Nursing should be petitioned for requesting transfer of credit hours and may be petitioned on a case by case basis to consider additional transfer credits. A student will not be

permitted to transfer credit from another institution for any comparable course that has been registered for twice at UAMS. Graduate nursing courses will be evaluated for transfer if copies of course syllabi, and an official transcript reflecting the completed coursework are sent to the College of Nursing Student Services Office for processing. The six-year completion time for DNP degree begins with the oldest course that is to be applied to the degree. If a graduate level epidemiology course is accepted for transfer; this course is excluded from the six-year completion time.

Progression, Probation, Suspension, Withdrawal, and Dismissal Policy for ALL DNP Students

- Course drop/withdrawal dates: See [Academic Calendar](#) found on the College of Nursing website. 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.
- 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.
- Students must maintain a minimum cumulative GPA of "B" (3.0 on a 4.0 scale) to graduate.
- 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.
- 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
- 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.
- If a course is repeated, there is no grade forgiveness. All grades will be counted towards the cumulative GPA.
- If a grade less than a "C" is earned in any course, the student will be dismissed from the College of Nursing.
- 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.
- 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.
- 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.
- 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.
- Re-admission will not be considered 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. .
- 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.
- A student will be dismissed from the College of Nursing when the student's behavior in any college-related activity is determined to be inconsistent with professional responsibility and accountability or the student is found to be unsafe.
- A student will be dismissed from the College of Nursing for unprofessional conduct that is likely to deceive, defraud, or injure clients or the public by any act, practice, or omission that fails to conform to the accepted standards of the nursing profession and indicates conscious disregard for the health and welfare of the public and of the client.
- Safety is considered basic for achievement of a satisfactory grade in practicum courses. A student who is unsafe in the clinical area will be withdrawn failing "WF" immediately, regardless of successful achievement in other areas under evaluation, and will be dismissed from the College of Nursing.
- Transfer from one advanced nurse practitioner specialty to another advanced nurse practitioner specialty, or from the DNP to the MNSc program is not permissible in the College of Nursing. Students who desire to change specialty or degree program must apply as a new student. This application will be considered with others in the application cycle. This does not apply to students who wish to change

tracks within the pediatric specialty only; however, the student must continue in the DNP degree program. There are no exceptions to this policy.

Computerized Web-Based Evaluations for Courses/Faculty

Course/Faculty Evaluation Policy

Web-based evaluations are conducted to assist the faculty in improving their courses and their teaching strategies. As members of the student body enrolled in a professional program of study, all students are required to complete the course/faculty evaluations as a part of their preparation for their professional role. The College of Nursing Scholastic Non-Cognitive Performance Standards guides the student in an understanding of these expectations.

Course/Faculty Evaluation Procedure

1. The policy and procedure for Course/Faculty Evaluations will be included in the *College of Nursing Catalog*, College of Nursing website, and all course syllabi. Students in all programs will be held responsible for this policy.
2. A review of the policy and procedure for Course/Faculty Evaluations will be given at the time of orientation to the program (if applicable) for students at all levels.
3. All enrolled students will be notified through their UAMS email account of the date and time period that the Course/Faculty Evaluations form will be available for each course offering each semester. Weekly reminders will be sent to every student.
4. The Course/Faculty Evaluation form for all courses (7 ½ week and full semester courses) will be posted prior to the end of the semester with the last day of evaluation availability being the final day of the semester.

Course/Faculty Evaluation Form

Course/Faculty Evaluations are used by each nursing program in the College. They are created based on a critical review of the literature and evaluation tools used on campus and at other schools. The consistency of the evaluations will ensure over time that the student understands the meaning of each of the components and, therefore, will improve the reliability and validity of the tool. The evaluation includes a Likert Scale and a comment's section where students may comment in specific detail. The evaluations are computerized and a program allows for the creation of reports on faculty and course evaluation data.

Grading Scale

The following grading scale is effective for the College of Nursing graduate nursing programs (5000, 6000, and 7000 series courses):

90-100%	A
80-89.99%	B
75-79.99%	C
70-74.99%	D
<70%	F

NOTE: Grades are not rounded.

Incomplete Grades

The designation of "I", or Incomplete, may be assigned when the instructor deems that circumstances beyond the student's control prevented timely completion of course requirements. The designation normally is assigned by the instructor only after consultation with the student, course coordinator, and the appropriate associate dean.

An "I" may be changed to a grade provided all course requirements have been completed by the end of the next semester or summer session in which the student is enrolled. If the student does not complete the course requirements by the end of the next enrolled semester or summer session, the incomplete grade shall be changed to an "F". When the grade is changed to a final grade, this shall become the grade for the semester in which the course was originally taken. If clinical resources are not available during the summer session, exceptions may be made by the Associate Dean for Academic Programs.

If the "I" grade is earned in a course which is a prerequisite to course(s) in the subsequent semester, the "I" must be removed before a student may progress to the next semester course(s). Students who are dismissed in any semester or summer session where an Incomplete ("I") was earned may appeal to the Program Director or Associate Dean for Academic Programs to complete outstanding coursework necessary to earn a grade in the course.

DNP NP Specialty Student Policy for Clinical/Practicum Sites

Students may not have a clinical preceptorship on the unit or clinic where they work. For students to be exposed to a variety of specialties, students are required to rotate to different clinical sites at different facilities each semester unless the community has limited resources. This must be discussed/approved by clinical faculty.

Initial Nurse Practitioner Specialty (Post-BSN to DNP) Sample Program of Study (3-year)

Fall I

NURS 51003: Research Methodology
NURS 51033: Advanced Physiology and Pathophysiology

Semester Credits

3
3

NURS 71053: Theoretical Foundations for Advanced Nursing Practice and Research	<u>3</u>
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	<u>3</u>
TOTAL	9
Summer I	Semester Credits
NURS 52063: Quantitative Epidemiology I	3
NURS 71153: Clinical Prevention and Health Promotion	<u>3</u>
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	<u>3</u>
TOTAL	9
Spring II	Semester Credits
NURS 71163: Roles & Professional Practice for APRNs	3
Specialty Theory I	3-4
Additional Theory Specialty Course (PNP & PMHNP)	3
Specialty Practicum I (210–280 clock hours)	<u>3-4</u>
TOTAL	9-12
Summer II	Semester Credits
Elective (FNP, AGACNP, AGPCNP)	3
Specialty Practicum II (140–210 clock hours)	2-3
Specialty Theory II	<u>3</u>
TOTAL	5-9
Fall III	Semester Credits
Specialty Theory III	2-3
Specialty Practicum III (350 clock hours)	5
NURS 72133: Quality Outcomes Management	<u>3</u>
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)	<u>5</u>
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)

Fall I	Semester Credits
NURS 51003: Research Methodology	3
NURS 71053: Theoretical Foundations for Advanced Nursing Practice and Research	<u>3</u>
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	<u>3</u>
TOTAL	6
Fall II	Semester Credits

NURS 51033: Advanced Physiology and Pathophysiology	3
NURS 71133: Health Care Informatics	<u>3</u>
TOTAL	6

Spring II	Semester Credits
NURS 51043: Clinical Pharmacology & Therapeutics in Advanced Practice Registered Nursing	3
NURS 71173: Leadership in Health Policy & Advocacy	<u>3</u>
TOTAL	6

Summer II	Semester Credits
Elective (FNP, AGACNP, AGPCNP)	<u>3</u>
TOTAL	0-3

Fall III	Semester Credits
NURS 53053: Advanced Health Assessment & Diagnostic Reasoning	3
NURS 71103: Economics for Complex Organizational Systems	<u>3</u>
TOTAL	6

Spring III	Semester Credits
NURS 71163: Roles & Professional Practice for APRNs	3
Specialty Theory I	3-4
Additional Specialty Course (PNP & PMHNP)	3
Specialty Practicum I (210–280 clock hours)	<u>3-4</u>
TOTAL	9-12

Summer III	Semester Credits
Specialty Practicum II (140–210 clock hours)	2-3
Specialty Theory II	<u>3</u>
TOTAL	5-6

Fall IV	Semester Credits
Specialty Theory III	2-3
Specialty Practicum III (350 clock hours)	5
NURS 72133: Quality Outcomes Management	<u>3</u>
	10-12

Spring IV	Semester Credits
NURS 72142: Integration of DNP Competencies	2
NURS 74004: Advanced Nursing Clinical Practice (350 clock hours)	<u>5</u>
TOTAL	7

Total Program Credits = 72-73 depending upon specialty
Total Practicum Clock Hours = 1080

Theory & Practicums by Specialty

Adult-Gerontology Acute Care	Semester Credits
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
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
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
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
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

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 (360 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
Total Credits = 72 with Total Clinical Practicum Hours = 1120	

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
Total Credits = 72 with Total Clinical Practicum Hours = 1120	

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 72155: 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
Total Credits = 72 with Total Clinical Practicum Hours = 1120	

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
Total Credits = 72 with Total Clinical Practicum Hours = 1120	

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 71275: 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	

<u>Nurse Anesthesia Specialty (Post-BSN to DNP) Program of Study</u>	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: Healthcare 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 Health 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	5
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: 95.5	
Total Practicum Clock Hours: 2295	

Post-Master's Leadership Focus (APRNs and Nursing Administration) Sample 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		<u>3</u>
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		<u>3</u>
TOTAL		9
Summer I		Semester Credits
NURS 52063: Quantitative Epidemiology I*		3
NURS 7920V: Doctor of Nursing Practice Practicum (180 hours)		<u>2</u>
TOTAL		5
Fall II		Semester Credits
NURS 71103: Economics for Complex Organizational Systems		3
NURS 72133: Quality Outcomes Management		<u>3</u>
TOTAL		6
Spring II		Semester Credits
NURS 72142: Integration of DNP Competencies		2
NURS 7920V: Doctor of Nursing Practice Practicum (360 hours)		<u>4</u>
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	<u>3</u>
TOTAL	6
Spring I	Semester Credits
NURS 71143: Health Care Analytics for Nursing Practice	3
NURS 72103: Evidence-Based Practice	<u>3</u>
TOTAL	6
Summer I	Semester Credits
NURS 52063: Quantitative Epidemiology I *	<u>3</u>
TOTAL	3
Fall II	Semester Credits
NURS 71103: Economics for Complex Organizational Systems	<u>3</u>
TOTAL	3
Spring II	Semester Credits
NURS 71173: Leadership in Health Policy & Advocacy	3
NURS 7920V: Doctor of Nursing Practice Practicum (180 hours)	<u>2</u>
TOTAL	5
Summer II	
NO COURSEWORK	
Fall III	Semester Credits
NURS 72133: Quality Outcomes Management	<u>3</u>
TOTAL	3
Spring III	Semester Credits
NURS 72142: Integration of DNP Competencies	2
NURS 7920V: Doctor of Nursing Practice Practicum (360 hours)	<u>4</u>
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 Gateway for UAMS Students (GUS). The link to GUS is found on the [Graduate School website](#) under Prospective Students/Application. Information on the admissions process is provided on this link. The GRE is **NOT** required for admission to the Ph.D. in Nursing program.
2. Request that official transcripts from any and all colleges and universities attended be sent directly to the Graduate School. The address is provided on the website.
3. Provide evidence of current unencumbered licensure as a registered nurse.
4. Hold a master's degree in nursing from an NLNAC or CCNE accredited program and show documentation of a minimum GPA of 3.65 in all coursework for the master's degree. Applicants desiring admission with a BSN are eligible and, if accepted, will enroll in the BSN to Ph.D. program.
5. If you were not born in the U.S. or in a country where English is the official language, an official TOEFL 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 Language 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

4. 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.
5. All students will be charged annually at registration for student liability insurance.
6. All students who intend to take clinical courses must complete and maintain a current annual criminal background check.

Qualifying Exams

The student will take written and oral doctoral comprehensive examination (DCE) after the completion of all core required coursework before beginning work on the dissertation.

Dissertation and Final Examination

Each candidate must complete a doctoral dissertation. Each doctoral candidate must register for a minimum of eighteen (18) hours of doctoral dissertation. See the *UAMS College of Nursing Doctoral Handbook* for more information. The candidate's final examination for the Doctor of Philosophy, the dissertation defense, will be oral and will be primarily concerned with the field of dissertation but may also include other aspects of the candidate's graduate work.

Financial Assistance Information

A limited number of Professional Nurse Traineeships from the Division of Nursing and other scholarships are available to graduate students. In addition, graduate student assistantships are available for guided research and teaching experiences. Doctoral students are also assisted in applying for National Research Service Awards from the National Institutes of Health and other awards. The Graduate Nursing Student Loan/Scholarship Program, as established by Act 787, is available for Arkansas residents with loans converting to scholarships for graduates

teaching in Arkansas nursing scholars. For additional opportunities, please consult the UAMS Student Bursar's Office and the financial link on the [College of Nursing](#) website.

Grading Scale

The following grading scale is effective for the UAMS graduate nursing program (5000, 6000, and 7000 series courses):

90-100%	A
80-89.99%	B
75-79.99%	C
70-74.99%	D
<70%	F

NOTE: Grades are not rounded.

Progression, Probation, Dismissal, or Withdrawal

In addition to the policies outlined by the Graduate School, the following policies apply. The following standards are higher than those required by the UAMS Graduate School.

- Only one (1) letter grade of "C" will be allowed for any coursework toward the doctoral degree. A student with a second letter grade of "C" will be recommended for dismissal from the UAMS Graduate School and the College of Nursing. If a grade **less than a "C"** is made in a nursing course, the student will be recommended for dismissal from the UAMS Graduate School and the College of Nursing. Credit from any course repeated will apply to the degree only once. Even though a course where the letter grade of "C" is earned is repeated, the "C" counts as the first "C" and the policy about the number of "C"s applies. In computation of GPA, all courses pursued at this institution for graduate credits that are part of the degree program (including any repeated courses) shall be considered.
- A student who leaves the University voluntarily before the end of a semester or summer term must file and have accepted by the Registrar a Petition for Withdrawal from Registration. The registration/change deadlines for dropping courses apply to withdrawal as well. Students who fail to withdraw officially will receive "Fs" in the classes for which they are registered but fail to complete. All students who withdraw from the Graduate School must complete this process. Failure to complete the process will result in inability to receive an official transcript. A withdrawal form can be obtained from the *UAMS Graduate School Handbook* or *College of Nursing Ph.D. Handbook*.
- A student taking graduate courses may register for a course only twice. If a grade is not received after two (2) registrations, the student may not register for the course again.
- A student who voluntarily leaves the College of Nursing before the end of the semester or summer term must complete the [Add/Drop/Withdrawal Form](#) found on the UAMS Office of the University Registrar website. Students who fail to officially withdraw will receive an "F" in the classes for which they are registered but which they failed to complete. An exit interview and a Campus Clearance Form must also be completed by the student before the withdrawal is considered official. Students who elect to re-enter the program must submit a [Request to Re-Enter Program Form](#) found on the College of Nursing website. Re-admission may be granted on a space-available basis.
- Re-admission will not be considered for any student dismissed from the College of Nursing at UAMS.
- Exceptions will be determined by the dean on an individual basis.

NOTE: All paperwork required by the Graduate School must be completed as outlined in the Graduate School section of this Catalog and the *UAMS Graduate School Student Handbook*.

Computerized Web-Based Evaluations for Courses/Faculty

Course/Faculty Evaluation Policy

Web-based evaluations are conducted to assist the faculty in improving their courses and their teaching strategies. As members of the student body enrolled in a professional program of study, all students are required to complete the course/faculty evaluations as a part of their preparation for their professional role. The College of Nursing Scholastic Non-Cognitive Performance Standards guides the student in an understanding of these expectations.

Course/Faculty Evaluation Procedure

1. The policy and procedure for Course/Faculty Evaluations will be included in the *College of Nursing Catalog*, College of Nursing website, and all course syllabi. Students in all programs will be held responsible for this policy.
2. A review of the policy and procedure for Course/Faculty Evaluations will be given at the time of orientation to the program (if applicable) for students at all levels.
3. All enrolled students will be notified through their UAMS email account of the date and time period that the Course/Faculty Evaluations form will be available for each course offering each semester. Weekly reminders will be sent to every student.
4. The Course/Faculty Evaluation form for all courses (7 ½ week and full semester courses) will be posted prior to the end of the semester with the last day of evaluation availability being the final day of the semester.

Course/Faculty Evaluation Form

Course/Faculty Evaluations are used by each nursing program in the College. They are created based on a critical review of the literature and evaluation tools used on campus and at other schools. The consistency of the evaluations will ensure over time that the student understands the meaning of each of the components and, therefore, will improve the reliability and validity of the tool. The evaluation includes a Likert Scale and a comments section where students may comment in specific detail on any of the various tool components. The evaluations are computerized, and a program allows for the creation of reports on faculty and course evaluation data.

Curriculum Overview: Nursing Ph.D.

The curriculum leading to the Doctor of Philosophy with a major in Nursing Science can be completed through a full-time or part-time program of study; however, full-time study is highly encouraged. Full-time study requires a minimum of 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

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 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 5100: Theory in Nursing
NURS 51003: Research Methodology
NURS 52063: Quantitative Epidemiology I
NURS 53903: Human Genetics
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: Preliminary Studies and Grant 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: 18

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, PharmD, Dean

David Caldwell, PharmD, Associate Dean of Academic Affairs

Seth Heldenbrand, PharmD, 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, PharmD, Associate Dean, Northwest Campus

Amy Franks, PharmD, Chair, Department of Pharmacy Practice

John Imig, Ph.D., Chair, Department of Pharmaceutical Sciences

Marjan Boerma, Ph.D., Director, Division of Radiation Health

Jacob Painter, PharmD, MBA, Ph.D., Director, Division of Pharmaceutical Evaluation and Policy

Jeremy Thomas, PharmD, Director, Assessment

Geoff Curran, Ph.D., Director, Center for Implementation Research

Trey Gardner, PharmD, Director, Evidence-Based Prescription Drug Program

Howell Foster, PharmD, Director, Poison Control and Drug Information Center

Brigitte Serfaty, PharmD, MS, BCNP, FAPhA, Dip-ACLM, Director, Nuclear Education Online

Angie Choi, Ed.D., 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 pharmaceuticals. 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 <http://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 2024, all applicants with a cumulative grade point average of 2.50 (as calculated by PharmCAS), or above, on their overall college record are eligible for consideration for interview. 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.

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: <http://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 <http://studentfinancialservices.uams.edu/tuition-and-fees/college-of-pharmacy-tuition-fees/>.

Doctor of Pharmacy Program

Six academic years of college work are required to fulfill the requirements for the Doctor of Pharmacy degree. The first two years of college encompassing the pre-pharmacy courses may be taken at any accredited college or university. A pre-pharmacy advisor is available on the campus of each of the major four-year colleges in the state to assist in planning the pre-pharmacy program. 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 04-10-2012 and 10-06-2015.

Domain 1: Patient Care-Ensuring Appropriate Pharmacotherapy and Therapeutic Outcomes

The graduate will provide patient-centered care in cooperation with patients, prescribers, and other members of an interprofessional health care team based upon sound pharmacotherapy principles and evidence incorporating social and cultural factors.

1.1 *Evaluate patient data and make an assessment*

- Identify and collect information from profiles, pharmacy and medical records, and patient (caretaker) history that will influence optimal drug choice and dosage,
- Obtain a medical history (e.g., chief complaint, medical, medication management, financial, social, cultural, review of systems),
- Conduct physical assessment, and
- Assess patient quality of life.

1.2 *Conduct a systematic review of the patient prior to recommending any drug or non-drug therapy*

- Identify drug-related problems including adverse drug reactions, drug interactions, and/or suboptimal treatment,
- Recognize common signs or symptoms indicative of disease control issues or drug-related problems,
- Ascertain levels of chronic disease control,
- Assess and address barriers to health care, and
- Collaborate with the patient or patient advocate to prioritize problems.

1.3 *Design and implement an individual patient-centered pharmacotherapy plan to maximize desired effects and minimize undesired effects*

- Conduct a focused evidence-based review of the necessary literature to determine the best evidence to support pharmacotherapy recommendations, applying pharmaceutical science principles,
- Select prescription or non-prescription medications (including doses and dosage schedules), applying both pharmaceutical science and therapeutic principles,
- Evaluate patient factors that are relevant to selecting pharmacotherapy (e.g., sex, age, race, ethnicity, culture, literacy, sexual orientation, disability, health beliefs, and genetics),
- Define treatment goals and plan to monitor pharmacotherapy for safety and effectiveness, (e.g. Consider non-drug therapy, therapeutic lifestyle changes, and preventive care issues),
- Conduct patient education including verification of patient understanding of proper use of medication/device,
- Implement interventions to prevent or remedy non-adherence, and
- Implement interventions to resolve drug-related problems and unintended drug consequences.

1.4 *Document patient care activities*

- Document assessment and pharmacotherapy plan for individual patient encounters,
- Record actions taken to achieve desired therapeutic outcomes, and
- Document patient and provider education activities.

Domain 2: Dispensing and Pharmacy Resource Management

The graduate will manage and use resources of the healthcare system, in cooperation with patients, prescribers, and other health care providers and administrative and supportive personnel to promote health and to provide, assess, and coordinate safe, accurate, and time-sensitive medication distribution.

2.1 *Demonstrate accurate, safe, and time-sensitive preparation, dispensing, and administration of pharmaceuticals*

- Accurately transcribe verbal and written prescriptions and ensure appropriateness of these drug orders,
- Accurately and safely compound and package drugs for distribution in appropriate dosage forms,
- Select appropriate drug product, with respect to patient preference, manufacturing source, generic availability, and third-party reimbursement, and
- Apply appropriate labeling, including patient-specific auxiliary labels.

- 2.2 *Manage pharmacy resources to optimize pharmacotherapy outcomes*
- Employ principles of personnel management to the operation of a pharmacy,
 - Use principles of fiscal resource management,
 - Employ medication distribution and control systems to operate the pharmacy efficiently, and
 - Evaluate and use appropriate automation and information technology to optimize medication dispensing and patient care.
- 2.3 *Educate patients and health care providers about requirements for effective therapy*
- Establish rapport with patients and other health care professionals to promote a team approach to patient care,
 - Counsel patients regarding purposes of their medications, potential adverse drug reactions, and other required information, and
 - Provide medication information to patients and health care providers to promote rational drug therapy.

Domain 3: Health Improvement, Wellness, and Disease Prevention

The graduate will promote improved health, wellness, and disease prevention.

- 3.1 *Demonstrate skills needed to participate in or provide preventive services*
- Participate in disease prevention,
 - Provide lifestyle and wellness counseling,
 - Provide drug-therapy evaluation and monitor for medication safety,
 - Participate in public health education programs, and
 - Neutralize social and cultural barriers to effective application of skills in preventive services.
- 3.2 *Apply research processes to inform pharmaceutical policy*
- Demonstrate the ability to conduct drug literature evaluations,
 - Design quality improvement projects to improve medication use,
 - Apply evidence-based principles when making pharmaceutical policy recommendations, including drug benefit design recommendations, and
 - Apply principles of pharmacoeconomics and outcome assessment.

Domain 4: Personal and Professional Development

The graduate will demonstrate commitment to self-awareness, leadership, innovation and entrepreneurship, and professionalism.

- 4.1 Examine and reflect on personal knowledge, skills, abilities, beliefs, biases, motivation, and emotions that could enhance or limit personal and professional growth.
- 4.2 Demonstrate responsibility for creating and achieving shared goals, regardless of position.
- 4.3 Engage in innovative activities by using creative thinking to envision better ways of accomplishing goals.
- 4.4 To demonstrate professional citizenship in the delivery of patient care, distribution of medications, and promotion of wellness and disease prevention.
- Collaborate with patients, providers, personnel, and other stakeholders to obtain and share pertinent patient information and pharmacotherapy recommendations, provide accurate and safe medication dispensing and resource management, and advance public health issues and pharmaceutical policy
 - Perform duties in accordance with legal, ethical, social, economic, and professional guidelines
 - Maintain professional competence by identifying and analyzing emerging issues, products, and services that may impact patient care, medication distribution and the pharmacy business, and may improve disease prevention and wellness and inform pharmaceutical policies.

Doctor of Pharmacy Curriculum

First Professional Year (P1)	
Fall Semester - 15 hrs PSCI 71005 Anatomy/Physiology/Pathology - 5 hrs PSCI 71303 Pharmaceutics I - 3 hrs PSCI 71104 Biological & Cellular Chemistry - 3 hrs PHPR 71042 Career Orientation & Communication - 2 hrs PHPR 71002 Pharmaceutical Calculations - 2 hrs	Spring Semester - 14 hrs PHPR 71032 US Healthcare System for Pharmacists - 2 hrs PHPR 71082 Drug Information - 2 hrs PSCI 71404 Pharmaceutics II - 4 hrs PSCI 71205 Principles of Drug Actions - 5 hrs PHPR 71071 Intro to Patient-Centered Communication - 1 hr
P1 Interprofessional Education Experiences IPEC 1101 Exposure Workshop IPEC 1201 Exposure Bridge Transition	
Summer Semester - 3 hrs PHPR 71063 Community Introductory Pharmacy Practice Experience (IPPE) - 3 hrs	

Second Professional Year (P2)	
Fall Semester - 18 hrs PSCI 72204 Medicinal Chemistry - 4 hrs PSCI 72004 Pharmacology I - 4 hrs PSCI 72403 Basic Pharmacokinetics - 3 hrs PHPR 72004 Principles of Pharmacy Practice - 4 hrs PSCI 72303 Molecular Biology & Biotechnology - 3 hrs	Spring Semester - 13 hrs PSCI 72104 Pharmacology II - 4 hrs PHPR 72052 Self-Care Therapeutics - 2 hrs PHPR 72062 Clinical Pharmacokinetics - 2 hrs PHPR 72045 Therapeutics I - 5 hrs
P2 Interprofessional Education Experiences IPEC 1401 Immersion Simulation	
Summer Semester - 4 hrs PHPR 72034 Institutional IPPE - 4 hrs	
Third Professional Year (P3)	
Fall Semester - 14 hrs PHPR 73035 Therapeutics II - 5 hrs PHPR 73002 Pharmacy Law & Ethics - 2 hrs PHPR 73043 EBM, Biostatistics, and Pharmacoeconomics - 3 hrs Electives - 4 hrs	Spring Semester - 16 hrs PHPR 73055 Therapeutics III - 5 hrs PHPR 73063 Pharmacy Management - 3 hrs PHPR 73083 Pharmacy Practice Assessment and Skills - 3 hrs PHPR 73071 3rd Professional Year Longitudinal IPPE - 1 hr Electives - 4hrs
P3 Interprofessional Education Experiences IPEC 1301 Quadruple Aim Project IPEC 1501 Competence Workshop	
Fourth Professional Year (P4)	
Fall (May 1 - October 31) and Spring (November 1 - April 30) 10 Advanced Pharmacy Practice Experiences (APPEs, PHPR 74004) 4 hrs each - 40 hrs Fall (PHPR 74231) and Spring (PHPR 74241) Longitudinal Practice Readiness Experience, 1 hr each	
P4 Interprofessional Education Experiences IPEC 1601: Competence Practice Activity IPEC 1701: Competence Student Educator Activity	

Required Courses

PSCI 71005	Anatomy/Physiology/Pathology
PSCI 71303	Pharmaceutics I
PSCI 71104	Biological & Cellular Chemistry
PHPR 71042	Career Orientation & Communication
PHPR 71002	Pharmaceutical Calculations
PHPR 71032	US Healthcare System for Pharmacists
PHPR 71082	Drug Information
PSCI 71404	Pharmaceutics II
PSCI 71205	Principles of Drug Actions
PHPR 71071	Intro to Patient-Centered Communication
PSCI 72204	Medicinal Chemistry
PSCI 72004	Pharmacology I
PSCI 72403	Basic Pharmacokinetics
PHPR 72004	Principles of Pharmacy Practice
PSCI 72303	Molecular Biology & Biotechnology
PSCI 72104	Pharmacology II
PHPR 72052	Self-Care Therapeutics
PHPR 72062	Clinical Pharmacokinetics
PHPR 72045	Therapeutics I
PHPR 73035	Therapeutics II
PHPR 73002	Pharmacy Law & Ethics
PHPR 73043	EBM, Biostatistics, and Pharmacoeconomics
PHPR 73055	Therapeutics III
PHPR 73063	Pharmacy Management
PHPR 73083	Pharmacy Practice Assessment and Skills

Experiential Coursework

Introductory Pharmacy Practice Experiences

PHPR 71063 Community Introductory Pharmacy Practice Experience (120 hours)
PHPR 72034 Institutional Introductory Pharmacy Practice Experience (160 hours)
PHPR 73071 3rd Professional Year Longitudinal Introductory Pharmacy Practice Experience (40 hours)

Advanced Pharmacy Practice Experiences

The APPE program consists of 10 four-week experiences (minimum 160 hours each) designed to guide the student in the process of integrating basic pharmacy-related concepts to patient care in specific areas of pharmacy practice. Experiences must include the following:

1. Seven experiences in direct patient care (DPC)
 - a. 1 acute/primary care
 - b. 1 ambulatory care
 - c. 1 community enhanced pharmacy services
 - d. 4 direct patient care selectives chosen from the three categories above
2. One experience is required in indirect patient care (health-system management)
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 with < 50% of the student's time spent in dispensing/technical activities for DPC experiences.

Experiences are as follows, and each will appear on the transcript as PHPR 74004 Advanced Pharmacy Practice Experience:

Acute Care (DPC)
Ambulatory Care (DPC)
Community Enhanced Pharmacy Services (DPC)
Health-System Management
Pharmacy Practice Elective
Direct Patient Care Selective (DPC)

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
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	Introduction to Observational Clinical Research
PHPR 73792	Implementing Pharmacy Services
PHPR 73802	Learning Assistants
PHPR 73202	Preparation for Postgraduate Residency Training
PHPR 71242	Lifestyle Medicine
PHPR _____	Pursuing Careers in Clinical Trials and Industry

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 and Occupational Health
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 51183	Applied Research Methods Using Retrospective Data
PSCI 51243	Applied Health Econometrics
PSCI 61153	Pharmacoepidemiology

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, & 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 assigned when the student, for reasons sufficient to the instructor, has not been able to complete some vital portion of the work. If the incomplete work is not made up within four weeks following the end of that semester, or if arrangements for completing the work are not made within four weeks following the end of that semester, the grade will become an "F" unless extension of time is granted by the Dean.

"W" indicates withdrawal from the College of Pharmacy. There are three mechanisms by which a student may be considered for withdrawal. A student may be withdrawn administratively or medically, and a student may withdraw voluntarily. Administrative withdrawal can result from violation of school policies and/or failure to meet the professional and technical standards listed in this 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 the Summative Exams 1 and 2. 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 139 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 hrs)
- PSCI 51253 Applied Health Econometrics (3 hrs)
- PSCI 51263 Patient-reported Outcomes (PRO) Measurements: Concepts and Methods (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)

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, 3 hours
- BIOS 50133 Biostatistics, 3 hours
- Electives, total of 9 hours

Upon completion of the P2 year of the PharmD curriculum with a GPA > 2.75, the student applies for admission to the PS-Track of the PSGP and if accepted, the Graduate School will credit the student for a total of 12 hours of didactic coursework as detailed below:

- PSCI 51033 Pharmaceutics, 3 hours
- PSCI 51003 Medicinal Chemistry, 3 hours
- PHAR 51073 Pharmacology, 3 hours
- PSCI 5107V Pharmacokinetics, 3 hours (elective)

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, 3 hours
- Electives, at least 6 hours

The student will complete the PharmD degree on schedule (four years) and a Dissertation Committee will be established to work with the student for the completion of any remaining course work leading to the scheduling and completion of the Ph.D. Candidacy Exam. Once this exam is passed the student will engage in research, under the guidance of the Committee, and their major advisor over at least the next two full semesters to complete at least 18 hours of Dissertation credit. Often additional time will be necessary to complete their dissertation project and write the dissertation composition. Once the Committee is satisfied that the dissertation project and composition are completed the student will schedule the Dissertation defense which is the final exam for the Ph.D. degree. Pending Committee approval and the submission of the final Dissertation copies to the Library, the student will graduate with the Ph.D. degree. Two to three years following the completion of the PharmD degree is the expected timeline.

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 71042 Career Orientation and Communication 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 71032 US Healthcare System for Pharmacists - 2 hrs
- PHPR 73043 Evidence-Based Medicine & Pharmacoeconomics - 3 hrs
- PHPR 73063 Pharmacy Management - 4 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 71032 US Healthcare System for Pharmacists - 2 hrs
- PHPR 73043 Evidence-Based Medicine, Biostatistics, and Pharmacoeconomics - 3 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.

Two professional courses, PHPR 71032 US Healthcare System for Pharmacists and PHPR 71082 Drug Information, 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 73182 Entrepreneurship - 2 hrs
- PHPR 73002 Pharmacy Law and Ethics - 2 hrs
- PHPR 74004 Advanced Pharmacy Practice Experience - 4 hrs
(State Board of Pharmacy or Arkansas Pharmacists Association)

Students enrolled in the School of Law: A student wishing to join the dual degree program should follow the standard application procedures for the COP during the second year of coursework in the SOL. Upon successful completion of the second year of law coursework and acceptance to the COP, a student must file the Declaration of Intent to Pursue dual degrees, and may begin the first year of course work in the COP. During the third year of the professional pharmacy program, up to 8 hours of JD coursework already completed with a minimum grade of 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 68203/68743 Health Law - 2 hrs or 3 hrs
- LAWW TBA Health Law Seminar - 2 hrs
- LAWW 66843 Insurance Law - 3, hrs
- LAWW TBA Interviewing and Counseling - 2 hrs
- LAWW 62272 Law and Medicine - 2 hrs
- LAWW 67332 Law and Psychiatry - 2 hrs
- LAWW 68032/67443 Legislation - 2 hrs or 3 hrs
- LAWW 64743 Public Health Law - 3 hrs

Graduate Certificate in Entrepreneurship

The College of Pharmacy offers access to the Graduate Certificate in Entrepreneurship offered by the University of Arkansas Sam M Walton College of Business. Students interested in this program should contact the Assistant/Associate Dean for Academic Affairs or Dean's designee. Admission to the Graduate Certificate in Entrepreneurship requires a separate application to the University of Arkansas Graduate School (Walton College).

College of Pharmacy students enrolled in the GC in Entrepreneurship may apply any coursework taken at the Walton College to meet the elective course work requirement in the PharmD curriculum if a minimum grade of B is achieved. The courses meeting consideration are the core courses within the GC in Entrepreneurship curriculum. At this time the following courses (up to 9 credit hours or 3 courses) have been approved by the UAMS COP faculty as electives within the PharmD program:

- 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. The following are courses in the PharmD program of study eligible for consideration of elective transfer credit within the GC in Entrepreneurship:

- PHPR 71032 US Health Care System for Pharmacists - 2 hrs
- PHPR 73002 Pharmacy Law and Ethics - 2 hrs
- PHPR 73043 Evidence-Based Medicine, Biostatistics, and Pharmacoeconomics - 3 hrs
- PHPR 73083 Pharmacy Management - 3 hrs

Fay W. Boozman College of Public Health

Contact Information

The Fay W. Boozman College of Public Health Office is located in the Rahn Building, Room 2273, on the University of Arkansas for Medical Sciences campus in Little Rock. The Office of Student and Alumni Affairs is also located in the Rahn Building, in Room 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 and Alumni Affairs 501-526-6747

Dean, Associate Deans, Assistant Deans

Mark Williams, PhD, Dean

Amanda L. Golbeck, PhD, MA, MA, Associate Dean for Academic Affairs

Benjamin C. Amick III, PhD, Associate Dean for Research

Kevin Ryan, JD, MA, Associate Dean for Student and Alumni Affairs

Grace G. Parkhill, Assistant Dean for Finance and Administration

Tiffany Haynes, PhD, MS, Assistant Dean for Culture and Engagement

Liz Gates, JD, MPH, Assistant Dean for Planning and Policy

Cindy Lewis, MS, Assistant Dean for Student Recruitment, Alumni Affairs, & Outreach

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

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, Assistant Professor

BSc, University of Ljubljana, MHA, University of Missouri, PhD, University of Iowa

Milan Bimali, 2023, Associate Professor

MS, Idaho State University, PhD, University of Kansas Medical Center

Stephen Bowman, 2013, Professor

BA, University of Washington, MHA, University of Washington, PhD, University of Washington

Gunnar Boysen, 2008, Associate Professor

MS, University of Kaiserslautern and The German Cancer Research Center, PhD, University of Kaiserslautern Germany and University of Minnesota Cancer Center

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, Instructor

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

Ann Chou, 2024, Professor and Chair

BA, Harvard University, MPH, Yale University, University of California - Berkeley, PhD, University of California - Berkeley

Tom Lun-nap Chung, 2019, Professor

BSocSc., Chinese University of Hong Kong, MPhil, Chinese University of Hong Kong, PhD, Boston University

Michael Cima, 2018, Assistant Professor

BS, Seton Hall, MPH, University of West Virginia, PhD, University of West Virginia

Ashley Clawson, 2022, Assistant Professor

BA, Christian Brothers University, MS, The University of Memphis, PhD, The University of Memphis

Carol Cornell, 2004, Chair and 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, Assistant 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

Holly C. Felix, 2002, Professor

BA, University of Arkansas - Little Rock, MPA, University of Arkansas - Little Rock, PhD, University of Arkansas - Fayetteville

Chris Fettes, 2019, Instructor

BA, University of Central Arkansas, MA, University of Central Arkansas

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

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Rachel Hale, 2022, Instructor

BA, Arkansas Tech University, MA, Eastern University

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, Assistant Professor

BSc, Taipei Medical College, MSc, Taipei Medical College, MSc, Georgetown University, PhD, Georgetown University

En Huang, 2016, Assistant Professor

BS, Southwest Agricultural University China, MS, South China University of Technology, MS, Southern Illinois University Carbondale, PhD, The Ohio State University

Jing Jin, 2022, Instructor

BM, China Medical University, MPH, University of Florida, PhD, University of Arkansas for Medical Sciences

Dina M. Jones, 2021, Assistant Professor

BA, Agnes Scott College, MPH, University of Minnesota, PhD, Georgia State University

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

MD, Ivano-Frankivsk State Medical University, PhD, University of Lethbridge

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 College, 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, 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

Mitch McGill, 2017, Associate Professor

BA, University of Missouri, Kansas City, PhD, University of Kansas

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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

Leonard Mukasa, 2005, Assistant Professor

MBChB, Makerere University, MPH, Johns Hopkins University, MS, University of Maryland, PhD, University of Maryland

Nandini Mukherjee, 2022, Assistant Professor

BSc, Delhi University, MSc, Jadavpur University, PhD, University of Memphis

Nithya Neelakantan, 2024, Associate Professor

BSc, Sri Sarada College India, MSc, Christian Medical College India, PhD, National University of Singapore

Wendy Nembhard, 2017, Chair and Professor

BA, Wesleyan College, MPH, University of Texas at Houston, PhD, University of Texas at Houston

Mohammed Orloff, 2013, Associate Professor

BS, Bangalore University, MS, University of Mysore, PhD, Case Western Reserve University

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, MD, 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, Assistant Professor

BS, University of Central Arkansas, MPH, University of Arkansas for Medical Sciences, DrPH, University of Arkansas for Medical Sciences

T. Elaine Prewitt, 2004, Associate Professor

BS, University of Alabama, MS, Case Western Reserve University, DrPH, University of North Carolina, Chapel Hill

George Pro, 2020, Assistant Professor

BS, University of Oregon, MPH, University of Kansas, PhD, University of Iowa

Mandana Rezaeiahari, 2018, Assistant Professor

BS, University of Science and Culture, Tehran, Iran, MS, University of Science and Culture, Tehran, Iran, PhD, State University of New York Binghamton

Paula K. Roberson, 2004, Chair and Professor

BS, Southern Methodist University, PhD, University of Washington

Kevin Ryan, 2002, Associate Dean and Associate Professor

BSRT, University of Arkansas for Medical Sciences, AS RN, University of Arkansas - Little Rock, MA, Webster University, JD, University of Arkansas - Little Rock

James Selig, 2014, Professor

BA, University of Arkansas - Little Rock, MA, University of Arkansas - Little Rock, PhD, University of Kansas

Bala Simon, 2004, Associate Professor

MD/MBBS, The Tamilnadu Dr. M.G.R Medical University, MPH, Tulane University, DrPH, University of Arkansas for Medical Sciences

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

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 Francisco, MS, University of California-San Francisco, 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, Dean and Professor

BGS, University of Iowa, MA, University of Nebraska, PhD, University of Iowa

Craig Wilson, 2016, Instructor

BA, Lyon College, MPA, Georgia State University, JD, Georgia State University

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, MD, 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

Namvar Zohoori, 2021, Professor

BSc, University of the West Indies, MD, University of the West Indies, MPH, Johns Hopkins University School of Hygiene and Public Health, PhD, University of North Carolina at Chapel Hill

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, PhD, Johns Hopkins University

Martha M. Phillips, 2002, Associate Professor Emerita

AB, University of Georgia, MEd, University of Georgia, EdS, University of Georgia, MBA, University of Alabama at Birmingham, MPH, University of Alabama at Birmingham, PhD, University of Alabama at Birmingham

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, MD, University of Arkansas for Medical Sciences, MPH, Johns Hopkins University

History

The UAMS College of Public Health was established on July 3, 2001 with a portion of the funds Arkansas received from the national tobacco settlement (Tobacco Settlement Proceeds Act, Arkansas Code 19-12-114). The college was created for the purpose of conducting activities to improve the health and healthcare of the citizens of Arkansas. The College serves as a resource for the General Assembly, the Governor, state agencies, and communities. In 2005, the College was renamed the Fay W. Boozman College of Public Health in honor of the late Arkansas Senator and Director of the Arkansas Department of Health.

Accreditation

In 2004, the UAMS College of Public Health was accredited by the Council on Education for Public Health. In 2009, the Master of Health Administration program was accredited by the Commission on Accreditation of Healthcare Management Education.

Organization

The Fay W. Boozman College of Public Health includes five departments of public health: Biostatistics, Environmental Health Sciences, Epidemiology, Health Policy and Management, and Health Behavior and Health Education. For more information about the college, please visit our web site at <https://publichealth.uams.edu/>

Mission

The mission of the Fay W. Boozman College of Public Health is to improve health and promote the well-being of individuals, families, and communities in Arkansas through education, research, and service.

Vision

The vision of the Fay W. Boozman College of Public Health is **Optimum Health for All**. Public health, at its core, is about social justice – what is best for all of us, not just a few. Health is defined broadly to include all that allows individuals, families and communities to be healthy.

Values

Our core values are: (1) **Focus of Public Health** – Public health adheres to a strong prevention and health protection orientation; (2) **Fostering a Progressive Attitude** – Faculty, 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 Regulatory Science Certificate PhD student) UAMS Graduate School,
- University of Arkansas for Medical Sciences (UAMS), and
- University of Arkansas System Board of Trustees.

Fay W. Boozman College of Public Health academic policies are assembled in the Student Academic Handbook at <https://publichealth.uams.edu/students/current-students/student-handbook/>. College-specific policies are provided below. See the UAMS Academic Policy section of this catalog for additional institutional 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 misconduct¹:
 - a. Cheating
 - b. Fabrication
 - c. Plagiarism
 - d. Interference
 - e. Violation of Course Rules
 - f. Facilitating Academic Dishonesty
 - g. Failing to comply with the terms or conditions of a Settlement Agreement that has been approved by the Associate Dean for Academic Affairs (ADAA)
 - h. 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://policies.iu.edu/policies/student-code/index.html#scope>.

- 1 Code of Student Rights, Responsibilities, & Conduct, Part II: Section B. Indiana University. Available at <https://policies.iu.edu/policies/student-code/index.html#scope>.
- 2 . 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*.
- c. Every faculty member will include the statement regarding the *Code of Academic Integrity* in the syllabus for each course that they teach. (Attachment 2) The Assistant Dean for Planning and Policy will audit the syllabi each semester to ensure compliance.

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 CPH.** If the student chooses not to accept the terms of the Honor Council Settlement, they may appeal to the Dean of the CPH 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 CPH 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 CPH 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 CPH 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 CPH.
4. The identity of the individual who reports an evidence-based violation will be kept confidential if they indicate, in writing, that they do not want their identity disclosed.
5. UAMS CPH 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 CPH in accordance with this policy for undermining the academic integrity of the CPH.
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 CPH in accordance with this policy for undermining the academic integrity of the CPH.

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 Code and the outcome of that previous investigation.
5. 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 CPH 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. 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 to 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 CPH.
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 CPH 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 CPH

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 CPH 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 CPH 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 CPH 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 CPH 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, 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 CPH.

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 CPH 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 CPH; 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 CPH 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 CPH 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.

Code of Academic Integrity <https://publichealth.uams.edu/wp-content/uploads/2022/04/Academic-Integrity-Code-Policy-Procedures-August-2023.pdf>

ACADEMIC INTEGRITY TRAINING

All students in the CPH 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/> 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 CPH Office of Student and Alumni Affairs at cophoffice@uams.edu. The requirement must be completed by the first day of classes.

ACADEMIC PROBATION/DISMISSAL

Students enrolled in certificate or degree programs in the CPH who earn less than a 3.00 cumulative CPH 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 CPH 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 CPH 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 CPH 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 course work 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 CPH 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 coursework, the student will be immediately dismissed from the College.

A CPH 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 CPH. A determination of unsatisfactory performance may be based on academic dishonesty, an Honor Code violation, and/or failure to maintain a specified cumulative grade-point average. Policies regarding academic dishonesty and other Honor Code violations are described in the CPH Honor Code (<https://publichealth.uams.edu/wp-content/uploads/2022/04/Academic-Integrity-Code-Policy-Procedures-August-2023.pdf>).

Students enrolled in a CPH 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 CPH; 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 CPH academic program (e.g., a doctoral program in another department).

Students academically dismissed are NOT eligible to regain student status within the CPH.

ACADEMIC PROGRESSION

As a general rule, good academic progress for a student taking coursework can be defined as completing six credit hours or more within an academic year. Students who have not successfully completed at least one course within three (3) consecutive semesters will lose their active student status. Before being allowed to register again, masters or certificate programs students must contact the Office of Student and Alumni Affairs and the associate dean for academic affairs to request reinstatement, and doctoral students must contact their doctoral degree program director to request reinstatement.

Students who have not completed a minimum of three (3) credit hours during a period of two academic years will be dismissed from the CPH and must complete an application for readmission before being allowed to continue their studies.

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 the purpose of 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 registration, he or she **must** complete and provide to the Registrar a Add/Drop Form in order to officially drop a course; otherwise, the course will remain on the transcript. This form is available on the Registrar's website at <https://registrar.uams.edu/wp-content/uploads/sites/36/2023/07/AddDropWithdrawal-Form-7-24-2023.pdf>. Refunds will not be given for dropped courses unless the course is dropped before the REFUND deadline as defined by the CPH Academic Calendar available at <http://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 prior to 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 CPH. Clearance is required from certain UAMS offices (library, parking, etc.) before transcripts or diploma are released.

ADMISSION APPLICATIONS

The Fay W. Boozman College of Public Health uses the [Schools of Public Health Application Service \(SOPHAS\) www.sophas.org](https://www.sophas.org) for applications to all programs, except for the MHA program which uses either SOPHAS or HAMPCAS. For more information, please visit our web site at <https://publichealth.uams.edu/>. Please feel free to contact the Admissions Office at COPHAdmissions@uams.edu if you have any questions about the process.

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 to make arrangements satisfactory for 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 verify the policies of their instructors at the beginning of each semester.

AUDITING A COURSE

Any student wishing to audit a course 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 one-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.

BIOLOGY COMPETENCY REQUIREMENT

All Graduate Certificate in Public Health and Master of Public Health students must satisfy the CPH Biology Competency requirement. Students with an undergraduate degree in biology or a closely related field (e.g. biochemistry, medicine, pharmacy, nursing) or who are currently enrolled in such a program automatically satisfy the requirement. For students without a life sciences degree who have taken undergraduate or graduate-level biology courses, the CPH Biology Competency Committee will determine if they have satisfied the requirement. Students who do not meet the biology competency requirements must successfully complete 3 biology competency exams before or during their first semester of enrollment with a score of 75% or higher. Students who do not pass one or more of the exams will be required to register for the 1-hour Biology course in each subject area in which they did not pass at the next available offering (Spring or Fall). Exams are given each semester – dates for the exams can be found on the CPH Academic Calendar. Students are allowed two attempts at each exam.

Students who do not pass all 3 exams in their first semester must register for the Biology course(s) related to the Biology exams that they did not pass, and will not be able to register for the Environmental Health Sciences and Epidemiology core courses. If the student does not pass the Biology course(s) on the first attempt, then they may only register for the corresponding Biology courses in the next semester. Failure to pass one or more of the Biology courses on the second attempt may lead to dismissal from the MPH program. Biology Competency courses do NOT count toward the curriculum requirements for the Graduate Certificate or MPH degree, as they are considered prerequisite knowledge for Certificate and MPH students.

CAMPUS CLEARANCE AND EXIT PROCEDURES

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 <http://gradschool.uams.edu>.

CERTIFIED IN PUBLIC HEALTH (CPH) EXAM POLICY

As of the Fall 2024 semester, all students beginning enrollment in the Master of Public Health degree program will be required to register for and must complete **PBHL 59931** Certified in Public Health Exam Prep Seminar (1 Credit) (which requires taking the CPH exam) in the next regular semester after successfully completing the 6 MPH CORE courses (PBHL 50033 Introduction to Public Health; BIOS 501333 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) (which requires taking the CPH exam) in the Fall 2025 semester.*

The CPH will cover the cost of the first CPH exam attempt by issuing a voucher. If a student does not pass the CPH exam, retaking the exam is optional, in which case 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.

CERTIFICATE REQUIREMENTS

Course and other requirements for the graduate certificates offered by the CPH are detailed in the UAMS Academic Catalog and on the program planners (<https://publichealth.uams.edu/academics/degree-track-planners/>).

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 CPH community are responsible for sustaining the core values of this institution which includes 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 CPH community member. Further information is available at <https://publichealth.uams.edu/wp-content/uploads/2023/10/Civility-Policy.pdf>.

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.

COMPLETION OF PROGRAM TIMEFRAME

All requirements for a graduate certificate, MHA, MS, or MPH degree must be satisfied within eight (8) consecutive calendar years from the first registration (whether as a certificate or degree candidate, or a non-degree student) with the CPH. 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 for specific timelines. Combined degree seeking students (MD/MPH, JD/MPH, MPS/MPH, and PharmD/MPH) are expected to complete all MPH degree requirements within eight (8) consecutive calendar years.

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.

CONVOCATION CEREMONY

The Fay W. Boozman College of Public Health sponsors a Convocation ceremony for graduating students of all College programs and members of their families. This ceremony is typically scheduled before Commencement in May each year, and all graduates are encouraged to attend. Numerous awards are presented to students and faculty by peers, as well as awards to faculty by students.

CREDIT HOUR CALCULATIONS

The CPH 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/ADHE_Policy_-_12-2018_for_WEB.pdf. The CPH 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 CPH GPA will include all courses taken at UAMS since admission to the current CPH academic program. The Cumulative UAMS GPA will include all courses taken at UAMS. Both GPAs will include repeated courses.

DEGREE REQUIREMENTS

Requirements for each of the degrees offered by the College of Public Health are detailed in the UAMS Academic Catalog and on the program planners (<https://publichealth.uams.edu/academics/degree-track-planners/>).

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 CPH. 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.

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 enrolled 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. Financial Aid status for aid eligibility may vary; visit <https://students.uams.edu/financial-services/financial-aid/financial-aid-basics/> for additional information.

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 for student and alumni affairs 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 CPH 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 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.)

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 CPH academic program will be used to calculate the Cumulative CPH GPA. To receive a degree, a candidate must present a minimum Cumulative CPH GPA of 3.00 at the time of requested graduation.

GRADUATION 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.

HONOR GRADUATES

The CPH recognizes students who graduate with an overall CPH 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 CPH 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 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 consult the Office of Student and Alumni Affairs or the Associate Dean for Student and Alumni Affairs.

KNOWLEDGE CREDIT FOR INTRODUCTION TO PUBLIC HEALTH

Students may apply for knowledge credit for PBHL 50033 Introduction to Public Health if they enter a CPH 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 CPH 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.

NON-DEGREE SEEKING STUDENTS

Individuals may be granted permission, at the discretion of the instructor and/or department, to enroll in classes as non-degree seeking students. Formal admission to the CPH certificate or degree programs is not required; however, students in this category must complete a non-degree seeking application to the CPH Office of Student and 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 CPH Course Catalog titled "Non-Degree Seeking Students."

Non-degree seeking students are generally 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 in a program of study leading to a specific CPH certificate or degree may take no more than twelve (12) semester hours of CPH coursework that can be counted toward the requirements for a CPH certificate or degree.

PLAGIARISM

Plagiarism includes (but is not limited to) adopting or appropriating for one's own use and/or incorporating in one's own work, without acknowledgement, passages, parts of passages, tables, photographs, models, figures, and illustrations from the writings or works of others; thus, presenting such as a product of one's own mind. Any student who plagiarizes may be subject to any or all of the following sanctions: receiving a zero on the written work, receiving a reduced grade for the course in which the plagiarism occurred, being suspended from registering for one or more semester(s), being required to enroll in a short course on graduate level writing, being required to comply with any other appropriate remedy as proposed by the CPH Honor Council, and/or being dismissed from the CPH. Plagiarism is a violation of the CPH Honor Code.

Additional information can be obtained at: <https://publichealth.uams.edu/wp-content/uploads/2022/04/Academic-Integrity-Code-Policy-Procedures-August-2023.pdf>.

PROGRESSION BEYOND THE MPH CORE

Students must complete **PBHL 59931** Certified in Public Health Exam Prep Seminar (1 Credit) after completing between 18 to 24 credit hours of course work which must include the 18 credit hour MPH core courses: PBHL 50033 Introduction to Public Health; BIOS 501333 Biostatistics I; ENVH 51003 Environmental Health Sciences; HPMT 510333 The Health Care System; HBHE 510433 Health Behavior and Health Education; EPID 51103 Epidemiology I.

PROGRESSION FROM GRADUATE CERTIFICATE TO GRADUATE DEGREE STATUS

THIS POLICY APPLIES TO THE FOLLOWING PROGRESSIONS:

- Certificate in Public Health to any MPH concentration

- Certificate in Environmental Health Sciences to MPH concentration in Environmental Health Sciences
- Certificate in Healthcare Analytics to MS in Healthcare Data Analytics

STANDARD PROCESS FOR TRANSITIONING FROM CERTIFICATE TO MASTER'S DEGREE

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 CPH programs. The student will be expected to submit all required materials for admissions review for the degree program. 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 Director of Admissions in the Office of Student and Alumni Affairs for more information. The student's application for progression will be reviewed by the Admissions Committee. Students must complete their degree program within six (6) consecutive years from the first registration with the CPH.

ACCELERATED PROCESS TRANSITIONING FROM CERTIFICATE PROGRAMS TO MASTER'S DEGREE PROGRAM

A student with a bachelor's degree who completes all courses in a graduate certificate programs with a 'B' or better, and who has earned a 3.00 overall G.P.A. in all CPH courses taken, may petition to progress to the corresponding graduate degree program without completing the formal application process. The student may submit the petition to the CPH Director of Admissions, who will forward it to the academic program director after verifying that these conditions are met. Students must complete their degree program within six (6) consecutive years from the first registration with the CPH. Applicants must use the form: [Application for Accelerated Process to Change from Graduate Certificate to Master's Degree Status](#).

APPLICATION OF CERTIFICATE COURSEWORK TO MASTER'S DEGREE

A student who completes one or more courses in a CPH graduate certificate programs 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 A CERTIFICATE WHEN PROGRESSING

A student who is in the certificate program may apply for graduation with the certificate as they progress to the degree program.

QUANTITATIVE REASONING REQUIREMENT

Master of Public Health (MPH) studies require the ability to reason quantitatively to be successful in course assignments. Good quantitative reasoning (QR) is also an essential skill in the workplace. Many new MPH students, including MPH dual degree students, have not had the opportunity to receive sufficient training in this area.

To help promote success, all MPH students, including dual degree students, who enter the CPH beginning Fall 2022 will be required to take a QR Skills Assessment during their first semester in the college, provided they have not previously achieved the QR milestone. The assessment will identify strengths and weaknesses and highlight opportunities for improvement. Students will receive an email telling them to complete the assessment within the first couple of weeks of the semester.

Students who do not meet a predetermined score threshold will be required to complete an online QR Skills Workshop course. Students with an undergraduate degree in mathematics, statistics, biostatistics or a closely related field (e.g. statistical astronomy, demography, epidemiology) or who are currently enrolled in such a program automatically satisfy the requirement and will automatically meet the QR milestone. For students without such degrees who have taken undergraduate or graduate-level mathematics, statistics or biostatistics courses, the CPH QR Competency Committee will determine if they have satisfied the requirement of the QR milestone.

The QR Skills Workshop will be offered every fall and summer semester. It 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 CPH; however, its completion will be required to progress in the MPH program. The QR Skills Workshop course will consist of a series of pre-algebra and algebra modules and will be graded Pass/Fail. There will be no charge for the QR Skills Workshop course.

Students who pass the course will meet the QR Milestone and will be allowed to continue enrollment in their MPH program. Students who fail the course must reenroll in the course in the next semester it is offered. Students who fail to receive a grade of Pass after two attempts in the course will be administratively withdrawn from the CPH and will not be permitted to reapply for the MPH program.

Questions regarding the QR Skills Assessment and/or the QR Skills Workshop course should be directed to CPH Office of Student and Alumni Affairs, Director of Admissions.

REPEATING COURSE

Students in the CPH 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) (<http://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 <http://www.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 <http://www.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 Code of Academic Integrity. The election of representatives from the CPH 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 orientate 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 CPH, 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 70 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 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.

MHA GRADUATE STUDENT ASSOCIATION

The MHA 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.

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 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.

UPSILON PHI DELTA HONOR SOCIETY IN HEALTH ADMINISTRATION

The Upsilon Phi Delta is the national academic honor society for students in healthcare administration programs that are members of the Association of University Programs in Health Administration (AUPHA). The purpose of UPD is to promote leadership skills, recognize academic achievement, and contribute to the healthcare management profession. The UPD name is derived from the Greek words: Υ Upsilon (health), Φ Phi (care), Δ Delta (to lead).

Membership in the UAMS chapter of Upsilon Phi Delta is limited to students who meet the criteria set by the national organization and the UAMS chapter. To become a member, you must fulfill the following criteria:

1. Membership in Upsilon Phi Delta Honor Society is limited to individuals who meet the national and local standards of this organization and are accepted and initiated into membership of a collegiate chapter.
2. Academic standing. Candidates must have achieved a minimum cumulative grade point average of 3.7 (on a 4.0 grade point system) by their final semester in the MHA program.
3. Candidates must have no code of academic conduct violations in their tenure at UAMS.
4. Candidates must have performed service during the time in the MHA program.

TRANSFER CREDITS

The UAMS CPH will permit a master's student to transfer up to six (6) hours of semester credit from other programs (outside of CPH), subject to approval by the CPH 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:

- 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.
- Course content and syllabus demonstrates significant relevance to public health.

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 in order 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 CPH certificate or degree may take no more than twelve (12) semester credit hours of CPH coursework that can be counted toward the requirements for a CPH certificate or degree. At the time of acceptance into a CPH certificate or degree program, the Academic Standards Committee will recommend to the CPH which previously taken courses, if any, are to be accepted in the certificate or degree program.

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 CPH website. Explanation(s) or reason(s) for withdrawal from the College are not required.

A student who withdraws from school must re-apply 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.

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 CPH beginning January 2020, will be required to take a Writing and Reasoning Skills Assessment during their first semester in the college. The assessment will identify strengths and weaknesses and highlight opportunities for improvement. Students will receive an email telling them to complete the assessment within the first couple weeks of the semester.

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 CPH; 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 and Alumni Affairs, Director of Admissions.

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

Master's Degrees

Master of Public Health (MPH) in Biostatistics
Master of Public Health (MPH) in Epidemiology
Master of Public Health (MPH) in Environmental Health Sciences
Master of Public Health (MPH) in Health Behavior and Health Education
Master of Public Health (MPH) in Health Policy and Management
Master of Public Health (MPH) in Climate, Rural and Global Public Health
Master of Health Administration (MHA)
Master of Science (MS) in Healthcare Data Analytics

Dual Degrees

Bachelor of Arts or Bachelor of Sciences/Master of Public Health (4+1)
Doctor of 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 Philosophy (PhD) in Epidemiology
Doctor of Philosophy (PhD) in Health Promotion and Prevention Research
Doctor of Philosophy (PhD) in Health Systems and Services Research
Doctor of Public Health (DrPH) in Public Health Leadership

Program Information

The college offers 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 dual degree programs, including the following: 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), and Master of Public Service/Master of Public Health (MPS/MPH).

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 Requirements:

Applicants must possess the minimum of a US baccalaureate degree equivalent to be considered for admission. Applicants who anticipate completion of their undergraduate degree soon after the admissions deadline may apply for conditional admission. If granted conditional admission, a final transcript from the student's baccalaureate institution must be received by the Office of Student and Alumni Affairs prior to the date of registration of the admitted semester.

Biology Competence Requirement: Students are required to pass all 3 exams or successfully complete (3) 1 credit hour courses prior to or within the first semester of coursework. Courses do NOT count toward the minimum 42 credit hours for the MPH degree. For more information and waiver options visit our website: <http://publichealth.uams.edu/students/current-students/public-health-biology-competency-exam/>.

Academic Integrity Training Requirement: All students in the CPH 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 on-line 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 CPH Office of Student and Alumni Affairs at cophoffice@uams.edu. The requirement must be completed by the first day of classes.

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 CPH 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.

BIOLOGY (REQUIRED)		Credit Hours	Grade	Year	Semester
ENVH 50301	Biology for Public Health: Infectious Disease	1			
ENVH 50101	Biology for Public Health: Chronic Disease	1			
ENVH 50201	Biology for Public Health: Current Issues	1			
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

Program Director: Austin Porter

The Doctor of Public Health in Public Health Leadership provides extensive training in the public health sciences, public health practice, and leadership skills necessary to respond to the rapidly shifting, sometimes unanticipated challenges of the public health and health care systems. The focus of the DrPH program is in developing public health leaders who can integrate public health science into public health practice, apply models and theories in public health to chronic and emerging issues in practice, and demonstrate leadership in working with public health teams.

Admission Requirements:

Applicants must have completed **PBHL 50033** Introduction to Public Health (3 Credits) at the CPH unless they have been awarded an MPH degree from a CEPH accredited institution.

In addition, candidates must have completed at least one graduate-level course in each of the following five (5) areas: (a) Biostatistics, (b) Epidemiology, (c) Health Behavior/Health Education, (d) Health Management/Policy, and (e) Environmental Health Sciences. These courses must have been completed with a grade of “B” or better. If these courses were not from a Council on Education for Public Health (CEPH) accredited institution, the candidate must submit syllabi to the DrPH Faculty Leadership Committee for determination of prerequisite fulfillment.

Applicants who have completed only four (4) of these courses, but whose applications show exceptional potential for success in the program, may be admitted conditionally to the DrPH program; however, they will be required to complete the remaining course (as presented in the CPH core course requirements for the MPH degree) with a grade of “B” or better before progressing. Please note that candidates who have completed three (3) or fewer of the above-listed courses will not be considered for admission to the DrPH program.

1. **Application:** Students must apply through the [SOPHAS Centralized Application Service](#). The documents listed below will all be submitted through SOPHAS.
2. **Recommendations:** Submit three letters of recommendation from college or university professors who can speak to your academic abilities. If you have been out of school for more than five years, submit letters from professional colleagues who can discuss your relevant academic skills including critical thinking, research and writing.
3. **Statement of purpose:** Write a 600-900 word statement of purpose that articulates your interests in public health and this program in particular.
4. **Official transcripts:** Submit official transcripts from all the undergraduate and graduate institutions you’ve attended. Please mail all of your official transcripts to:

SOPHAS Transcript Processing Center

5. **A current résumé or CV** is required.
6. **Official GRE score (Optional).** Official scores should be sent directly to SOPHAS using code 6512.
7. **Supplemental CPH Application.** Applicants must submit a supplemental UAMS CPH application (https://oaa.uams.edu/psc/OAAPRD1/EMPLOYEE/HRMS/c/IP_AD_MNU.IP_AD_LOGIN_CMP.GBL?&).
8. **Addition application requirements for International Applicants:**
 - a. All applicants who are in the U.S. in a non-resident alien status must have documentation of an appropriate visa issued by the U.S. Citizenship and Immigration Services (USCIS).
 - b. Official documentation demonstrating sufficient funds for the program of study must be on file before international applicants can be accepted for admission. Official documentation may include notification of a training fellowship awarded by UAMS or another institution or an official letter from the student's financial institution proving sufficient funds for the program of study prior to the application deadline.
 - c. All transcripts from foreign countries must be translated and evaluated by World Education Services (WES). Follow this link for information about ordering a foreign transcript evaluation. https://portal.sophas.org/sophasHelpPages/frequently-askedquestions/transcripts/foreign_transcript/index.html.
 - d. Applicants submitting WES Credential Evaluations should first create the SOPHAS application to receive a 10 digit SOPHAS ID that will be used on the WES-SOPHAS application form to order the transcript evaluation. WES offers a discount for applicants who use the SOPHAS ID. Follow this link to order the WES foreign transcript evaluation. www.wes.org/cas
 - e. Official Test of English as a Foreign Language (TOEFL) scores dated within two (2) years from the application deadline must be submitted by the testing agency (www.ets.org) directly to SOPHAS. The TOEFL institution code for UAMS College of Public Health doctoral training programs is 5688. Applicants who score below 80 on the internet-based form will not be considered for admission.
 - f. The TOEFL requirement is waived for International applicants who complete an undergraduate or graduate degree program at an institutionally accredited US educational institution before enrolling for their first semester in a CPH doctoral training program or are from a country in which English is both the primary spoken language and the language of instruction in educational institutions

Required Courses:

Academic Integrity Training Requirement: All students in the CPH 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 on-line 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 CPH Office of Student and Alumni Affairs at cophoffice@uams.edu. The 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 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 CPH 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 CPH 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 and Alumni Affairs, the Associate Dean for Student and Alumni Affairs or visit our website: <https://ipe.uams.edu/>. Requirement approval date: 2015.

IPE CURRICULUM FOR THE DrPH	
1. IPE IPEC 1101 (001) EXPOSURE WORKSHOP Format/Event: Online/Distance Learner "Interprofessional Collaboration: Theory and Application at UAMS". Timeline: Prior to 1st day of class in 1st semester. Course Association: NA Notes: Enroll 1st semester. Requirements include submitting a verification/completion form into Blackboard within 7 days of activity.	2. IPE IPEC 1201 (001) EXPOSURE BRIDGE TRANSITION Format/Event: Online/Distance Learner "Interprofessional Collaboration: Theory and Application at UAMS". Timeline: Prior to 1st day of class in 1st semester. Course Association: IPE IPEC 1201-100 Notes: Enroll 1st semester. Requirements include submitting a reflection form into Blackboard within 7 days of activity.
IPE CURRICULUM 07.01.2022 Note: For onsite versus online/ distance options as approved events please verify with your program coordinator first. Then ensure you are registered in the correct GUS course for the delivery method (onsite v. online/distance). If you need to switch courses, you must process a course swap in GUS.	

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			
HPMT 64263	Racial and Ethnic Health Disparities	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

DrPH Concentration: Public Health Leadership		
Competency	Course	Assessment
1. Evaluate leadership best practices that should be employed on the range of public health interventions to address a given public health issue.	PBHL 65001 Current Issues in Public Health	Public presentation. Students select with instructor approval a current public health issue and deliver an engaging and evidence based in class presentation that summaries the topic background, and evaluates alternative public health interventions and leadership best practices. The presentation will employ standards described by the instructor and is evaluated by the faculty and fellow students employing a provided rubric.
2. Create a diverse community coalition utilizing best practice communication strategies.	HBHE 64363 Communication for Public Health Leaders	Final exam. Students will submit a written response to an essay scenario that asks them to create a communication strategy they would employ as a public health leader charged with establishing and maintaining a community coalition. An assessment rubric will be provided to the students in advance of the exam.
3. Create and describe in a public presentation a response plan to be implemented by public health leaders in the event of a public health crisis.	PBHL 65001 Current Issues in Public Health	Public presentation. Students will be provided a public health crisis scenario, create a written plan based on best practices (described in weekly assigned readings) detailing to the public the government agency response and deliver an in class power point presentation summarizing the plan. The presentation will employ standards described by the instructor and is evaluated by the faculty and fellow students employing a provided rubric.
4. Evaluate organizational leadership responsibilities and community service roles of a centralized state public health agency.	EPID 64003 Public Health Practice: Advanced Concepts	Instructor evaluation. Students will attend weekly seminars following ADH Grand Rounds and in agency and community public health service facilities tours. Following these events, students will provide to the instructor in a seminar model an evaluation of the presentation and/or tour and respond accurately to questions posed by the instructor and other students. The instructor will prepare a written evaluation (employing an assessment rubric

		previously provided to students in the course syllabus) to discuss with each student their responses noting accuracies and inaccuracies.
5. Debate alternative approaches and select the appropriate legal authority supporting government interventions and contrast and compare this authority with individual rights and freedoms in a public health setting.	HPMT 62033 Public Health Law and Ethics	Final exam. Students will submit a written response to an essay scenario that asks them to critique a government response to a public health problem, debate and select alternative interventions if appropriate, analyze the legal authority supporting that intervention and accurately evaluating what individual rights and freedoms may be impacted. The student's response will be assessed through application of a rubric provided in advance.

Bachelor of Arts or Bachelor of Sciences/Master of Public Health (4+1)

Program Director: Kevin Ryan

As a result of the increasing demand for the public health workforce, the Fay W. Boozman College of Public Health (COPH) has partnered with several undergraduate programs in Arkansas to create an accelerated, coordinated course of study allowing students to enroll in the MPH program as an undergraduate and receive credit for MPH courses towards their undergraduate degree. Upon graduating with a BA or BS degree, students typically finish the MPH in the next year (thus "4+1"), attaining an undergraduate degree and an MPH within five years, one year after obtaining their undergraduate degree, instead of the typical six. The COPH currently has a 4+1 degree program partnership with Arkansas Baptist College, Hendrix College, Philander Smith College, and the University of Arkansas at Pine Bluff.

Admission Requirements:

Students who wish to pursue the accelerated 4+1 degree program must complete at least 60 hours of undergraduate credit at their institution before applying for admission to the COPH. At this point, applicants will submit the following:

- Complete application form available at SOPHAS (www.sophas.org)
- Official Graduate Record Examination (GRE) score (Optional). The test must have been taken within the five years immediately preceding the application deadline of the requested semester of admission. Scores on comparable graduate tests (MCAT, LSAT, GMAT, DAT, and PCAT) will be considered in lieu of the GRE.
- Official transcripts of completed coursework (sent directly to SOPHAS from schools)
- Personal statement or letter of interest
- Three letters of recommendation

In addition, applicants must file a Declaration of Intent to Pursue Combined Degrees form with both their undergraduate institution and the COPH.

Students in the 4+1 program will follow the degree 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 combined 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.

Admissions Requirements:

Prospective students interested in the AuD/MPH program must apply separately to the AuD program and the MPH program following their respective application processes. Existing AuD students may submit their CSDCAS application, an OAA application, three letters of recommendation (specific to applying to the MPH program), and a personal statement or letter of interest related to the MPH program (500 to 700 words) to the COPH Office of Student and Alumni Affairs. Applicants must file a Declaration of Intent to Pursue a Combined Degree form with both colleges prior to starting their first semester in the MPH program.

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 program combines the complete medical school training with a solid foundation in public health, providing students with the clinical skills and science to address health and wellness from the perspective of the individual patient, as well as the community and population. This knowledge and training prepares our graduates with a multidisciplinary perspective when caring for individual patients and understanding the connection between each patient and the health of their community.

Admission Requirements:

Application for admission to the MD/MPH program must be made separately to the MD program and the MPH program.

Applicants must possess the minimum of a US baccalaureate degree to be considered for admission. Applicants who anticipate completion of their undergraduate degree soon after the admissions deadline may apply for conditional admission. If granted conditional admission, a final transcript from the student's baccalaureate institution must be received by the Office of Student and Alumni Affairs prior to the date of registration of the admitted semester.

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 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 Requirements:

Application for admission to the PharmD/MPH program must be made separately to the Pharmacy program and the MPH program.

Applicants must possess the minimum of a US baccalaureate degree to be considered for admission. Applicants who anticipate completion of their undergraduate degree soon after the admissions deadline may apply for conditional admission. If granted conditional admission, a final transcript from the student's baccalaureate institution must be received by the Office of Student and Alumni Affairs prior to the date of registration of the admitted semester.

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 Requirements:

Application for admission to the JD/MPH program must be made separately to the JD program and the MPH program. Applicants must file a Declaration of Intent to Pursue Combined Degrees form with both colleges.

Applicants must possess the minimum of a US baccalaureate degree to be considered for admission. Applicants who anticipate completion of their undergraduate degree soon after the admissions deadline may apply for conditional admission. If granted conditional admission, a final transcript from the student's baccalaureate institution must be received by the Office of Student and Alumni Affairs prior to the date of registration of the admitted semester.

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 combined degree program affords the student opportunities to apply public health science to a broad range of issues that affect the health and wellness of individuals, communities and populations locally and globally. Students gain a theoretical and practical understanding of how public health and public service intersect at the application of evidence-based interventions to population-level issues. This unique combination of knowledge and skills allows our graduates to find employment in a wide variety of public service organizations and private businesses.

Admission Requirements:

Students from the Clinton School of Public Service (CSPS) may pursue a combined MPS/MPH degree in conjunction with the Fay W. Boozman College of Public Health. CSPS students who wish to pursue the combined MPS/MPH degree must contact the CSPS to indicate their intent to pursue the combined degree. All application materials from the CSPS as well as official GRE Scores (optional), a personal statement on why the student wishes to pursue the combined degree and all transcripts must be sent directly to the Office of Student and Alumni Affairs in the College of Public Health.

In addition, to be officially classified as an MPS/MPH student, applicants must file a Declaration of Intent to Pursue Combined Degree form. This form must be signed by both the CSPS and the Fay W. Boozman College of Public Health and on file in the UAMS Office of the University Registrar.

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, PhD, Professor and Chair

Aaron Caldwell, PhD, Instructor

Ruofei Du, PhD, Assistant Professor

Hassan Elsalloukh, PhD, Professor (Adjunct)

Amanda L. Golbeck, PhD, MA, MA, Associate Dean for Academic Affairs, Professor

Jing Jin, PhD, Instructor

Reid Landes, PhD, Professor

Jeannette Lee, PhD, Distinguished Professor Emerita

Corey Nagel, PhD, Assistant Professor (Secondary Appointment)

Songthip Ounpraseuth, PhD, Professor

James Selig, PhD, Professor

D. Keith Williams, PhD, MPH, Professor

The department offers a Master of Public Health (MPH) in Biostatistics. Our goal in the UAMS Department of Biostatistics is to help improve the quality of research conducted at UAMS by providing expert statistical guidance to clinical, health services, and biomedical scientists. We strive to meet this goal: (1) through our collaborations with UAMS investigators, (2) through our education and training endeavors, (3) through our methodological research and (4) by our service to the local and national research community.

MPH in Biostatistics

Program Director: D. Keith Williams

There exists a plethora of new analytical and statistical techniques available in biostatistics. Many individuals getting academic degrees in biostatistics outside of public health have little opportunity to enhance their education with courses from other disciplines in public health. Consequently, the need for individuals to be the link between public health researchers and statistical programmers and biostatisticians is increasing. The objective of the MPH degree with a biostatistics concentration in the COPH is to train individuals to be the bridge between scientist, researcher, statistician, and programmer. The Department of Biostatistics includes faculty members actively involved in design and analysis of research studies in many different biological and human health-related disciplines. Students seeking to specialize in Biostatistics are offered the opportunity to collaborate extensively on research projects funded in various state and federal agencies, and in the private sector, thus preparing them for careers in academics, government and private industry.

Admission Requirements:

Application and Eligibility Requirements

- Complete application form available at SOPHAS (www.sophas.org)
- Applicants must possess the minimum of the US baccalaureate degree equivalent to be considered for admission
- Official Graduate Record Examination (GRE) score (Optional)
- Personal statement or letter of interest
- Three letters of recommendation

Biostatistics Requirements and Preferences

Students will be evaluated based on all materials submitted and will be considered in the context of all of their accomplishments.

- A GPA of 3.0 or above
- GRE examination with preferred scores in the 50th percentile for each category (Optional)
- One mathematic course higher than College Algebra equivalent

The following are highly recommended:

- One general biology course
- Two courses in behavioral sciences (e.g., sociology, social psychology, political science, economics)
- Statistics or other quantitative coursework
- Statistics or data-related course
- Computing course

Additional Requirements for International Students

1. For applicants whose native language is not English or their undergraduate degree is not from an accredited US institution, a TOEFL score with a minimum score of 80 or an IELTS (General) score with a minimum score of 7.0 is required.

Application Components:

1. **Application:** Students must apply through the [SOPHAS Centralized Application Service](#). The documents listed below will all be submitted through SOPHAS.
2. **Recommendations:** Submit three letters of recommendation from college or university professors who can speak to your academic abilities. If you have been out of school for more than five years, submit letters from professional colleagues who can discuss your relevant academic skills including critical thinking, research and writing.
3. **Statement of purpose:** Write a 600-900 word statement of purpose that articulates your interests in public health and this program in particular.
4. **Official transcripts:** Submit official transcripts from all the undergraduate and graduate institutions you've attended. Please mail all of your official transcripts to:

SOPHAS Transcript Processing Center
PO Box 9111
Watertown, MA 02471
5. **A current résumé or CV** is required.
6. **Official GRE score (Optional).** Official scores should be sent directly to SOPHAS using code 6512.

Additional requirements for International Students

1. Either the **TOEFL** (Test of English as a Foreign Language) or the **IELTS** (International English Language Testing System) must be taken by international applicants unless they have an undergraduate degree from an accredited US institution. See program website for minimum scores. **Applicants who do not meet the minimum scores will not be considered for admission.** Either test must have been taken within the two (2) years immediately preceding the application deadline of the requested semester for admission. For the IELTS, send a copy of your (TRF) Test Report Form to SOPHAS. This report will be attached to your SOPHAS application and verified.
2. **For international students only:** The CPH, not SOPHAS, must receive an official letter on bank letterhead from the student's financial institution proving sufficient funds for the program of study prior to the application deadline. See Requirements for International Students for amounts and mailing instructions (<http://publichealth.uams.edu/students/prospective-students/how-to-apply/>).

Required Courses:

Academic Integrity Training Requirement: All students in the CPH 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 on-line 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 CPH Office of Student and Alumni Affairs at cophoffice@uams.edu. The 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 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 CPH 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 and Alumni Affairs, the Associate Dean for Student and Alumni Affairs or visit our website: <https://ipe.uams.edu/>. Requirement approval date: 2015.

IPE CURRICULUM FOR THE MPH			
1. IPE IPEC 1101 (001) EXPOSURE WORKSHOP* Format/Event: LIVE Exposure Workshop in August. Timeline: 1st semester. Course Association: NA Notes: Enroll 1st semester and complete by the end of 12th credit hour. Your IPE Program Contact will determine what date you attend.	2. IPE IPEC 1201 (001) EXPOSURE BRIDGE TRANSITION* Format/Event: Any onsite Exposure Bridge Transition event posted on the IPE website. Timeline: 1 st semester Course Association: NA Notes: Enroll 1 st semester. Requirements include submitting a reflection and verification form into Blackboard within 7 days of activity. Complete by the end of 12 th credit hour.	3. IPE IPEC 1301 (001) IMMERSION QUADRUPLE AIM PROJECT (QAP) WORKSHOP Format/Event: Any QAP Workshop event posted on the IPE website. Timeline: 12 th —24 th credit hour Course Association: NA Notes: Enroll the semester of your 12th credit hour.	4. IPE IPEC 1401 (001) IMMERSION SIMULATION Format/Event: Any onsite Immersion Simulation event posted on the IPE website. Timeline: 12th—36th credit hour Course Association: NA Notes: Enroll the semester of your 12th credit hour.
5. IPE IPEC 1501 (001) COMPETENCE WORKSHOP* Format/Event: Any onsite Competence Workshop event posted on the IPE website. Timeline: 24th credit hour and completion of degree Course Association: NA Notes: Enroll the semester of your 24th credit hour.	6. IPE IPEC 1601 (001) COMPETENCE PRACTICE ACTIVITY Format/Event: Onsite Competence Practice Activity — APE course Timeline: 24th credit hour and completion of degree Course Association: PBHL 59893 “Applied Practice Experience” (APE). This IPE activity is an assignment for the course. Notes: Enroll the semester of your 24th credit hour. Requirements include submitting a reflection and verification form into Blackboard within 7 days of activity.	7. IPE IPEC 1701 (001) COMPETENCE STUDENT EDUCATOR ACTIVITY Format/Event: Onsite Student Educator Activity — ILE course Timeline: 24th credit hour and completion of degree Course Association: PBHL 59932 “Integrative Learning Experience Project” (ILE). This IPE activity is an assignment for the course. Notes: Enroll the semester of your 24th credit hour. Requirements include submitting a reflection and verification form into Blackboard within 7 days of activity.	*You may be eligible to complete the activity as an online module if you are currently working in a clinical healthcare setting. Please contact ipe@uams.edu for more information. Note: For onsite versus online/distance options as approved events please verify with your program coordinator first. Then ensure you are registered in the correct GUS course for the delivery method (onsite v. online/distance). If you need to switch courses, you must process a course swap in GUS.
IPE CURRICULUM 07.01.2022			

Biology Competence Requirement: Students are required to pass all 3 exams or successfully complete (3) 1 credit hour courses prior to or within the first semester of coursework. Courses do NOT count toward the minimum 42 credit hours for the MPH degree. For more information and waiver options visit our website: <http://publichealth.uams.edu/students/current-students/public-health-biology-competency-exam/>.

ALL BIOS OPTIONS

BIOLOGY (REQUIRED)		Credit Hours	Grade	Year	Semester
ENVH 50301	Biology for Public Health: Infectious Disease	1			
ENVH 50101	Biology for Public Health: Chronic Disease	1			
ENVH 50201	Biology for Public Health: Current Issues	1			
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 52333	Statistical Methods for Clinical Trials	3			
BIOS 53153	Logistic Regression and Survival Analysis	3			
BIOS 52143	Categorical Data Analysis	3			
BIOS 53173	Biostatistics Computing with SAS II	3			
BIOM 5100V	Special Topics in Biometry (SPSS Lab)	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	2			
	TITLE:				

MINIMUM TOTAL HOURS = 42

MPH Concentration: Biostatistics		
Competency	Course	Assessment
1. Evaluate statistical associations based on multivariate methods.	BIOS 52103 Biostatistics II: Advanced Linear Models	Exams. Students will have two in-class exams and a final exam. Questions on these exams present scenarios in which a study must evaluate and interpret associations between sets of outcomes and predictors for various research settings. Assessment. A student will be evaluated based on correctly identifying the importance of associations in terms of statistical significance within the exam case studies. Grading. Grading will be performed as described in the course syllabus.
2. Produce computer code for data management and statistical analyses.	BIOS 52133 Biostatistics Computing with SAS I	Exams. Students will have 2 exams during which they are given data and asked to create computer code to process, recode, or summarize the data. Grading will focus on whether students can accomplish each data management task and produce appropriate descriptive statistical results. Grading will be performed as described in the course syllabus.
3. Choose the appropriate assumptions of fundamental linear models.	BIOS 52103 Biostatistics II: Advanced Linear Models	Exams. Students on exam 2 and 3 will be asked to choose the appropriate assumptions for fundamental statistical tests. Assessment. Students will be evaluated by correctly mapping the statistical assumptions to particular statistical tests. Grading will be performed as described in the course syllabus.

4. Examine graphical displays of data that accompany statistical analysis.	BIOS 52233 Biostatistics III: Multivariate Analysis & Linear Models	Exams. Students will be given multiple case studies on exams in which various statistical analyses and corresponding graphical displays are presented. Assessment. The student will be evaluated by correctly interpreting and stating the important elements of the graph based on the analysis of each case study. Grading. Grading will be performed as described in the course syllabus.
5. Evaluate hypothesis tests for comparing two or more groups with respect to a covariate.	BIOS 52103 Biostatistics II: Advanced Linear Models	Exams. Students will be given various case studies on exams in which two or more groups are being compared while accounting for one or more covariates. Assessment. Evaluation will focus on the student's ability to correctly determine the difference between groups while adjusting for the covariates. Grading. Grading will be performed as described in the course syllabus.

Environmental Health Sciences

Department Phone Number: 501-526-6663

Igor Koturbash, MD, PhD, Professor and Chair

Scott Alsbrook, MS, Instructor

Gunnar Boysen, PhD, Associate Professor

Christopher Fettes, MA, Instructor

Rachel Hale, MS, Instructor

En Huang, PhD, Associate Professor

Ping-Ching Hsu, PhD, Assistant Professor

Stefanie Kennon-McGill, PhD, Instructor

Eryn Matich, PhD, Instructor

Mitchell McGill, PhD, Associate 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, and a Master of Public Health (MPH) in Climate, Rural and Global Public Health. 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: En Huang

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 Requirements:

Applicants must possess the minimum of a US baccalaureate degree equivalent to be considered for admission. Applicants who anticipate completion of their undergraduate degree soon after the admissions deadline may apply for conditional admission. If granted conditional admission, a final transcript from the student's baccalaureate institution must be received by the Office of Student and Alumni Affairs prior to the date of registration of the admitted semester.

A letter of intent is also required (1 to 2 pages in length) and should express the reasons for interest in the Certificate program and any relevant background information on studies and job experiences. The Certificate in Environmental and Occupational Health consists of 12 credit hours, including two required courses, and selective and/or elective courses.

Application Components:

1. Completed application form available at SOPHAS (www.sophas.org), an online application service for CEPH- accredited schools of public health.
2. Official transcripts of all academic work sent directly from every institution attended to SOPHAS regardless of degree awarded or transfer credits shown on subsequent transcripts. Applicants must input every course on each transcript into their SOPHAS application online.

- a. All transcripts from foreign countries must be translated and evaluated by World Education Services (<http://www.wes.org/sophas/>); through this link, applicants will receive a discounted rate. An official copy of the evaluation must be submitted to SOPHAS.
 - b. Applicants must possess the minimum of a U.S. baccalaureate degree equivalent to be considered for admission. Applicants who anticipate completion of their undergraduate degree soon after the admissions deadline may apply for conditional admission. If granted conditional admission, a final transcript from the student's baccalaureate institution must be received by the Office of Student and Alumni Affairs prior to the date of registration of the admitted semester.
 - c. If you are an international applicant, please also see requirements for international students for more information (<http://publichealth.uams.edu/students/prospective-students/how-to-apply/>).
3. In addition to the SOPHAS application and fee, a supplemental online application must be completed and a non-refundable application processing fee must be paid to the CPH.

Go to <https://oaa.uams.edu> to access the supplemental application. You will need to create a new account through this online application system and complete the necessary fields. You will be prompted to pay the application fee and complete the supplemental application at this time.

Check the current fee amount due at <http://publichealth.uams.edu/students/prospective-students/tuition-and-fees/>. Students who are currently enrolled and taking classes full-time in another UAMS college are not required to submit the application fee, but must submit all other required materials.
 4. Personal statement or letter of interest (1-2 pages and express your reasons for wanting this certificate and any related job experience).
 5. Two (2) letters of recommendation completed by separate individuals who can speak to the candidate's academic, professional and/or public health experience. Follow SOPHAS directions for completing this section of the application online.
 6. A current curriculum vitae or résumé.

Additional Requirements For International Applicants:

1. Either the **TOEFL** (Test of English as a Foreign Language) or the **IELTS** (International English Language Testing System) must be taken by international applicants unless they have an undergraduate degree from an accredited US institution. See program website for minimum scores. **Applicants who do not meet the minimum scores will not be considered for admission.** Either test must have been taken within the two (2) years immediately preceding the application deadline of the requested semester for admission. For the IELTS, send a copy of your (TRF) Test Report Form to SOPHAS. This report will be attached to your SOPHAS application and verified.
2. **For international students only:** The CPH, not SOPHAS, must receive an official letter on bank letterhead from the student's financial institution proving sufficient funds for the program of study prior to the application deadline. See Requirements for International Students for amounts and mailing instructions (<http://publichealth.uams.edu/students/prospective-students/how-to-apply/>).

Required Courses:

Academic Integrity Training Requirement: All students in the CPH 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 on-line 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 CPH Office of Student and Alumni Affairs at cophoffice@uams.edu. The 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 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.

ALL EHS OPTIONS

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: Mitch 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 Requirements:

1. A letter from the applicant stating that the applicant wishes to be accepted into the Certificate in Regulatory Sciences program. This letter should briefly address the applicant's educational background, field of study, and whether the applicant's academic training or professional experience includes study or practice in Biostatistics or Toxicology/Pharmacology.
2. Contact information for Letters of Recommendation – Please include the name and correct email address for your references. Recommendation requests will be sent by email. Note: We strongly advise that you contact your references within a week to make sure they receive our email request for a Letter of Recommendation.
3. The applicant's CV.
4. An official transcript showing award of the applicant's BS, BA, MS, or PhD degree(s).
5. If coursework in Biostatistics and Toxicology/Pharmacology is not evident on your transcript, please provide documentation of formal training or continuing education in these subjects.

Additional Requirements for International Students

1. For applicants whose native language is not English or their undergraduate degree is not from an accredited US institution, a TOEFL with a minimum score of 80 or an ILETS (General) score with a minimum of 7.0 is required.

Application Components:

Materials to Submit in the UAMS Online Application are listed below:

1. A letter from the applicant stating that the applicant wishes to be accepted into the Certificate in Regulatory Sciences program. This letter should briefly address the applicant's educational background, field of study, and whether the applicant's academic training or professional experience includes study or practice in Biostatistics or Toxicology/Pharmacology.
2. Contact information for Two Letters of Recommendation – Please include the name and correct email address for two references. Recommendation requests will be sent by email. Note: We strongly advise that you contact your references within a week to make sure they receive our email request for a Letter of Recommendation.
3. The applicant's CV.
4. An official transcript showing award of the applicant's B.S., B.A., M.S., or Ph.D. degree(s).
5. If coursework in Biostatistics and Toxicology/Pharmacology is not evident on your transcript, please provide documentation of formal training or continuing education in these subjects.
6. When entering previous education in GUS, please only use the "Can't Find my College" option no more than once when listing your previous institutions. If you cannot find more than one of your institutions, please list those in a Word document and upload that document in when submitting your application.
7. During the application process, materials that have not been received will be listed in your "To Do" items.
8. When you complete your application, be sure to click "Submit Application," otherwise your completed application will not be transmitted to the Graduate School. After clicking the 'Submit Application' button and completing the required screens, you will receive an email that will let you know that your application has been submitted. If you do not receive this email, your application has not been submitted.

Mailed official transcripts should be sent to:

UAMS Graduate School
4301 West Markham St., Slot #601
Little Rock, AR 72205

Required Courses:

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: En Huang

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 Requirements:

To be considered for admission to the MPH in Environmental Health Sciences program, you must have a bachelor's degree from an accredited institution. A minimum cumulative undergraduate GPA of 3.0 is required. There are no prerequisites to apply to the MPH program at UAMS, but strong grades in mathematics and/or statistics, biological sciences, chemistry, and writing are preferred.

Additional Requirements for International Students

1. For applicants whose native language is not English or their undergraduate degree is not from an accredited US institution, a TOEFL score with a minimum score of 80 or an IELTS (General) score with a minimum of 7.0 is required.

Application Components:

1. **Application:** Students must apply through the [SOPHAS Centralized Application Service](#). The documents listed below will all be submitted through SOPHAS.
2. **Recommendations:** Submit three letters of recommendation from college or university professors who can speak to your academic abilities. If you have been out of school for more than five years, submit letters from professional colleagues who can discuss your relevant academic skills including critical thinking, research and writing.
3. **Statement of purpose:** Write a 600-900 word statement of purpose that articulates your interests in public health and this program in particular. Craft your statement to specifically address the following questions:
 - a. Why are you pursuing this MPH program and what are your particular areas of interest in public health?
 - b. How does the MPH program within our Department of Environmental Health Sciences best fit your public health interests?
 - c. What are your career goals and how will this degree help you to achieve these goals?
 - d. What are your plans in the first few years after graduation?
4. **Official transcripts:** Submit official transcripts from all the undergraduate and graduate institutions you've attended. Please mail all of your official transcripts to:
SOPHAS Transcript Processing Center
PO Box 9111
Watertown, MA 02471
5. **A current résumé or CV** is required.
6. **Official GRE score (Optional).** Official scores should be sent directly to SOPHAS using code 6512. MCAT or PCAT scores will be accepted in lieu of GRE scores.
7. **Complete a supplemental UAMS application and pay fee through <https://oaa.uams.edu>**

Additional Requirements for International Students

1. These TOEFL scores should be sent officially to SOPHAS using the SOPHAS-specific TOEFL code of 5688. The IELTS must be sent directly to the Fay W. Boozman College of Public Health, Attn: Office of Student and Alumni Affairs, 4301 W. Markham, #820, Little Rock, AR 72205.
2. **For international students only:** The CPH, not SOPHAS, must receive an official letter on bank letterhead from the student's financial institution proving sufficient funds for the program of study prior to the application deadline. See requirements for international students for amounts and mailing instructions (<http://publichealth.uams.edu/students/prospective-students/how-to-apply/>).

Required Courses:

Academic Integrity Training Requirement: All students in the CPH 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 on-line 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 CPH Office of Student and Alumni Affairs at cophoffice@uams.edu. The requirement must be completed by the first day of classes. 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 CPH 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 and Alumni Affairs, the Associate Dean for Student and Alumni Affairs or visit our website: <https://ipe.uams.edu/>. Requirement approval date: 2015.

IPE CURRICULUM FOR THE MPH			
1. IPE IPEC 1101 (001) EXPOSURE WORKSHOP* Format/Event: LIVE Exposure Workshop in August. Timeline: 1st semester. Course Association: NA Notes: Enroll 1st semester and complete by the end of 12th credit hour. Your IPE Program Contact will determine what date you attend.	2. IPE IPEC 1201 (001) EXPOSURE BRIDGE TRANSITION* Format/Event: Any onsite Exposure Bridge Transition event posted on the IPE website. Timeline: 1 st semester Course Association: NA Notes: Enroll 1 st semester. Requirements include submitting a reflection and verification form into Blackboard within 7 days of activity. Complete by the end of 12 th credit hour.	3. IPE IPEC 1301 (001) IMMERSION QUADRUPLE AIM PROJECT (QAP) WORKSHOP Format/Event: Any QAP Workshop event posted on the IPE website. Timeline: 12 th —24 th credit hour Course Association: NA Notes: Enroll the semester of your 12th credit hour.	4. IPE IPEC 1401 (001) IMMERSION SIMULATION Format/Event: Any onsite Immersion Simulation event posted on the IPE website. Timeline: 12th—36th credit hour Course Association: NA Notes: Enroll the semester of your 12th credit hour.
5. IPE IPEC 1501 (001) COMPETENCE WORKSHOP* Format/Event: Any onsite Competence Workshop event posted on the IPE website. Timeline: 24th credit hour and completion of degree Course Association: NA Notes: Enroll the semester of your 24th credit hour.	6. IPE IPEC 1601 (001) COMPETENCE PRACTICE ACTIVITY Format/Event: Onsite Competence Practice Activity — APE course Timeline: 24th credit hour and completion of degree Course Association: PBHL 59893 “Applied Practice Experience” (APE). This IPE activity is an assignment for the course. Notes: Enroll the semester of your 24th credit hour. Requirements include submitting a reflection and verification form into Blackboard within 7 days of activity.	7. IPE IPEC 1701 (001) COMPETENCE STUDENT EDUCATOR ACTIVITY Format/Event: Onsite Student Educator Activity — ILE course Timeline: 24th credit hour and completion of degree Course Association: PBHL 59932 “Integrative Learning Experience Project” (ILE). This IPE activity is an assignment for the course. Notes: Enroll the semester of your 24th credit hour. Requirements include submitting a reflection and verification form into Blackboard within 7 days of activity.	*You may be eligible to complete the activity as an online module if you are currently working in a clinical healthcare setting. Please contact ipe@uams.edu for more information. Note: For onsite versus online/ distance options as approved events please verify with your program coordinator first. Then ensure you are registered in the correct GUS course for the delivery method (onsite v. online/distance). If you need to switch courses, you must process a course swap in GUS.
IPE CURRICULUM 07.01.2022			

Biology Competence Requirement: Students are required to pass all 3 exams or successfully complete (3) 1 credit hour courses prior to or within the first semester of coursework. Courses do NOT count toward the minimum 42 credit hours for the MPH degree. For more information and waiver options visit our website: <http://publichealth.uams.edu/students/current-students/public-health-biology-competency-exam/>.

ALL EHS OPTIONS

BIOLOGY (REQUIRED)		Credit Hours	Grade	Year	Semester
ENVH 50301	Biology for Public Health: Infectious Disease	1			
ENVH 50101	Biology for Public Health: Chronic Disease	1			
ENVH 50201	Biology for Public Health: Current Issues	1			
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			
*See Knowledge Credit for Public Health policy in the CPH Student Handbook.					
CPH EXAM PREP COURSE (REQUIRED)— 1 Credit Hour		Credit Hours	Grade	Year	Semester
PBHL 59931	Certified in Public Health Exam Prep Seminar	1			
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			

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 IN EHS STUDENTS (with approval of the EHS 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 EHS (courses taken at Bowen School of Law not UAMS)

COURSES (REQUIRED) FOR JD/MPH IN EHS STUDENTS – 3 Credit Hours		Credit Hours	Grade	Year	Semester
LAW 6350	Administrative Law	3			
SELECTIVES (with approval of JD/MPH advisor) – 6 Credit Hours		Credit Hours	Grade	Year	Semester
LAW 6235	Advocacy for Policy Makers	3			
LAW 6326	Environmental Law	3			
LAW 6356	Civil Liberties	3			
LAW 6375	Local Government	3			

AUD/MPH in EHS

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 EHS 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	2			
		TITLE:			

MINIMUM TOTAL HOURS = 42

¹May not be taken concurrently with CPH 5989 Applied Practice Experience

MPH Concentration: Environmental Health Sciences		
Competency	Course	Assessment
1. Assess potential chemical hazards in the environment and approaches to control them.	ENVH 52103 Applied Knowledge in Environmental Health	Exam. Students have a midterm exam in which they answer questions that require them to identify potential chemical hazards in a given environment, select an appropriate approach to assess or mitigate a potential hazard, or provide evidence that they can apply such an approach. Answers require quantitative work (calculations), qualitative work (demonstration of knowledge), or both. Assessment focuses on whether the student provides the correct answers, and on demonstration of appropriate rationale where applicable. Grading will be performed following the rubric in the course syllabus.
2. Assess potential biological hazards in the environment and approaches to control them.	ENVH 54003 Public Health Microbiology	Exam. Students have one exam in which they answer questions that require them to identify potential biological hazards in a specific environment, select an appropriate approach to assess or mitigate a potential hazard, or provide evidence that they can apply such an approach. Answers require quantitative work (calculations), qualitative work, or both. Assessment focuses on whether the student provides the correct answers, and on demonstration of appropriate rationale where applicable. Grading will be performed following the rubric in the course syllabus.
3. Synthesize and break down the science underlying major public health issues from multiple sources.	ENVH 54003 Public Health Microbiology	Presentation. Students prepare a presentation approximately 10 minutes long in which they summarize a topic related to public health biology. The students are required to synthesize information from a textbook chapter and additional reference material and break it down for their audience. Grading will be performed following the rubric in the course syllabus.
4. Assess major physical hazards in the environment and approaches to control them.	ENVH 52103 Applied Knowledge in Environmental Health	Exam. Students have four quizzes in which they answer questions that require them to identify major potential physical hazards in a given environment, select an appropriate approach to assess or mitigate a potential hazard, and provide evidence that they can apply such an approach. Answers require quantitative work (calculations), qualitative work (demonstration of knowledge), or both. Assessment focuses on whether the student provides the correct answers, and on demonstration of appropriate rationale where applicable. Grading will be performed following the rubric in the course syllabus.
5. Illustrate appropriate use of hazard analysis and risk assessment concepts.	ENVH 53003 Principles of Toxicology in Public Health	Presentation. At the end of the semester, students give a summary presentation in which they illustrate appropriate use of risk assessment concepts based on guidelines and frameworks provided by major regulatory agencies for the evaluation of toxic exposures via air, water, or soil.

Master of Public Health (MPH) in Climate, Rural and Global Public Health

Program Director: En Huang and 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 Requirements:

- Minimum GPA: 3.0
- Satisfactory grades in relevant coursework
- Minimum GRE Scores (Optional): Verbal 50% or higher, Quantitative 50% or higher

Additional Requirements for International Students

1. For applicants whose native language is not English or their undergraduate degree is not from an accredited US institution, a TOEFL score with a minimum score of 80 or an IELTS (General) score with a minimum of 7.0 is required.

Application Components:

1. **Application:** Students must apply through the [SOPHAS Centralized Application Service](#). The documents listed below will all be submitted through SOPHAS.
2. **Recommendations:** Submit three letters of recommendation from college or university professors who can speak to your academic abilities. If you have been out of school for more than five years, submit letters from professional colleagues who can discuss your relevant academic skills including critical thinking, research and writing.
3. **Statement of purpose:** Write a 600-900 word statement of purpose that articulates your interests in public health and this program in particular.
4. **Official transcripts:** Submit official transcripts from all the undergraduate and graduate institutions you've attended. Please mail all of your official transcripts to:

SOPHAS Transcript Processing Center
PO Box 9111
Watertown, MA 02471

5. **A current résumé or CV** is required.
6. **Official GRE score (Optional).** Official scores should be sent directly to SOPHAS using code 6512. MCAT or PCAT scores will be accepted in lieu of GRE scores.
7. **Complete a supplemental UAMS application and pay fee through <https://oaa.uams.edu>**

Additional requirements for International Applicants:

1. TOEFL scores should be sent officially to SOPHAS using the SOPHAS-specific TOEFL code of 5688. The IELTS must be sent directly to the Fay W. Boozman College of Public Health, Attn: Office of Student and Alumni Affairs, 4301 W. Markham, #820, Little Rock, AR 72205.
2. **For international students only:** The CPH, not SOPHAS, must receive an official letter on bank letterhead from the student's financial institution proving sufficient funds for the program of study prior to the application deadline. See requirements for international students for amounts and mailing instructions (<http://publichealth.uams.edu/students/prospective-students/how-to-apply/>).

Required Courses:

Academic Integrity Training Requirement: All students in the CPH 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 on-line 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 CPH Office of Student and Alumni Affairs at cophoffice@uams.edu. The requirement must be completed by the first day of classes. 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 CPH 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 and Alumni Affairs, the Associate Dean for Student and Alumni Affairs or visit our website: <https://ipe.uams.edu/>. Requirement approval date: 2015.

IPE CURRICULUM FOR THE MPH

1. IPE IPEC 1101 (001) EXPOSURE WORKSHOP* Format/Event: LIVE Exposure Workshop in August. Timeline: 1st semester. Course Association: NA Notes: Enroll 1st semester and complete by the end of 12th credit hour. Your IPE Program Contact will determine what date you attend.	2. IPE IPEC 1201 (001) EXPOSURE BRIDGE TRANSITION* Format/Event: Any onsite Exposure Bridge Transition event posted on the IPE website. Timeline: 1 st semester Course Association: NA Notes: Enroll 1 st semester. Requirements include submitting a reflection and verification form into Blackboard within 7 days of activity. Complete by the end of 12 th credit hour.	3. IPE IPEC 1301 (001) IMMERSION QUADRUPLE AIM PROJECT (QAP) WORKSHOP Format/Event: Any QAP Workshop event posted on the IPE website. Timeline: 12 th —24 th credit hour Course Association: NA Notes: Enroll the semester of your 12th credit hour.	4. IPE IPEC 1401 (001) IMMERSION SIMULATION Format/Event: Any onsite Immersion Simulation event posted on the IPE website. Timeline: 12th—36th credit hour Course Association: NA Notes: Enroll the semester of your 12th credit hour.
5. IPE IPEC 1501 (001) COMPETENCE WORKSHOP* Format/Event: Any onsite Competence Workshop event posted on the IPE website. Timeline: 24th credit hour and completion of degree Course Association: NA Notes: Enroll the semester of your 24th credit hour.	6. IPE IPEC 1601 (001) COMPETENCE PRACTICE ACTIVITY Format/Event: Onsite Competence Practice Activity — APE course Timeline: 24th credit hour and completion of degree Course Association: PBHL 59893 “Applied Practice Experience” (APE). This IPE activity is an assignment for the course. Notes: Enroll the semester of your 24th credit hour. Requirements include submitting a reflection and verification form into Blackboard within 7 days of activity.	7. IPE IPEC 1701 (001) COMPETENCE STUDENT EDUCATOR ACTIVITY Format/Event: Onsite Student Educator Activity — ILE course Timeline: 24th credit hour and completion of degree Course Association: PBHL 59932 “Integrative Learning Experience Project” (ILE). This IPE activity is an assignment for the course. Notes: Enroll the semester of your 24th credit hour. Requirements include submitting a reflection and verification form into Blackboard within 7 days of activity.	*You may be eligible to complete the activity as an online module if you are currently working in a clinical healthcare setting. Please contact ipe@uams.edu for more information. Note: For onsite versus online/ distance options as approved events please verify with your program coordinator first. Then ensure you are registered in the correct GUS course for the delivery method (onsite v. online/distance). If you need to switch courses, you must process a course swap in GUS.

IPE CURRICULUM 07.01.2022

Biology Competence Requirement: Students are required to pass all 3 exams or successfully complete (3) 1 credit hour courses prior to or within the first semester of coursework. Courses do NOT count toward the minimum 42 credit hours for the MPH degree. For more information and waiver options visit our website: <http://publichealth.uams.edu/students/current-students/public-health-biology-competency-exam/>.

ALL CRGPH OPTIONS

BIOLOGY (REQUIRED)		Credit Hours	Grade	Year	Semester
ENVH 50301	Biology for Public Health: Infectious Disease	1			
ENVH 50101	Biology for Public Health: Chronic Disease	1			
ENVH 50201	Biology for Public Health: Current Issues	1			
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			
*See Knowledge Credit for Public Health policy in the COPH Student Handbook.					
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			
HPMT 54263, Section 100 and above	Racial and Ethnic Health Disparities	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			

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			

PharmD/MPH in CRGPH

SELECTIVES FOR PharmD/MPH STUDENTS (with approval of PharmD/MPH 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 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
LAW 6350	Administrative Law	3			
SELECTIVES (with approval of JD/MPH advisor) – 6 Credit Hours		Credit Hours	Grade	Year	Semester
LAW 6235	Advocacy for Policy Makers	3			
LAW 6326	Environmental Law	3			
LAW 6356	Civil Liberties	3			

LAW 6375	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:				
¹ PBHL 59932	Integrative Learning Experience Project	2			
	TITLE:				

MINIMUM TOTAL HOURS = 42

¹May not be taken concurrently with PBHL 59893 Applied Practice Experience

MPH Concentration: Climate, Rural and Global Public Health		
Competency	Course	Assessment
1. Assess the successes and failures of national public health systems in rural versus urban settings.	PBHL 51463 Rural and Global Public Health Practice	Writing assignment. Students will make use of evidence combined with strong reflective thought to assess the health systems of the following countries – Germany, Japan, and Great Britain – in relationship to the U.S. system in terms of successes and failures in rural versus urban settings. Grading will be carried out using the rubric as posted for this class.
2. Develop communication skills to disseminate the health impact of climate change in both scientific and lay terms.	ENVH 53103 Climate Change in Public Health	Writing assignment. Students will develop a communication strategy targeted towards a specific population detailing the effects of climate change on health. Through this assignment, students will demonstrate their ability to translate and disseminate climate science. Assignment will be graded according to the rubric in the syllabus
3. Evaluate how climate change adversely impacts population health, with differing vulnerability across rural and global communities.	ENVH 53103 Climate Change and Public Health	Writing Assignment. Students will identify climate-related hazards for a specific geographic location, identify frontline communities, and assess their vulnerability based upon their exposure, sensitivity, and adaptive capacity. Assignment will be graded according to the rubric in the syllabus.
4. Develop a plan that uses global insight to address a local public health issue.	PBHL 51463 Rural and Global Public Health Practice	White paper. Students will identify three local public health issues in Arkansas that have had increased morbidity/mortality in our state, and they will develop a plan to address them. Assessment will examine how well the student introduces global insight into plans for solving these problems at the local level. Grading will follow the rubric available on the course syllabus for this class.
5. Design an online interactive web map to enable spatial representation of data on a public health issue to support public health planning, decision-making, and dissemination.	COPH 54103 Geographic Information Systems in Public Health	Final Project: Students will develop a final project related to their area of interest, then create and share an online StoryMap (including at least one interactive web map) presenting their findings. Students will choose their topic and design their project, with approval and guidance from the instructor. Students will submit Final Project Update assignments demonstrating progress and outlining the remaining steps to complete the project. Students will turn in an ArcGIS StoryMap as their final project report, describing the objectives, methods, results, and conclusions.

Epidemiology

Department Phone Number: 501-614-2145

Wendy Nembhard, PhD, MPH, FACE, Professor and Chair

Jaimi Allen, PhD, Assistant Professor

Benjamin Amick, PhD, Associate Dean for Research, Professor

Michael Cima, PhD, Assistant Professor

Susan Emmett, MD, Associate Professor
 Brian Fairman, PhD, Assistant Professor
 Katelyn Hall, PhD, Assistant Professor
 Dirk Haselow, MD, MPH, Associate Professor
 Suman Maity, PhD, Instructor
 Leonard Mukasa, MBChB, PhD, Adjunct Assistant Professor
 Nandini Mukherjee, PhD, Assistant Professor
 Nithya Neelakantan, PhD Associate Professor
 Mohammed Orloff, PhD, Associate Professor
 Yong-Moon ("Mark") Park, MD, MS, PhD, Assistant Professor
 Austin Porter, DrPH, Assistant Professor
 Shams Rahman, MD, PhD Assistant Professor
 Yasser Sanad, DVM, MVSc, PhD, Adjunct Assistant Professor
 Mario Schootman, PhD, Professor
 Bala Simon, MD, MPH, DrPH, Adjunct Associate Professor
 Kari Weber, MHS, PhD, Assistant Professor
 Yong Zhu, PhD, Professor
 Namvar Zohoori, MD, MPH, PhD, Professor

The department offers a Master of Public Health (MPH) in Epidemiology, and a Doctor of Philosophy (PhD) in Epidemiology. Our mission is to provide students with a comprehensive and rigorous education that prepares them for an exciting and rewarding career in epidemiologic research, practice, and education. Emphasis is on theory and methods. In addition, students are given structured opportunities to put into practice what they have learned, by participating in activities outside the university that give them real life experience of epidemiology. Students may be provided with opportunities to participate in cutting-edge faculty research, or teaching, and may receive stipends for some of these positions. Our aim is that with the unique training received, students would be able to competently embark on a career in any of the various specialty areas in epidemiology, and this is reflected in our curriculum. Faculty members in the department are friendly, readily accessible, and highly trained to deliver quality education. Applicants are encouraged to visit the department during the application process, to click on to the other links to learn more about the department and the academic programs offered, and to familiarize themselves with the research interests of our faculty.

MPH in Epidemiology

Program Director: Wendy Nembhard

The MPH with a concentration in Epidemiology provides students with in-depth training in epidemiologic research and practice. The required curriculum focuses on theory and methods, which are utilized by students in real-world opportunities during the preceptorship and culminating experience project.

Admission Requirements:

To be considered for admission to the MPH in Epidemiology program, you must have a bachelor's degree from an accredited institution. A minimum cumulative undergraduate GPA of 3.0 is required. There are no prerequisites to apply to the MPH program at UAMS, but strong grades in mathematics and/or statistics, social sciences and writing are preferred.

Additional Requirements for International Students

1. For applicants whose native language is not English or their undergraduate degree is not from an accredited US institution, a TOEFL score with a minimum score of 80 or an IELTS (General) score with a minimum of 7.0 is required.

Application Components:

1. **Application:** Students must apply through the [SOPHAS Centralized Application Service](#). The documents listed below will all be submitted through SOPHAS.
2. **Recommendations:** Submit three letters of recommendation from college or university professors who can speak to your academic abilities. If you have been out of school for more than five years, submit letters from professional colleagues who can discuss your relevant academic skills including critical thinking, research and writing.
3. **Statement of purpose:** Write a 600-900 word statement of purpose that articulates your interests in public health and this program in particular. Craft your statement to specifically address the following questions:
 - a. Why are you pursuing this MPH program and what are your particular areas of interest in public health?
 - b. How does the MPH program within our Department of Epidemiology best fit your public health interests?
 - c. What are your career goals and how will this degree help you to achieve these goals?
 - d. What are your plans in the first few years after graduation?
4. **Official transcripts:** Submit official transcripts from all the undergraduate and graduate institutions you've attended. Please mail all of your official transcripts to:

SOPHAS Transcript Processing Center
 PO Box 9111
 Watertown, MA 02471

5. **A current résumé or CV** is required.

6. **Official GRE score (Optional).** Official scores should be sent directly to SOPHAS using code 6512. MCAT or PCAT scores will be accepted in lieu of GRE scores.
7. **Complete a supplemental UAMS application and pay fee through <https://oaa.uams.edu>**

Additional Requirements for International Students

1. These TOEFL scores should be sent officially to SOPHAS using the SOPHAS-specific TOEFL code of 5688. The IELTS must be sent directly to the Fay W. Boozman College of Public Health, Attn: Office of Student and Alumni Affairs, 4301 W. Markham, #820, Little Rock, AR 72205.
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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 and Alumni Affairs, the Associate Dean for Student and Alumni Affairs or visit our website: <https://ipe.uams.edu/>. Requirement approval date: 2015.

IPE CURRICULUM FOR THE MPH			
1. IPE IPEC 1101 (001) EXPOSURE WORKSHOP* Format/Event: LIVE Exposure Workshop in August. Timeline: 1st semester. Course Association: NA Notes: Enroll 1st semester and complete by the end of 12th credit hour. Your IPE Program Contact will determine what date you attend.	2. IPE IPEC 1201 (001) EXPOSURE BRIDGE TRANSITION* Format/Event: Any onsite Exposure Bridge Transition event posted on the IPE website. Timeline: 1 st semester Course Association: NA Notes: Enroll 1 st semester. Requirements include submitting a reflection and verification form into Blackboard within 7 days of activity. Complete by the end of 12 th credit hour.	3. IPE IPEC 1301 (001) IMMERSION QUADRUPLE AIM PROJECT (QAP) WORKSHOP Format/Event: Any QAP Workshop event posted on the IPE website. Timeline: 12 th —24 th credit hour Course Association: NA Notes: Enroll the semester of your 12th credit hour.	4. IPE IPEC 1401 (001) IMMERSION SIMULATION Format/Event: Any onsite Immersion Simulation event posted on the IPE website. Timeline: 12th—36th credit hour Course Association: NA Notes: Enroll the semester of your 12th credit hour.
5. IPE IPEC 1501 (001) COMPETENCE WORKSHOP* Format/Event: Any onsite Competence Workshop event posted on the IPE website. Timeline: 24th credit hour and completion of degree Course Association: NA Notes: Enroll the semester of your 24th credit hour.	6. IPE IPEC 1601 (001) COMPETENCE PRACTICE ACTIVITY Format/Event: Onsite Competence Practice Activity — APE course Timeline: 24th credit hour and completion of degree Course Association: PBHL 59893 "Applied Practice Experience" (APE). This IPE activity is an assignment for the course. Notes: Enroll the semester of your 24th credit hour. Requirements include submitting a reflection and verification form into Blackboard within 7 days of activity.	7. IPE IPEC 1701 (001) COMPETENCE STUDENT EDUCATOR ACTIVITY Format/Event: Onsite Student Educator Activity — ILE course Timeline: 24th credit hour and completion of degree Course Association: PBHL 59932 "Integrative Learning Experience Project" (ILE). This IPE activity is an assignment for the course. Notes: Enroll the semester of your 24th credit hour. Requirements include submitting a reflection and verification form into Blackboard within 7 days of activity.	*You may be eligible to complete the activity as an online module if you are currently working in a clinical healthcare setting. Please contact ipe@uams.edu for more information. Note: For onsite versus online/ distance options as approved events please verify with your program coordinator first. Then ensure you are registered in the correct GUS course for the delivery method (onsite v. online/distance). If you need to switch courses, you must process a course swap in GUS.

Biology Competence Requirement: Students are required to pass all 3 exams or successfully complete (3) 1 credit hour courses prior to or within the first semester of coursework. Courses do NOT count toward the minimum 42 credit hours for the MPH degree. For more information and waiver options visit our website: <http://publichealth.uams.edu/students/current-students/public-health-biology-competency-exam/>.

ALL EPI OPTIONS

BIOLOGY (REQUIRED)		Credit Hours	Grade	Year	Semester
ENVH 50301	Biology for Public Health: Infectious Disease	1			
ENVH 50101	Biology for Public Health: Chronic Disease	1			
ENVH 50201	Biology for Public Health: Current Issues	1			
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			
*See Knowledge Credit for Public Health policy in the CPH Student Handbook.					
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 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
LAW 6350	Administrative Law	3			
SELECTIVES (with approval of EPI academic advisor) – 6 Credit Hours		Credit Hours	Grade	Year	Semester
LAW 6235	Advocacy for Policy Makers	3			
LAW 6326	Environmental Law	3			
LAW 6356	Civil Liberties	3			
LAW 6375	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	¹ Integrative Learning Experience Project ¹ (May not be taken concurrently with PBHL 59893 Applied Practice Experience)	2			

MINIMUM TOTAL HOURS = 42

MPH Concentration: Epidemiology		
Competency	Course	Assessment
1. Evaluate the appropriateness of epidemiologic study designs.	EPID 53203 Epidemiology II	Paper critiques. Students evaluate the appropriateness of epidemiologic study designs for the stated/proposed research question. They must discuss the strengths and weaknesses of the design and alternative approaches to answering the research question. Assignments are graded using the rubric in the syllabus.

2. Critically examine and synthesize epidemiologic, and scientific literature then properly interpret results.	EPID 53203 Epidemiology II	Paper critiques. Students critically examine epidemiologic and scientific literature in paper critiques. They synthesize the epidemiologic literature and display an integrated understanding of how to interpret study results. Assignments are graded using the rubric in the syllabus.
3. Analyze and apply the principles of validity, reliability, confounding and biases in epidemiology.	EPID 53203 Epidemiology II	Final project. Students will have a final project where they analyze and apply the principles of validity, reliability, confounding and biases in epidemiology. Assignments are graded using the grading rubrics in the syllabus.
4. Engage in appropriate epidemiological analytical approaches and properly interpret results.	EPID 53343 Epidemiology III	Reports. Students will use datasets and statistical software packages such as SAS. They need to formulate appropriate analytical approaches for diverse types of exposures and outcomes. Reports will be written to reflect sound interpretation of results and conclusions. Assignments are graded using a rubric in the syllabus.
5. Illustrate required skill needed to access, manage and analyze epidemiological data.	EPID 55733 Data Management & Programming for Epidemiologists	Exams. Students perform data analyses, using SAS software and programming. Students are expected to be able to access, format manage epidemiological data. They are required to analyze epidemiological data using specific statistical tests. Assignments are graded using a rubric in the syllabus.

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 Requirements:

Admission into the program will typically require a Master's degree in Epidemiology. Applicants with graduate work or a master's degree in disciplines other than epidemiology, or rarely, exceptional students with only an appropriate bachelor's degree, are eligible for conditional admission into the program. Students admitted without previously completing a master's degree in Epidemiology will be required to complete the typical minimum complement of courses required for the Master of Public Health (MPH) or the Master of Science (MS/MSc) degree in epidemiology along with their PhD coursework.

A cumulative grade point average (GPA) of 3.0 (A=4.00) or better on all undergraduate coursework is required for full consideration of the application. Further, a cumulative GPA of 3.3 on graduate coursework attempted at an institutionally accredited institution of higher education is strongly recommended. The GRE must have been taken within five (5) years immediately preceding the requested semester of admission. In addition, any applicant whose native language is not English and does not have a bachelor's or a master's degree from an institutionally accredited US institution is required to submit scores from the Test of English as a Foreign Language (TOEFL). A minimum total score of 100 on the internet-based scoring (or 600 on the paper-based or 250 on the computer-based scoring) is required. The test must have been taken within the two years immediately preceding the requested semester of admission.

The PhD Admissions Committee will consider the sum total of the applicant's work, educational experience, research experience, recommendations, and other application data and will not allow a single factor to outweigh others in making recommendations for admission.

Required Courses:

Academic Integrity Training Requirement: All students in the CPH 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 on-line 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 CPH Office of Student and Alumni Affairs at cophoffice@uams.edu. The 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 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 CPH 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 and Alumni Affairs, the Associate Dean for Student and Alumni Affairs or visit our website: <https://ipe.uams.edu/>. Requirement approval date: 2015.

Interprofessional Education (IPE). All Doctor of Philosophy students are required to complete a minimum of two IPE requirements: the IPE Exposure Workshop and an IPE Bridge Activity. Both IPE activities must be completed to fulfil degree requirements.

IPE CURRICULUM FOR THE PHD IN EPIDEMIOLOGY	
1. IPE IPEC 1101 (001) EXPOSURE WORKSHOP Format/Event: Online/Distance Learner “Interprofessional Collaboration: Theory and Application at UAMS”. Timeline: Prior to 1st day of class in 1st semester. Course Association: NA Notes: Enroll 1st semester. Requirements include submitting a verification/completion form into Blackboard within 7 days of activity.	2. IPE IPEC 1201 (001) EXPOSURE BRIDGE TRANSITION Format/Event: Online/Distance Learner “Interprofessional Collaboration: Theory and Application at UAMS”. Timeline: Prior to 1st day of class in 1st semester. Course Association: IPE IPEC 1201-100 Notes: Enroll 1st semester. Requirements include submitting a reflection form into Blackboard within 7 days of activity.
IPE CURRICULUM 01/23/2023 Note: For onsite versus online/ distance options as approved events please verify with your program coordinator first. Then ensure you are registered in the correct GUS course for the delivery method (onsite v. online/distance). If you need to switch courses, you must process a course swap in GUS.	

REQUIRED – 24 Credit Hours		Credit Hours	Grade	Year	Semester
EPID 64243	Advanced Epidemiologic Methods	3			
EPID 64233	Advanced Epidemiology Methods Laboratory	3			
EPID 6336	Observational Study Designs	3			
EPID 60001	Instructional Methods and Teaching Practicum	1			
EPID 62243	Clinical Trials	3			
BMIG 510202	Foundations of BMI: Population Health Information	2			
PBHL 64373	Grant Writing	3			
BIOS 52153	Categorical Data Analysis	3			
BIOS 62233	Biostatistics III	3			
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			
COPH 6403	Community-Based Program Evaluation	3			
PROJECTS AND SEMINARS – 11 Credit Hours		Credit Hours	Grade	Year	Semester

PBHL 6100V	Directed Study	3			
EPID 5000V	Special Topics in Epidemiology	2			
PBHL 6999V	Dissertation Research (minimum)	6			
ELECTIVES – 10 Credit Hours		Credit Hours	Grade	Year	Semester

MINIMUM TOTAL HOURS = 54

*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.

PhD in Epidemiology		
Competency	Course	Assessment
1. Critically appraise the scientific epidemiologic literature.	EPID 64243 Advanced Epidemiologic Methods	Final project: Students submit a publishable Letter to Editor that analyzes and evaluates a recently published article using a rubric (see syllabus).
	Doctoral Qualifying Examination	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.	PBHL 64373 Grant Writing	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.
	Doctoral Qualifying Examination	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 6001 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.

Health Behavior and Health Education

Department Phone Number: 501-526-6707

Carol Cornell, PhD, 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

Ronnie Chernoff, PhD, Professor

Ashley Clawson, PhD, Assistant Professor

Tom Chung, PhD, MPhil, BSc, 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
 S. Alexandra Marshall, PhD, MPH, CPH, CHES, Associate Professor and Vice-Chair for Education
 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: 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 Requirements:

Minimum GPA: 3.0

Satisfactory grades in relevant coursework

Minimum GRE Scores (Optional): Verbal 50% or higher
 Quantitative 50% or higher

Slight deviations from these minimums may be considered by the HBHE admissions committee for applicants with substantial work experience in a relevant field (e.g., public health practice; practice, teaching or research in social and behavioral science-relevant fields, etc.).

Additional Requirements for International Students

1. For applicants whose native language is not English or their undergraduate degree is not from an accredited US institution, a TOEFL score with a minimum score of 80 or an ILETS (General) score with a minimum 7.0 is required.

Application Components:

1. **Application:** Students must apply through the [SOPHAS Centralized Application Service](#). The documents listed below will all be submitted through SOPHAS.
2. **Recommendations:** Submit three letters of recommendation from college or university professors who can speak to your academic abilities. If you have been out of school for more than five years, submit letters from professional colleagues who can discuss your relevant academic skills including critical thinking, research and writing.
3. **Statement of purpose:** Write a 600-900 word statement of purpose that articulates your interests in public health and this program in particular. Craft your statement to specifically address the following questions:
 - a. Why are you pursuing this MPH program and what are your particular areas of interest in public health?
 - b. How does the MPH program within our Department of Health Behavior and Health Education best fit your public health interests?
 - c. What are your career goals and how will this degree help you to achieve these goals?
 - d. What are your plans in the first few years after graduation?
4. **Official transcripts:** Submit official transcripts from all the undergraduate and graduate institutions you’ve attended. Please mail all of your official transcripts to:

5. A current résumé or CV is required.

6. **Official GRE score (Optional).** Official scores should be sent directly to SOPHAS using code 6512. MCAT, LSAT, GMATC or PCAT scores will be accepted in lieu of GRE scores

7. **Complete a supplemental UAMS application and pay fee through <https://oaa.uams.edu>**

Additional Requirements for International Students

- TOEFL scores should be sent officially to SOPHAS using the SOPHAS-specific TOEFL code of 5688. The IELTS must be sent directly to the Fay W. Boozman College of Public Health, Attn: Office of Student and Alumni Affairs, 4301 W. Markham, #820, Little Rock, AR 72205.
- For international students only:** The CPH, not SOPHAS, must receive an official letter on bank letterhead from the student's financial institution proving sufficient funds for the program of study prior to the application deadline. See requirement for international students for amounts and mailing instructions (<http://publichealth.uams.edu/students/prospective-students/how-to-apply/>).

Required Courses:

Academic Integrity Training Requirement: All students in the CPH 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 on-line 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 CPH Office of Student and Alumni Affairs at cophoffice@uams.edu. The 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 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 CPH 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 and Alumni Affairs, the Associate Dean for Student and Alumni Affairs or visit our website: <https://ipe.uams.edu/>. Requirement approval date: 2015.

IPE CURRICULUM FOR THE MPH			
1. IPE IPEC 1101 (001) EXPOSURE WORKSHOP* Format/Event: LIVE Exposure Workshop in August. Timeline: 1st semester. Course Association: NA Notes: Enroll 1st semester and complete by the end of 12th credit hour. Your IPE Program Contact will determine what date you attend.	2. IPE IPEC 1201 (001) EXPOSURE BRIDGE TRANSITION* Format/Event: Any onsite Exposure Bridge Transition event posted on the IPE website. Timeline: 1 st semester Course Association: NA Notes: Enroll 1 st semester. Requirements include submitting a reflection and verification form into Blackboard within 7 days of activity. Complete by the end of 12 th credit hour.	3. IPE IPEC 1301 (001) IMMERSION QUADRUPLE AIM PROJECT (QAP) WORKSHOP Format/Event: Any QAP Workshop event posted on the IPE website. Timeline: 12 th —24 th credit hour Course Association: NA Notes: Enroll the semester of your 12th credit hour.	4. IPE IPEC 1401 (001) IMMERSION SIMULATION Format/Event: Any onsite Immersion Simulation event posted on the IPE website. Timeline: 12th—36th credit hour Course Association: NA Notes: Enroll the semester of your 12th credit hour.
5. IPE IPEC 1501 (001) COMPETENCE WORKSHOP* Format/Event: Any onsite Competence Workshop event posted on the IPE website. Timeline: 24th credit hour and completion of degree Course Association: NA Notes: Enroll the semester of your 24th credit hour.	6. IPE IPEC 1601 (001) COMPETENCE PRACTICE ACTIVITY Format/Event: Onsite Competence Practice Activity — APE course Timeline: 24th credit hour and completion of degree Course Association: PBHL 59893 "Applied Practice Experience" (APE). This IPE activity is an assignment for the course. Notes: Enroll the semester of your 24th credit hour. Requirements	7. IPE IPEC 1701 (001) COMPETENCE STUDENT EDUCATOR ACTIVITY Format/Event: Onsite Student Educator Activity — ILE course Timeline: 24th credit hour and completion of degree Course Association: PBHL 59932 "Integrative Learning Experience Project" (ILE). This IPE activity is an assignment for the course. Notes: Enroll the semester of your 24th credit hour. Requirements	*You may be eligible to complete the activity as an online module if you are currently working in a clinical healthcare setting. Please contact ipe@uams.edu for more information. Note: For onsite versus online/ distance options as approved events please verify with your program coordinator first. Then ensure you are registered in the correct GUS course for the delivery method (onsite v. online/distance). If you need to switch

	include submitting a reflection and verification form into Blackboard within 7 days of activity.	include submitting a reflection and verification form into Blackboard within 7 days of activity.	courses, you must process a course swap in GUS.
IPE CURRICULUM 07.01.2022			

Biology Competence Requirement: Students are required to pass all 3 exams or successfully complete (3) 1 credit hour courses prior to or within the first semester of coursework. Courses do NOT count toward the minimum 42 credit hours for the MPH degree. For more information and waiver options visit our website: <http://publichealth.uams.edu/students/current-students/public-health-biology-competency-exam/>.

ALL HBHE OPTIONS

BIOLOGY (REQUIRED)		Credit Hours	Grade	Year	Semester
ENVH 50301	Biology for Public Health: Infectious Disease	1			
ENVH 50101	Biology for Public Health: Chronic Disease	1			
ENVH 50201	Biology for Public Health: Current Issues	1			
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			
*See Knowledge Credit for Public Health policy in the COPH Student Handbook.					
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			
COPH 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 5220	Introduction to Maternal & Child Health	3			

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
LAW 6350	Administrative Law	3			
SELECTIVES (with approval of the HBHE academic advisor) – 6 Credit Hours		Credit Hours	Grade	Year	Semester
LAW 6292	Advocacy for Policy Makers	3			
LAW 6326	Environmental Law	3			
LAW 6356	Civil Liberties	3			
LAW 6375	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	¹ Integrative Learning Experience Project	2			
	TITLE:				

MINIMUM TOTAL HOURS = 42

¹May not be taken concurrently with PBHL 59893 Applied Practice Experience

MPH Concentration: Health Behavior and Health Education		
Competency	Course	Assessment
1. Demonstrate how to apply major health behavior and health education theories that are utilized in public health practice.	HBHE 52253 Theories of Health Behavior and Health Education	Midterm Exam. The examination tests the ability of the students to identify and define the main constructs of major health behavior and health education theories. The exam includes multiple-choice questions, short-answer questions, and essay questions where students are asked to apply the constructs of health behavior and health education theories to common public health concerns. The exam is graded using a rubric that is distributed electronically prior to the exam.
2. Apply major health behavior and health education theories to the design of culturally appropriate health promotion and disease prevention strategies.	HBHE 52253 Theories of Health Behavior and Health Education	Theory Application Project. In this project, students work with local public health practitioners to design culturally appropriate health promotion and disease prevention strategies, applying health behavior and health education theories. The project is divided into two parts: 1) Evidence Table; students must use the scientific evidence to support their selection of a major health behavior and health education theory to guide the design of culturally-appropriate health promotion and disease prevention strategies; 2) white paper; students must write a 5-9 page white paper that details the background and significance of the problem to be addressed, overview of the chosen theory, and health promotion and disease prevention strategies developed based on the

		theory constructs. Each section of the project is graded using a rubric included in the course syllabus.
3. Debate the effect of cultural competence on qualitative and quantitative approaches used in the study of health disparities.	HBHE 51053 Introduction to Research Methods in Public Health	Debate. Students are divided into two groups to debate whether qualitative or quantitative approaches tend to be more affected by cultural competency in the study of health disparities. Each student will be graded individually for one's performance and also as a team member. The grading method is described in the syllabus.
4. Evaluate evidence-based information for behavioral/educational policies/programs.	HBHE 51053 Introduction to Research Methods in Public Health	Presentation. A slide presentation of a mixed-methods research proposal on a self-selected public health policy/program of concern. The presentation has to show how the student selects, generates, applies, and evaluates evidence-based information for behavioral/educational policies/programs. The grading method is described in the syllabus.
5. Decide the components and process of designing an appropriate program evaluation for a public health problem.	PBHL 54203 Rural and Global Health Evaluation and Impact Assessment	Final Exam. The exam will test the student's ability to design an appropriate program evaluation for a public health problem. It consists of short essay questions based on the readings and lectures presented during the course. In answering the questions, students will demonstrate their knowledge of the necessary program evaluation design concepts. The grading method is described in the syllabus.

Doctor of Philosophy (PhD) in Health Promotion and Prevention Research

Program Director: Alex Marshall

The curriculum of the PhD program provides extensive training in basic and applied research methodology that will allow public health scientists to serve as Principal Investigators responsible for developing an extramurally funded program of independent research. Integrated within the multidisciplinary environment of an academic health sciences center, the proposed 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 Requirements:

Individuals who have earned an MS or equivalent degree in a health-related field from an institutionally accredited institution in the United States or from a foreign institution with similar requirements for the MS degree, are eligible to apply for admission to the Doctoral Program in Health Promotion and Prevention Research. Master-level coursework should address core public health sciences, an overview of behavioral theories and methods relevant to public health, and a basic foundation in research design and methods. Applicants' master theses should address a scientific question relevant to the application of behavioral and public health sciences either through secondary analysis of an existing data set or by collecting and analyzing new data. Master-level course work and research experience will be evaluated and approved prior to admission.

Students who have not earned an MS or equivalent degree may petition the Admissions Committee to consider an exception to this eligibility requirement. All applicants (with or without an MS or equivalent degree) must demonstrate basic core competencies in public health, behavioral science, research design, and statistical methods in order to be considered for admission. Competencies in these areas may be demonstrated through the award of an MS or equivalent degree in a health-related field, successful completion of relevant course work at an institutionally accredited institution of higher education or documented practical experience demonstrating the application of relevant skills. Individuals determined by the Admissions Committee to have demonstrated strengths in multiple core competencies may be considered for admission.

Required Courses:

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 on-line 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 CPH Office of Student and Alumni Affairs at cophoffice@uams.edu. The 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 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 CPH 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 and Alumni Affairs, the Associate Dean for Student and Alumni Affairs or visit our website: <https://ipe.uams.edu/>. Requirement approval date: 2015.

Interprofessional Education (IPE). All Doctor of Philosophy students are required to complete a minimum of two IPE requirements: the IPE Exposure Workshop and an IPE Bridge Activity. Both IPE activities must be completed to fulfil the degree requirements.

IPE CURRICULUM FOR THE PHD IN EPIDEMIOLOGY	
1. IPE IPEC 1101 (001) EXPOSURE WORKSHOP Format/Event: Online/Distance Learner “Interprofessional Collaboration: Theory and Application at UAMS”. Timeline: Prior to 1st day of class in 1st semester. Course Association: NA Notes: Enroll 1st semester. Requirements include submitting a verification/completion form into Blackboard within 7 days of activity.	2. IPE IPEC 1201 (001) EXPOSURE BRIDGE TRANSITION Format/Event: Online/Distance Learner “Interprofessional Collaboration: Theory and Application at UAMS”. Timeline: Prior to 1st day of class in 1st semester. Course Association: IPE IPEC 1201-100 Notes: Enroll 1st semester. Requirements include submitting a reflection form into Blackboard within 7 days of activity.
IPE CURRICULUM 01/23/2023 Note: For onsite versus online/ distance options as approved events please verify with your program coordinator first. Then ensure you are registered in the correct GUS course for the delivery method (onsite v. online/distance). If you need to switch courses, you must process a course swap in GUS.	

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 6733	Stress and Health	3			
HBHE 52403	Tobacco Prevention and Control	3			
COMMUNITY AND PUBLIC HEALTH SCIENCE CORE – 6 Credit Hours		Credit Hours	Grade	Year	Semester
PBHL 6303	Community-Based Program Design	3			
HPMT 64263	Racial and Ethnic Health Disparities	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			
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 51243	Categorical Data Analysis	3			
APPLIED METHODS CORE – 30 Credit Hours		Credit Hours	Grade	Year	Semester

PBHL 64373	Grants Writing	3			
PBHL 6600V	Mentored Research	9			
PBHL 6999V	Dissertation Research	18			

MINIMUM TOTAL HOURS = 66

- *Students who are admitted without an MPH or equivalent are required to take PBHL 50033 Introduction to Public Health as a prerequisite to this core to meet CEPH requirements.*

PhD in Health Promotion & Prevention Research		
Competency	Course	Assessment
1. Build a community-based public health program upon relevant theory and evidence and incorporate the social ecological model.	PBHL 63033 Community-Based Program Design	White paper. Students write a 25-page paper (excluding bibliography and intervention mapping matrices) that describes a culturally-appropriate community-based program they have developed to address a major public health issue drawing on relevant public health theories and on the existing evidence base (community-based interventions shown to be effective in addressing the public health issue) and that incorporates other concepts discussed in the class, including principles of community-based participatory research, intervention mapping, and consideration of relevant factors across the ecological model as appropriate for a given target population. Paper is graded by the instructors using a rubric included in the syllabus.
2. Design methodologically sound mixed methods research to promote health or prevent disease.	HBHE 61203 Introduction to Mixed Methods Research	Research Proposal. This 15-page written assignment focuses on developing a mixed-methods research study proposal that identifies a health promotion and prevention research problem and design a mixed-methods study to address the identified question(s). Students are also asked to discuss plans for recruitment, data collection, data management, and human subjects protections. Each paper is graded by the instructor following a rubric included in the course syllabus.
3. Critically appraise theory-based and evidence-based interventions designed to promote health and/or prevent disease.	HBHE 62133 Applied Behavioral Research Methods	White paper. Students complete a critical appraisal essay. In this 5-page written assessment, students appraise the relative strengths and weaknesses of the theory-based and evidence-based interventions designed to promote health and/or prevent disease. The assignments must utilize the assigned readings and describe an evaluative conclusion about the merits of the interventions described. Assessments are graded by the instructor using a rubric distributed to students.
4. Create and defend in an oral presentation an original research question, significance and methods for original health promotion and prevention research.	HBHE 62133 Applied Behavioral Research Methods	Research Presentation. Students complete a 30-minute oral presentation in which students present on their proposed dissertation topic to a diverse audience. Each presentation must include an overview of the background and significance of the topic, proposed research question, and proposed behavioral research methods. Each presentation is graded by the instructor using a rubric that is distributed to students.
5. Evaluate the relative strengths and limitations of major theories and concepts that are utilized in behavioral approaches to health promotion and disease prevention.	HBHE 60233 Advanced Health Behavior Theory	White paper. Students complete a two-page paper in which they concisely identify a major health behavior theory and describe how the constructs associated with that theory have been applied to address a chosen behavior and its determinants in a selected target population using published literature. Students draw an evaluative conclusion about the relative strengths and limitations of the theory discussed in the paper. The paper focuses on one of the following: 1) an individual level theory; 2) an interpersonal level theory; and 3) a community-level theory or framework. Each paper is graded by the instructor using a rubric distributed to student

Health Policy and Management

Department Phone Number: 501-526-6633

Ann Chou, PhD, MPH, MA, Professor and Chair

Jure Baloh, PhD, MHA, Assistant Professor

Stephen M. Bowman, PhD, MHA, Professor
 Clare C. Brown, PhD, MPH Associate Professor
 Geoffrey A. Curran, PhD, Professor
 Jennifer A. Dillaha, MD, MA, Assistant Professor
 Joycelyn Elders, MD, Professor
 Holly C. Felix, PhD, MPA, Professor
 Liz Gates, JD, MPH, Assistant Dean for Planning and Policy, Instructor
 Brian Gittens, EdD, MPA, Assistant Professor
 William Golden, MD, Professor
 Teresa Hudson, PharmD, PhD, Professor
 Güneş Koru, PhD, Professor
 Micheal Knox, DrPH, Assistant Professor
 Cynthia L. Lewis, MSPH, CSP, CIT, Assistant Dean for Student Recruitment, Alumni Affairs, & Outreach, Associate Professor
 Danielle Lombard-Sims, PhD, SPHR, Assistant Professor
 Bradley C. Martin, PharmD, PhD, Professor
 Pearl McElfish, PhD, Professor
 Corey Nagel, PhD, Assistant Professor
 Creshelle R. Nash, MD, MPH, Assistant Professor
 Adrienne Nevola, PhD, Assistant Professor
 Aaron Novotny, PhD, Assistant Professor
 Kelsey Owsley, PhD, MPH, Assistant Professor
 Stella Phillips, JD, MPH, Instructor
 Austin Porter, DrPH, MPH, Assistant Professor
 T. Elaine Prewitt, DrPH, Associate Professor
 Mandana Rezaeiahari, PhD, MSc, Assistant Professor
 Kevin Ryan, JD, MA, Associate Dean for Student and Alumni Affairs, Associate Professor
 Kevin Sexton, MD, Associate Professor
 M. Kathryn (Kate) Stewart, MD, MPH, Professor Emerita
 Billy R. Thomas, MD, MPH, Professor
 Michael R. Thomsen, PhD, Professor
 Joseph W. Thompson, MD, MPH, Professor
 J. Mick Tilford, PhD, Professor
 Jamie L Wiggins, PhD, Assistant Professor
 Craig Wilson, JD, MPA, Instructor
 Melissa Yandell, PhD, 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: Mandana Rezaeiahari

The healthcare industry is moving rapidly from the fee for service model toward value-based purchasing where enterprises are reimbursed based on outcomes rather than volume of procedures. Decision-makers need timely information on a host of metrics from electronic medical records and other sources to compete in this new landscape. The number of positions in healthcare enterprises are likely to outstrip the available supply of qualified professionals. International Data Corporation (IDC) Health Insights identified analytics technology as "the top investment priority of organizations pursuing accountable care." The Health Policy and Management Department, in the UAMS Fay W. Boozman College of Public Health, is now offering a Graduate Certificate in Healthcare Data Analytics.

Admission Requirements:

- College Credit Introductory Statistics

Application Components:

- Transcripts
- Current CV or resume
- \$50 Non-refundable Application Fee submitted through <https://oaa.uams.edu>

Required Courses:

Academic Integrity Training Requirement: All students in the CPH 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 on-line 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 CPH Office of Student and Alumni Affairs at cophoffice@uams.edu. The requirement must be completed by the first day of classes. 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 Requirements:

Applicants must have a US baccalaureate degree or equivalent and a GPA minimum of 3.0 (during last two years of academic studies). Preference is given for minimum combined verbal and quantitative GRE score of 290.

Additional requirements for international applicants:

- Minimum TOEFL scores of 600 for the paper-based test; 250 for the computer-based test or 90 for the internet-based test
- Minimum IELTS score of 7.0
- For other tests, scores will be considered after evaluating the test

Application Components:

1. **Application:** Students must apply through the [SOPHAS Centralized Application Service](#). The documents listed below will all be submitted through SOPHAS.
2. **Recommendations:** Submit three letters of recommendation from college or university professors who can speak to your academic abilities. If you have been out of school for more than five years, submit letters from professional colleagues who can discuss your relevant academic skills including critical thinking, research and writing.
3. **Statement of purpose:** Write a 600-900 word statement of purpose that articulates your interests in public health and this program in particular. Craft your statement to specifically address the following questions:
 - a. Why are you pursuing this MPH program and what are your particular areas of interest in public health?
 - b. How does the MPH program within our Department of Health Policy and Management best fit your public health interests?
 - c. What are your career goals and how will this degree help you to achieve these goals?
 - d. What are your plans in the first few years after graduation?
4. **Official transcripts:** Submit official transcripts from all the undergraduate and graduate institutions you've attended. Please mail all of your official transcripts to:

SOPHAS Transcript Processing Center
PO Box 9111
Watertown, MA 02471
5. **A current résumé or CV** is required.
6. **Official GRE score (Optional).** Official scores should be sent directly to SOPHAS using code 6512. MCAT, LSAT, GMATC or PCAT scores will be accepted in lieu of GRE scores.
7. **Complete a supplemental UAMS application and pay fee through <https://oaa.uams.edu>**

Additional Requirements for International Students

- TOEFL scores should be sent officially to SOPHAS using the SOPHAS-specific TOEFL code of 5688. The IELTS must be sent directly to the Fay W. Boozman College of Public Health, Attn: Office of Student and Alumni Affairs, 4301 W. Markham, #820, Little Rock, AR 72205.
- For international students only:** The CPH, not SOPHAS, must receive an official letter on bank letterhead from the student's financial institution proving sufficient funds for the program of study prior to the application deadline. See requirements for international students for amounts and mailing instructions (<http://publichealth.uams.edu/students/prospective-students/how-to-apply/>).

Required Courses:

Academic Integrity Training Requirement: All students in the CPH 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 on-line 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 CPH Office of Student and Alumni Affairs at cophoffice@uams.edu. The 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 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 CPH 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 and Alumni Affairs, the Associate Dean for Student and Alumni Affairs or visit our website: <https://ipe.uams.edu/>. Requirement approval date: 2015.

IPE CURRICULUM FOR THE MPH			
1. IPE IPEC 1101 (001) EXPOSURE WORKSHOP* Format/Event: LIVE Exposure Workshop in August. Timeline: 1st semester. Course Association: NA Notes: Enroll 1st semester and complete by the end of 12th credit hour. Your IPE Program Contact will determine what date you attend.	2. IPE IPEC 1201 (001) EXPOSURE BRIDGE TRANSITION* Format/Event: Any onsite Exposure Bridge Transition event posted on the IPE website. Timeline: 1 st semester Course Association: NA Notes: Enroll 1 st semester. Requirements include submitting a reflection and verification form into Blackboard within 7 days of activity. Complete by the end of 12 th credit hour.	3. IPE IPEC 1301 (001) IMMERSION QUADRUPLE AIM PRJECT (QAP) WORKSHOP Format/Event: Any QAP Workshop event posted on the IPE website. Timeline: 12 th —24 th credit hour Course Association: NA Notes: Enroll the semester of your 12th credit hour.	4. IPE IPEC 1401 (001) IMMERSION SIMULATION Format/Event: Any onsite Immersion Simulation event posted on the IPE website. Timeline: 12th—36th credit hour Course Association: NA Notes: Enroll the semester of your 12th credit hour.
5. IPE IPEC 1501 (001) COMPETENCE WORKSHOP* Format/Event: Any onsite Competence Workshop event posted on the IPE website. Timeline: 24th credit hour and completion of degree Course Association: NA Notes: Enroll the semester of your 24th credit hour.	6. IPE IPEC 1601 (001) COMPETENCE PRACTICE ACTIVITY Format/Event: Onsite Competence Practice Activity — APE course Timeline: 24th credit hour and completion of degree Course Association: PBHL 59893 "Applied Practice Experience" (APE). This IPE activity is an assignment for the course. Notes: Enroll the semester of your 24th credit hour. Requirements include submitting a reflection and verification form into Blackboard within 7 days of activity.	7. IPE IPEC 1701 (001) COMPETENCE STUDENT EDUCATOR ACTIVITY Format/Event: Onsite Student Educator Activity — ILE course Timeline: 24th credit hour and completion of degree Course Association: PBHL 59932 "Integrative Learning Experience Project" (ILE). This IPE activity is an assignment for the course. Notes: Enroll the semester of your 24th credit hour. Requirements include submitting a reflection and verification form into Blackboard within 7 days of activity.	*You may be eligible to complete the activity as an online module if you are currently working in a clinical healthcare setting. Please contact ipe@uams.edu for more information. Note: For onsite versus online/ distance options as approved events please verify with your program coordinator first. Then ensure you are registered in the correct GUS course for the delivery method (onsite v. online/distance). If you need to switch courses, you must process a course swap in GUS. IPE CURRICULUM 07.01.2022

Biology Competence Requirement: Students are required to pass all 3 exams or successfully complete (3) 1 credit hour courses prior to or within the first semester of coursework. Courses do NOT count toward the minimum 42 credit hours for the MPH degree. For more information and waiver options visit our website: <http://publichealth.uams.edu/students/current-students/public-health-biology-competency-exam/>.

ALL HPM OPTIONS

BIOLOGY (REQUIRED)		Credit Hours	Grade	Year	Semester
ENVH 50301	Biology for Public Health: Infectious Disease	1			
ENVH 50101	Biology for Public Health: Chronic Disease	1			
ENVH 50201	Biology for Public Health: Current Issues	1			
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			
*See Knowledge Credit for Public Health policy in the COPH Student Handbook.					
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***	Introduction to Health Systems Financial Management	3			
HPMT 54263	Racial and Ethnic Health Disparities	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
LAW 6350	Administrative Law	3			
SELECTIVES (with approval of HPM academic advisor) – 6 Credit Hours		Credit Hours	Grade	Year	Semester
LAW 6235	Advocacy for Policy Makers	3			
LAW 6326	Environmental Law	3			
LAW 6356	Civil Liberties	3			
LAW 6375	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:				
¹ PBHL 59932	Integrative Learning Experience Project	2			
	TITLE:				

MINIMUM TOTAL HOURS = 42

¹May not be taken concurrently with PBHL 59893 Applied Practice Experience

MPH Concentration: Health Policy and Management		
Competency	Course	Assessment
1. Assess the effect of health policy on providers, payers, and populations.	HPMT 51333 Introduction to Health Policy and Politics	Writing Assignment. Students are asked to prepare a policy brief identifying a policy problem, the potential impact of policy interventions, and the stakeholders likely having an interest in developing policy solutions. Grading follows the rubric available on the course syllabus for this class.
2. Appraise the role of the major U.S. political institutions in health policy and politics.	HPMT 51333 Introduction to Health Policy and Politics	Exam. Students are asked to complete an exam that includes true/false, multiple choice, short answer, and essay questions. Questions focus on the major health policy interventions/programs and the roles of the executive, legislative, and judicial branches of government at state, federal, and local levels. Grading follows the rubric available on the course syllabus for this class.

3. Evaluate the equity and efficiency of public policies using economic principles.	HPMT 51053 Introduction to Health Economics	Term Paper. Students are asked to write a paper on a public policy that includes a review of the peer reviewed literature and an economic analysis based on principles learned during the course. The paper has three sections: a literature review of the policy, a positive economic analysis of the policy, and a normative summary. Grading is based on the extent to which the student addresses questions of equity, efficiency, policy trade-offs and other dimensions using established economic principles.
4. Critically analyze state government interventions for appropriate exercise of authority.	HPMT 52063 Public Health Law and Ethics	Final exam. In response to an essay scenario provided by the instructor, students will critically analyze state government response to determine if that action is appropriately supported by police power and/or parens patriae authority. The student's response will be assessed through application of a rubric provided in advance by the instructor.
5. Evaluate public health programs to determine if they impermissibly discriminate between individuals and/or groups.	HPMT 52063 Public Health Law and Ethics	Final exam. Students will submit a brief essay response to a hypothetical scenario in which a state government discriminates between individuals and/or groups as determined by collective demographics such as race, religion and gender. Students will a. articulate whether the discrimination is permissible and b. articulate the constitutionality of the government action employing the modern era level of scrutiny analytic model (i.e., rationale basis, intermediate, and strict.) The student's response will be assessed through application of a rubric provided in advance.

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 Requirements:

See <https://publichealth.uams.edu/academics/masters/mha/>

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 on-line 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 and Alumni Affairs at cophoffice@uams.edu. The 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 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 and Alumni Affairs, the Associate Dean for Student and Alumni Affairs or visit our website: <https://ipe.uams.edu/>. Requirement approval date: 2015.

IPE CURRICULUM FOR THE MHA

1. IPE IPEC 1101 (001) EXPOSURE WORKSHOP* Format/Event: Virtual Zoom Exposure Workshop in August. Timeline: 1st semester. Course Association: NA Notes: Enroll 1st semester and complete by the end of 12th credit hour. For January starts, enroll in following August Schedule Your IPE Program Contact will determine what date you attend	2. IPE IPEC 1201 (001) EXPOSURE BRIDGE TRANSITION* Format/Event: Any Zoom Exposure Bridge event posted on the IPE website or IP Shadowing experience. Timeline: 1 st semester Course Association: NA Notes: Enroll 1st semester. Requirements include submitting a reflection and verification form into Blackboard within 7 days of activity. Complete by the end of 12 th credit hour.	3. IPE IPEC 1301 (001) IMMERSION QUADRUPLE AIM PROJECT (QAP) WORKSHOP Format/Event: This activity can be tied to: HPMT 53443 Quality Management and Performance Improvement OR any Zoom QAP Workshop event posted on the IPE website. Timeline: Year 2, Fall (FT) / Year 4, Fall (PT) Course Association: HPMT 53443-Quality Management and Performance Improvement Notes: If completing during HPMT 53443, a worksheet must be uploaded and evaluation completed in the IPEC 1301 Blackboard course.	4. IPE IPEC 1401 (001) IMMERSION SIMULATION Format/Event: Any onsite Immersion Simulation event posted on the IPE website. Timeline: 12th—36th credit hour Course Association: NA Notes: Enroll the semester of your 12th credit hour.
5. IPE IPEC 1501 (001) COMPETENCE WORKSHOP* Format/Event: Any onsite Competence Workshop event posted on the IPE website. Timeline: 12 th and 36 th credit hour Course Association: NA Notes: Enroll the semester of your 12th credit hour.	6. IPE IPEC 1601 (001) COMPETENCE PRACTICE ACTIVITY Format/Event: Competence Practice Activity— HPMT 52853 Health Administration Residency (FT) or HPMT 52863 Management Project (PT) Timeline: 2 nd year Course Association: HPMT 52853 (FT students) / HPMT 52863 (PT students) Notes: Enroll after your 24th credit hour. Requirements include submitting a reflection and verification form into Blackboard within 7 days of activity. This activity should be completed within your 2nd year of the program.	7. IPE IPEC 1701 (001) COMPETENCE STUDENT EDUCATOR ACTIVITY Format/Event: Student Educator Activity— HPMT 53403 Management Capstone. Any course assignment where you are presenting your work that also contains or addresses information pertinent to an interprofessional aspect/audience (ex: Poster/Capstone/Course Presentation) Timeline: 2 nd year (FT) Course Association: HPMT 53403 Management Capstone Notes: Enroll after your 24th credit hour. Requirements include submitting a reflection and verification form into Blackboard within 7 days of activity. This activity should be completed within your 2nd year of the program.	*You may be eligible to complete the activity as an online module if you are currently working in a clinical healthcare setting. Please contact ipe@uams.edu for more information. Note: For onsite versus online/distance options as approved events please verify with your program coordinator first. Then ensure you are registered in the correct GUS course for the delivery method (onsite v. online/ distance). If you need to switch courses, you must process a course swap in GUS.

IPE CURRICULUM 07.01.2023

Full-Time Sequence							
		Term	Course #	Course Title	Credit	Grade	Semester/Year
Year 1	Fall	A	HPMT 52183	Statistics for Healthcare Managers	3		
			HPMT 510333	The Health Care System	3		
		B	HPMT 51143	Management of Health Care Organizations	3		
			HPMT 51343	Introduction to Health Systems Financial Management	3		
	Spring	A	PBHL 50033	Introduction to Public Health	3		
			HPMT 53333	Applications in Health Systems Finance	3		
		B	HPMT 51163	Communications and Negotiations for Health Leaders	3		
			EPID 53303	Managerial Epidemiology	3		
Year 2	Fall	Summer		HPMT 52853	MHA Health Administration Residency	3	
		A	HPMT 53443	Quality Management and Performance Improvement	3		
			HPMT 52233	Seminar in Human Resources Management	3		
		B	HPMT 52143	Healthcare Information Systems	3		
			HPMT 55883	Strategic Healthcare Management	3		

	Spring	A	HPMT 52033	Health Law and Policy	3		
			HPMT 5XXX3	Advanced Topics in Healthcare Management	3		
		B	HPMT 5XXX3	Health Economics and Insurance	3		
			HPMT 53403	Management Capstone	3		

MINIMUM TOTAL HOURS = 51

Half-Time							
		Term	Course #	Course Title	Credit Hours	Grade	Semester/Year
Year 1	Fall	A	HPMT 51033	The Health Care System	3		
		B	HPMT 51143	Management of Health Care Organizations	3		
	Spring	A	PBHL 50033	Introduction to Public Health	3		
		B	HPMT 51163	Communications and Negotiations for Health Leaders	3		
Year 2	Fall	A	HPMT 52184	Statistics for Healthcare Managers	3		
		B	HPMT 51343	Introduction to Health Systems Financial Management	3		
	Spring	A	HPMT 53333	Applications in Health Systems Finance	3		
		B	EPID 53303	Managerial Epidemiology	3		
	Summer		HPMT 52863	MHA Management Project	3		
Year 3	Fall	A	HPMT 53443	Quality Management and Performance Improvement	3		
		B	HPMT 52143	Healthcare Information Systems	3		
	Spring	A	HPMT 5XXX3	Health Economics and Insurance	3		
		B	HPMT 5XXX3	Advanced Topics in Healthcare Management	3		
Year 4	Fall	A	HPMT 52233	Seminar in Human Resources Management	3		
		B	HPMT 55883	Strategic Healthcare Management	3		
	Spring	A	HPMT 52033	Health Law and Policy	3		
		B	HPMT 53403	Management Capstone	3		

MINIMUM TOTAL HOURS = 51

Master of Science (MS) in Healthcare Data Analytics

Program Directors: Mandana Rezaeiahari

The Master of Science (MS) in Healthcare Data Analytics (HCDA) takes a multidisciplinary approach to train individuals with the analytical, informatics and computational skills required to be competitive for health analytics and data science positions in the current and future job markets. The competency-based curriculum provides students with advanced skills in data aggregation methods, statistical methods, data mining and forecasting algorithms, visualization techniques, and data management, including database skills and database design techniques. At the conclusion of the program, students can expect to be proficient or advanced in multiple state-of-the-art software tools. In addition to having a deep understanding of complex data analytic approaches, such as data mining techniques, students will gain expertise in meaningful interpretation of the results. In the final semester(s) of their program, students will be required to complete a thesis/capstone project to synthesize and apply knowledge of the methods and theories gained during coursework.

Admission Requirements:

A bachelor's degree (in any field) with a 3.0 GPA average during the last two years of their undergraduate education.

A minimum score of 150 for each component of the GRE (Verbal and Quantitative) is encouraged.

Additional Requirements for International Students

1. **TOEFL:** For applicants whose native language is not English or who do not have an undergraduate degree from an accredited US institution, the TOEFL with a minimum score of 80 or the IELTS (General) with a minimum of 7.0 is required.

Application Components:

1. **Application:** Students must apply through the SOPHAS (www.sophas.org). The documents listed below will all be submitted through SOPHAS.
2. **Recommendations:** Submit three letters of recommendation from college or university professors who can speak to your academic, professional and/or public health abilities. If you have been out of school for more than five years, submit letters from professional colleagues who can discuss your relevant academic skills including critical thinking, research and writing.
3. **Statement of purpose:** Write a 500-700 word statement of purpose that articulates your interests in public health and this program in particular. Craft your statement to specifically address the following questions:
 - a. Why are you pursuing this MS in Healthcare Data Analytics program and what are your particular areas of interest in public health?
 - b. How does the MS in Healthcare Data Analytics program within our Department of Health Policy and Management best fit your public health interests?
 - c. What are your career goals and how will this degree help you to achieve these goals?
 - d. What are your plans in the first few years after graduation?
4. **Official transcripts:** Submit official transcripts from all the undergraduate and graduate institutions you've attended. All transcriptions from foreign countries must be translated and evaluated by World Education Services (www.wes.org/sophas/ -- use this link to receive a discounted rate). Please mail all of your official transcripts (including transcript translations and evaluations) to:
SOPHAS Transcript Processing Center
PO Box 9111
Watertown, MA 02471
5. **A current résumé or CV** is required.
6. **Official GRE score (Optional).** Official scores from a test taken within the last five years should be sent directly to SOPHAS using code 6512. MCAT or PCAT scores will be accepted in lieu of GRE scores.
7. **Complete a supplemental UAMS CPH application.** Complete the UAMS CPH application at <https://oaa.uams.edu>.

Additional Requirements for International Students

1. TOEFL or IELTS scores must be submitted if undergraduate degree is not from an accredited US institution. TOEFL scores should be sent officially to SOPHAS using the SOPHAS-specific TOEFL code of 5688. The IELTS must be sent directly to the Fay W. Boozman College of Public Health, Attn: Office of Student and Alumni Affairs, 4301 W. Markham, #820, Little Rock, AR 72205.
2. **For international students only:** The CPH, not SOPHAS, must receive an official letter on bank letterhead from the student's financial institution proving sufficient funds for the program of study prior to the application deadline. See requirements for international students for amounts and mailing instructions (<http://publichealth.uams.edu/students/prospective-students/how-to-apply/>).

Required Courses:

Academic Integrity Training Requirement: All students in the CPH 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 on-line 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 CPH Office of Student and Alumni Affairs at cophoffice@uams.edu. The 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 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 CPH 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 and Alumni Affairs, the Associate Dean for Student and Alumni Affairs or visit our website: <https://ipe.uams.edu/>. Requirement approval date: 2015.

IPE CURRICULUM FOR THE MS in HCDA			
1. IPE IPEC 1101 (001) EXPOSURE WORKSHOP* Format/Event: LIVE Exposure Workshop in August. Timeline: 1st semester. Course Association: NA Notes: Enroll 1st semester and complete by the end of 12th credit hour. Your IPE Program Contact will determine what date you attend.	2. IPE IPEC 1201 (001) EXPOSURE BRIDGE TRANSITION* Format/Event: Any onsite Exposure Bridge Transition event posted on the IPE website. Timeline: 1 st semester Course Association: NA Notes: Enroll 1 st semester. Requirements include submitting a reflection and verification form into Blackboard within 7 days of activity. Complete by the end of 12 th credit hour.	3. IPE IPEC 1301 (001) IMMERSION QUADRUPLE AIM PROJECT (QAP) WORKSHOP Format/Event: Any QAP Workshop event posted on the IPE website. Timeline: 12 th —24 th credit hour Course Association: NA Notes: Enroll the semester of your 12th credit hour.	4. IPE IPEC 1401 (001) IMMERSION SIMULATION Format/Event: Any onsite Immersion Simulation event posted on the IPE website. Timeline: 12th—36th credit hour Course Association: NA Notes: Enroll the semester of your 12th credit hour.
5. IPE IPEC 1501 (001) COMPETENCE WORKSHOP* Format/Event: Any onsite Competence Workshop event posted on the IPE website. Timeline: 24th credit hour and completion of degree Course Association: NA Notes: Enroll the semester of your 24th credit hour.	6. IPE IPEC 1601 (001) COMPETENCE PRACTICE ACTIVITY Format/Event: Onsite Competence Practice Activity — APE course Timeline: 24th credit hour and completion of degree Course Association: PBHL 59893 “Applied Practice Experience” (APE). This IPE activity is an assignment for the course. Notes: Enroll the semester of your 24th credit hour. Requirements include submitting a reflection and verification form into Blackboard within 7 days of activity.	7. IPE IPEC 1701 (001) COMPETENCE STUDENT EDUCATOR ACTIVITY Format/Event: Onsite Student Educator Activity — ILE course Timeline: 24th credit hour and completion of degree Course Association: PBHL 59932 “Integrative Learning Experience Project” (ILE). This IPE activity is an assignment for the course. Notes: Enroll the semester of your 24th credit hour. Requirements include submitting a reflection and verification form into Blackboard within 7 days of activity.	*You may be eligible to complete the activity as an online module if you are currently working in a clinical healthcare setting. Please contact ipe@uams.edu for more information. Note: For onsite versus online/ distance options as approved events please verify with your program coordinator first. Then ensure you are registered in the correct GUS course for the delivery method (onsite v. online/distance). If you need to switch courses, you must process a course swap in GUS. IPE CURRICULUM 07.01.2022

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 CPH Student Handbook.					
SELECTIVES (with Approval of MS Advisor) - 9 Credit Hours		Credit Hours	Grade	Year	Semester
BIOS 53243	Analyzing Health Surveys	3			
HPMT pending	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 hours

Program Name: MS in Healthcare Data Analytics		
Competency	Course	Assessment
1. Apply predictive analytic methods on healthcare data and interpret results of the analysis.	HPMT 53363 Data Mining in Healthcare	Final project. The final project requires students to use the R programming language to complete a predictive analytic model on a selected outcome using healthcare data. Students are required to take a healthcare data set, clean the data and define all necessary variables, and apply predicative analytic methods to construct a final predictive model. Students are required to assess the accuracy of the predictive model they create and to interpret the results of the model. The final project is graded using the rubric outlined in the syllabus.
2. Illustrate required skills needed to access and manage data using SQL	BMIG 60103 Database Systems and Data Warehouse Design	Homework (assignments). Homeworks require utilization of various types of SQL commands. These commands include querying (or accessing) the data, as well as management and manipulation of data to answer a specific question using healthcare data and databases. The weekly homeworks are graded based on the rubric outlined in the syllabus.
3. Propose solutions to improve health data quality.	HPMT 53373 Data Quality Management	A project deliverable, Deliverable 5, will ask students to identify the root causes of data quality problems in their projects and propose solutions for improving data quality. The students will be graded according to whether they identified the correct root causes and whether they proposed realistic solutions for improving data quality.
4. Apply forecasting methods to inform decision-making in healthcare.	HPMT 52173 Decision Analytics in Healthcare	Final project. The final project requires students to interpret findings from forecasting techniques to answer a defined decision-making problem in healthcare. During the project students must not only interpret findings from the final chosen models, but the required techniques for forecasting require iterative interpretation of the analyses in order to determine the best final model choice. The final project is a decision-making problem and is graded using the rubric provided to students.
5. Construct appropriate data visualizations using healthcare data.	HPMT 53353 Data Visualization for Healthcare Analytics	Final project. The final project requires students to analyze healthcare data sets using Tableau software and to create visualizations that are appropriate in structure (e.g., bar chart vs line chart) and design (e.g., correct color choices and axes ranges). Students must be cognizant of the best choice in visualization based on the underlying data structure as well as the intended information to be portrayed to the audience. The final project is graded using a rubric provided to students.

Doctor of Philosophy (PhD) in Health Systems and Services Research

Program Director: J. Mick Tilford

The PhD program provides students with the theoretical and methodological foundations necessary to conduct creative and independent research on health systems and services, with the ultimate goal of identifying pathways to improved health system and service performance through evidence-based policy and management. The curriculum involves intensive and focused study in the theoretical perspectives and methodological strategies relevant to research on the organization, financing, and delivery of health services, including issues of quality, accessibility, efficiency, and equity within systems of care. Students will develop advanced skills in quantitative research methods, confidence in their teaching, and a high standard of scientific integrity and professionalism. Job opportunities exist in university-based and independent health services research centers, health policy institutes, foundations and philanthropic organizations, consulting firms, and professional and advocacy associations working at state and national levels.

Admission Requirements:

Exceptional students can be accepted directly with baccalaureate degrees, but it is recommended that students will have received an MPH or related graduate degree (e.g., MPA, MBA, MD, JD) prior to entry into the proposed program, along with some relevant experience in health policy or health services. Pre-requisite coursework may be required based on the type of degree held. Students will be required to describe and substantiate their areas of research and policy interest prior to being admitted to the program in order to ensure a close match between student interests and faculty expertise.

Students are encouraged to submit a GRE score from an exam taken within 5 years immediately preceding the requested semester of the admission. GRE scores at or above the 50th percentile in both Verbal Reasoning and Quantitative Reasoning are preferred for full consideration for admission to the program. International student must present a TOEFL score of at least 80. The TOEFL requirement is waived for International

applicants who earned an undergraduate or graduate degree program at an accredited educational institution is the US or in a country in which English is both the primary spoken language and the language of instruction in educational institutions.

Any individual desiring admission to this program must submit application materials through the on-line centralized School of Public Health Application Service (SOPHAS), which outlines complete application content, as well as complete and pay the \$50 fee for the supplemental UAMS application.

A limited number of research assistantships for the PhD in HSSR may be available for qualified students.

All students entering the PhD programs must provide, prior to matriculation, an official transcript demonstrating that they have (a.) completed, with a B or better, PBHL 50033, Introduction to Public Health, taken at the UAMS College of Public Health OR (b.) have been awarded an MPH degree from a school or college of public health accredited by CEPH. As part of the application review process, the directors of the PhD programs verify that the applicant's MPH was earned at a CEPH-accredited institution. This will be accomplished by comparing the academic institution that is listed on the applicant's transcript to the list of CEPH-accredited schools on the CEPH website. Students not satisfying this requirement may enter the program but must complete t completed, with a B or better, PBHL 50033, Introduction to Public Health, taken at the UAMS College of Public Health.

Required Courses:

Academic Integrity Requirement: All students in the CPH 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 on-line 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 CPH Office of Student and Alumni Affairs at cophoffice@uams.edu. The 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 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 CPH 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 and Alumni Affairs, the Associate Dean for Student and Alumni Affairs or visit our website: <https://ipe.uams.edu/>. Requirement approval date: 2015.

Interprofessional Education (IPE). All Doctor of Philosophy students are required to complete a minimum of two IPE requirements: the IPE Exposure Workshop and an IPE Bridge Activity. Both IPE activities must be completed to fulfil the degree requirements.

IPE CURRICULUM FOR THE PHD IN HEALTH SYSTEMS AND SERVICES RESEARCH	
1. IPE IPEC 1101 (001) EXPOSURE WORKSHOP Format/Event: Online/Distance Learner "Interprofessional Collaboration: Theory and Application at UAMS". Timeline: Prior to 1st day of class in 1st semester. Course Association: NA Notes: Enroll 1st semester. Requirements include submitting a verification/completion form into Blackboard within 7 days of activity.	2. IPE IPEC 1201 (001) EXPOSURE BRIDGE TRANSITION Format/Event: Online/Distance Learner "Interprofessional Collaboration: Theory and Application at UAMS". Timeline: Prior to 1st day of class in 1st semester. Course Association: IPE IPEC 1201-100 Notes: Enroll 1st semester. Requirements include submitting a reflection form into Blackboard within 7 days of activity.
IPE CURRICULUM 01/23/2023 Note: For onsite versus online/ distance options as approved events please verify with your program coordinator first. Then ensure you are registered in the correct GUS course for the delivery method (onsite v. online/distance). If you need to switch courses, you must process a course swap in GUS.	

REQUIRED PREREQUISITES (OR EQUIVALENTS) – 12 Credit Hours		Credit	Grade	Year	Semester
PBHL 50033	Introduction to Public Health	3			
BIOS 62133	Biostatistics II	3			
EPID 51103	Epidemiology I	3			
HPMT 6104	Introduction to Health Economics	3			
HSR THEORY AND APPLICATIONS (REQUIRED) – 18 Credit Hours		Credit	Grade	Year	Semester
HPMT 61033	Health Systems Theory and Research	3			
HPMT 62133	Variation in Health System Performance	3			

HPMT 63293	Healthcare Organizational Theory	3			
HPMT 63153	Advanced Methods for Quality & Health Outcomes Research	3			
HPMT 61143	Advanced Public Health Policy & Management	3			
HPMT 63193	Implementation Research in Clinical Practice Settings	3			
RESEARCH METHODOLOGY – 13 Credit Hours		Credit Hours	Grade	Year	Semester
NOTE: Can take either Advanced Econometric Methods or Applied Health Econometrics (but not both)					
HPMT 60131	Mathematics & Statistics Primer	1			
HPMT 63133	Advanced Methods in Health Services Research	3			
BIOS 53243	Analyzing Health Surveys	3			
HPMT 63243	Advanced Econometric Methods and Special Topics	3			
PSGP 51253	Applied Health Econometrics	3			
HPMT 6303	Applied Research Methods Using Retrospective Data Sources	3			
SELECTIVES – 15 Credit Hours		Credit Hours	Grade	Year	Semester
NOTE: Can take either Racial and Ethnic Health Disparities or Social Determinants of Health					
HPMT 63173	Performance Measurement, Reporting & Incentives	3			
PSGP 51203	Pharmacoeconomics & Health Technology Assessment	3			
HPMT 63203	Advanced Health Economics I: Demand for Health	3			
HPMT 63233	Advanced Health Economics II: Supply for Health	3			
BIOS 52333	Statistical Methods for Clinical Trials	3			
EPID 62243	Clinical Trials	3			
EPID 55733	Data Management and Programming for Epidemiologists	3			
PBHL 63033	Community-Based Program Design	3			
PBHL 63463	Social Determinants of Health	3			
HPMT 64263	Racial and Ethnic Health Disparities	3			
EPID 61202	Principles & Practice of Public Health Surveillance	2			
NPHD 61033	Qualitative Research Methodology	3			
NPHD 61083	Qualitative Data Analysis, Theory & Practicum	3			
HPMT 6263	Patient-Reported Outcomes Measurement	3			
HPMT 6243	Pharmaceutical Economics and Policy	3			
BMIG 50103	Information Modelling—From Data to Knowledge	3			
BMIG 50303	Computational Methods in Biomedical Informatics	3			
BMIG 50501	Health Information Systems	1			
BMIG 51202	Foundations of BMI: Population Health Information	2			
BMIG 60103	Data Systems and Data Warehousing	3			
BMIG 60201	Healthcare Informatics of Quality and Patient Safety	1			
HPMT 53353	Data Visualization for Healthcare Analytics	3			
OTHER SELECTIVE (Approved by HSSR Program Director):					
		3			
SCHOLARSHIP SKILLS – 6 Credit Hours		Credit	Grade	Year	Semester
PBHL 64373	Grant Writing	3			
PBHL 6100V	Directed Study (Doctoral)	3			
COMP EXAMS		P/F	Grade	Year	Semester
DISSERTATION – 18 Credit Hours		Credit	Grade	Year	Semester
PBHL 6999V	Dissertation Research	18			

	Date
Qualifying 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: 70

PhD in Health Systems and Services Research		
Competency	Course	Assessment
1. Assess how environmental context affects variation in health system outcomes.	HPMT 62133 Variation in Health System Performance	Writing Assignment: Students are asked to conduct a project that discusses and assesses how environmental context affects variation health system outcomes. The assignment is graded using a rubric shown on the course syllabus.
2. Create conceptual frameworks to guide health services research studies.	HPMT 61033 Health Systems Theory and Research	Written Assignment: Students are to develop and present in a paper a conceptual framework for a health services research topic that is based on what is known about the outcome, including factors or elements that directly or indirectly lead to it, that are described in scholarly literature. The assignment is graded based on criteria articulated on the course syllabus.
3. Evaluate HSR issues using appropriate analytical techniques.	HPMT 63243 Advanced Econometric Methods and Special Topics	Written Assignment: Students are to complete an applied class project to obtain and analyze data using econometric methods presented in class, as well as interpret and incorporate findings in a peer-review manuscript template following STROBE guidelines. Students are graded using a rubric that is included on the course syllabus.
4. Formulate and present a health services research study plan in a grant proposal.	PBHL 64373 Grant Writing	Written Assignment: Students write a complete grant proposal using NIH grant guidelines that could be submitted for funding consideration. The assignment is graded using the 9-point scale used by NIH to evaluate grant applications.
5. Defend selection of policy solutions through multiple modalities for diverse audiences.	HPMT 61143 Advanced Public Health Policy & Management	Criteria Alternatives Matrix (CAM) Assignment. Students are to use the CAM approach to select a policy to address a health / public health problem. They must give a formal presentation (oral modality) with electronic and hardcopy slides (written and visual modalities) as well as submit a paper on their policy analysis project. The presentation and paper must describe the problem to be addressed, methods used including criteria used to evaluate policy alternatives (solutions), the policy alternatives that were considered, principle findings, and implications for policy adoption. The assignment is graded based on criteria listed in the course syllabus.

Academic Course Listing & 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.

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	Subject Code	Description
ANAT	Anatomy	MODU	Modular Courses
ANES	Anesthesiology	NBDS	Neurobiology and Dev Sciences
AUDI	Audiology	NEUR	Neurology
BINF	Bioinformatics	NMIS	Nuclear Med Imaging Sciences
BIOC	Biochemistry and Molecular Bio	NSRG	Neurosurgery
BIOM	Biometrics	NURS	Nursing
BIOS	Biostatistics	NUTR	Nutrition
BMIG	Biomedical Informatics (GS)	OBN	Obstetrics & Gynecology
CARD	Cardiology	ONCO	Hematology-Oncology
CSDI	Comm Sciences and Disorders	OPHT	Ophthalmology
CSDP	Com Sciences and Disorders PhD	ORTH	Orthopaedics
CSPS	Public Service	OTOL	Otolaryngology
CYTO	Cytotechnology	PATH	Pathology
DERM	Dermatology	PBHL	Public Health
DHYG	Dental Hygiene	PEDI	Pediatrics
DIET	Dietetics	PHAR	Pharmacology
DMSO	Diagnostic Medical Sonography	PHAS	Physician Assistant
EMER	Emergency Medicine	PHPR	Pharmacy Practice
ENVH	Env and Occupational Health	PHTH	Physical Therapy
EPID	Epidemiology	PHYO	Cellular Phys and Mol Bio
FMED	Family Medicine	PSCH	Psychiatry
GAST	Gastroenterology	PSCI	Pharmaceutical Sciences
GENC	Genetic Counseling	PSYC	Psychiatry
GENE	Genetics	PULM	Pulmonary
GERI	Geriatrics	RADI	Radiology
GERO	Gerontology	RADO	Radiation Oncology
HBHE	Health Behavior and Health Ed	REGS	Regulatory Science
HPMT	Health Policy and Management	REHA	Physical Med and Rehab
HSIE	Hlth Sc Innovation & Entrenshp	RENL	Renal
IBSD	Interdisc Biomed Sciences	RESP	Respiratory Care
INTM	Internal Medicine	RISP	Radiologic Imaging Sciences
ISHP	Health Prof Interdisciplinary	SGRY	Surgery
MBIM	Microbiology and Immunology	SOWK	Social Work
MEDH	Medical Humanities	UNIV	University Wide Course
MEDI	General Medicine	UROL	Urology
MLSC	Medical Laboratory Sciences		

Course Listing

(Alphabetical by Subject Code)

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.

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).

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 84134 Anesthesiology (4 Credits)

Anesthesiology

ANES 8400V Clinical Study - Anesthesiology (4-12 Credits)

Independent Clinical Study in Anesthesiology. Faculty and student will determine specific clinical assignment.

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)

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 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. *AUDI 5103 requires prerequisites of AUDI 5023 and AUDI 5043.*

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 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. Prerequisite: AUDI 5223 *AUDI 5253 requires a pre-requisite of AUDI 5223*

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. Prerequisite: AUDI 5043 *AUDI 5193 requires a pre-requisite of AUDI 5043*

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. *AUDI 5153 requires a pre-requisite of AUDI 5023*

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. *AUDI 5263 requires a pre-requisite of AUDI 5043*

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. Prerequisites: AUDI 5023 and AUDI 5113. *AUDI 5212 requires a prerequisite of AUDI 5023.*

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 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 5123 requires a pre-requisite of AUDI 5053*

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 83253 Advanced Electrophysiology (3 Credits)

Principles and techniques in the use of mid- and late-evoked potentials to assess auditory function. *AUDI 5143 requires a pre-requisite of AUDI 5083*

AUDI 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 5063 requires a pre-requisite of AUDI 5023 and doctoral standing in the AUD program.*

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 (3 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. *AUDI 5243 requires a pre-requisite of AUDI 5023*

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. Prerequisite: AUDI 5223 *AUDI 5273 requires a pre-requisite of AUDI 5223*

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 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 8310V Topics in Audiology (1-6 Credits)

Instructor Consent Required

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.

Instructor Consent Required

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.

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.

BIOC 51033 Biochemistry and Molecular Biology (3 Credits)

A broad presentation of basic biochemistry and molecular biology as background for students in multiple graduate programs in the biomedical field. Prerequisites: Organic chemistry and college algebra.

BIOC 51063 Current Trends in Biomedical Sciences (3 Credits)

This literature-based course bridges the gap between formal didactic course work and the primary scientific literature. The overall goal is to prepare students to read, evaluate, and critically analyze the scientific literature. During the process, advanced concepts in biomedical sciences will be introduced, building on fall semester courses.

BIOC 61093 Methods in Biomedical and Translational Sciences (3 Credits)

The course focuses on the application of biochemistry and molecular biology concepts to quantitative measurements in biological systems. Emphasis is placed on experimental design and data interpretation. A major goal of the course is to help students understand how basic elements of biomedical research are connected to clinical applications.

BIOC 61101 Research Proposal (1 Credit)

Students in the Ph.D. degree program will write a formal research proposal in the area of their dissertation research. Advice and direction for the preparation of this proposal will be provided by the student's major advisor and advisory committee. Prerequisite: consent of advisory committee.

BIOC 61302 Biology of Cancer (2 Credits)

Molecular and cellular aspects of cancer biology with special emphasis on the acquired capabilities of cancer cells and how this information as translated into innovative treatment strategies. Prerequisites: successful completion of first-year core graduate courses or consent of course director.

Instructor Consent Required

BIOC 5104V Research in Biochemistry (1-10 Credits)

Practical experience in experimental design and manipulation. A written progress report describing objectives and accomplishments must be discussed with the research director and advisory committee at, or prior to, the time of grade submission.

BIOC 5105V Biochemistry Seminar (1-2 Credits)

Required every fall and spring semester a student is enrolled in a departmental graduate program. Students presenting a seminar during a semester register for two (2) credit hours. Seminars are developed in consultation with a faculty member. Students whose program does not require a seminar presentation during a particular semester register for one (1) credit hour.

BIOC 5203V Master's Thesis (1-6 Credits)

Includes experimental and literature-based research, plus preparation of thesis. Prerequisite: graduate standing and consent of advisory committee.

BIOC 6120V Special Topics in Biochemistry (1-3 Credits)

In-depth consideration of topics of current research importance and specialized subjects not covered in general courses. Topics vary by year. Representative topics include: enzymology, proteomics, chromosome dynamics, cancer biology, signal transduction, glycobiology, structure and function of membranes, bioorganic catalysis. May be taken for multiple credit to a maximum of 6 hours.

BIOC 6140V Doctoral Dissertation (1-10 Credits)

Includes experimental and literature-based research, plus preparation of dissertation. Prerequisite: successful completion of Ph.D. candidacy exam.

BIOC 8400V Research In Biochemistry (2-12 Credits)

Research In Biochemistry

BIOM 5100V Special Topics in Biometry (1-3 Credits)

(On demand) Advanced work in specialized fields such as bioassay, multivariate analysis, time series, etc. Credit, 1 to 3 hours per semester, limit of 9 hours.

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.

Department Consent Required

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 5111 requires a co-requisite of BIOS 5013.*

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. *BIOS 5200 requires pre-requisites of BIOS 5013 and 5111.*

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. Prerequisite: BIOS 5013. *BIOS 5212 requires prerequisite BIOS 5013 with C or better*

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. *BIOS 5213 requires prerequisites BIOS 5013 with a C or better.*

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. Prerequisite: Biostatistics I. *BIOS 5214 requires prerequisite BIOS 5013 with a C or better*

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. Prerequisite: Biostatistics II *BIOS 5223 requires prerequisite 5212 with a C or better*

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. *BIOS 5313 requires prerequisite BIOS 5013 with a C or better.*

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. *BIOS 5315 requires the successful completion of BIOS 5013, BIOS 5213, and prior SAS knowledge.*

Instructor Consent Required

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. *BIOS 5317 requires the successful completion of BIOS 5013 and BIOS 5213 prior to enrollment.*

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 “are of interest” national health survey. They will also apply statistical analysis techniques to a project – a class presentation on an existing national survey, and a final analysis project of their choosing (with instructor approval) using a national health survey. Prerequisites: Prior completion of BIOS 5013: Biostatistics I and prior knowledge of SAS procedures Freq, Means, Reg, and Logistic. Instructor approval required prior to course registration. *BIOS 5324 requires prerequisites BIOS 5013 with C or better and instructor consent.*

Instructor Consent Required

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. Prerequisite: Biostatistics I. *BIOS 6212 requires prerequisites BIOS 5013 with a C or better or its equivalent; Doctoral student standing in the UAMS Fay W. Boozman College of Public Health.*

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. Prerequisite: Biostatistics I. *BIOS 6214 requires prerequisites BIOS 5013 with a C or better; Doctoral student standing in the College of Public Health or Graduate School.*

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. Prerequisite: Biostatistics II *BIOS 6223 requires prerequisites BIOS 5212 with a C or better; Doctoral student standing in the College of Public Health or Graduate School.*

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. Prerequisite: Permission of faculty advisor and course instructor.

Instructor Consent Required

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 Biomedicine for Informaticists (3 Credits)

This course is an introduction to the range of terminology, concepts, tools and methods used in biologic and clinical environments important to Biomedical Informaticists. The course focuses on the comprehension of key biomedical concepts important for interaction and communication with biologists and clinicians needed for graduate study in Biomedical Informatics. This course consists of lectures coupled with participation in clinical labs and environments, with biologists and clinicians. This course covers the practical aspects of how biomedical sciences are used in Biomedical Informatics. All degree seeking BMI students regardless of track must successfully pass this Biomedicine for Informaticists course, or independently demonstrate their competence in these concepts (e.g. through passing the course exams).

BMIG 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 demonstrating the basic computational competencies needed for graduate study in Biomedical Informatics. This course consists of lecture coupled with lab assignments and covers the practical aspects of how computational sciences are used in Biomedical Informatics.

BMIG 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.

Instructor Consent Required

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: Sequences as Biological Information (2 Credits)

This course introduces the molecular foundations of biomedical informatics, from the perspective of Translational Bioinformatics. 'Bioinformatics' is the study of how to represent, store, search, retrieve and analyze biological information; much of that information is sequenced-based, including genomic DNA sequences, transcribed RNA sequences, and translated protein sequences. "Translational Bioinformatics" in this context means translating or moving the discoveries and innovations in the laboratory to the bedside; that is, applying bioinformatics to healthcare. The idea is to use molecular and clinical data resources to allow consideration of individual variations, and not simply population averages. One application of this can be in the area of 'personalized medicine' or 'precision medicine'. Topics covered include medical genetics, genomic epidemiology, pharmacogenomics, human microbiomes, cancer genomics, coding and non-coding RNA's, and diseases of protein malfunction.

BMIG 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 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.

Instructor Consent Required

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.

Instructor Consent Required

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. *BMIG 5212 requires prerequisites of BMIG 5003 and BMIG 5101.*

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.

Instructor Consent Required

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.

Prerequisites: BMIG 5001 and BMIG 5003. *BMIG 6014 requires prerequisites BMIG 5001 and BMIG 5003. BMIG 6014 requires corequisite BMIG 6201.*

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. *BMIG 6111 requires a pre-requisite of BMIG 5210.*

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. Prerequisites: BMIG 5001 and BMIG 5003. *BMIG 6201 requires prerequisites of BMIG 5001 and 5003.*

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. Prerequisites: BMIG 5002, BMIG 5003, and BMIG 5101.

Instructor Consent Required

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.

Instructor Consent Required

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 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. *BMIG 6220 requires pre-requisites of BMIG 5014, PHYO 5103, BMIG 5015, and BMIG 6210.*

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.

Instructor Consent Required

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.

Instructor Consent Required

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.

Instructor Consent Required

BMIG 6207V Research (1-16 Credits)

Students will participate in a research project under the supervision of a faculty member.

Instructor Consent Required

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.

Instructor Consent Required

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 8410V Cardiology (1-16 Credits)

Cardiology

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

CNSL 7308 UALR: Cross Cultural Counseling (3 Credits)

CSDI 50133 Research Methods in Communication Disorders (3 Credits)

Introduction to research methodologies in audiology and speech pathology. Includes prospectus development, funding sources, data collection and analysis, and professional research writing and editing in communicative disorders and/or speech sciences.

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 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 Neurogenic Language Disorders (3 Credits)

Assessment procedures and intervention techniques for acquired language disorders in adults. Covers language disorders secondary to cerebrovascular accident, traumatic brain injury, and dementia.

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 overview of cognitive functions, as well as principles of cognitive rehabilitation. It will emphasize the relationship between cognition and communicative abilities in healthy aging and neurocognitive disorders: dementia, traumatic brain injury, right hemisphere damage, and left neglect. *CSDM 5114 requires a pre-requisite of CSDM 5093.*

CSDI 51153 Child Language Disorders (3 Credits)

Acquisition of first language competence in relationship to language behavior. Includes the phonological, morphological, syntactical, and semantic components of language. Language deviations with emphasis on symptomatology, etiology, evaluation, and therapy in childhood are covered. Language testing and therapy explored in the second half of the course.

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 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 Spoken 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 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. Prerequisite: Courses in phonetics and normal language acquisition.

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. *Enrollment in this course is limited to students pursuing the MS in Communication Sciences and Disorders.*

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. *Enrollment in this course is limited to students pursuing the MS in Communication Sciences and Disorders.*

CSDI 51703 Counseling In Communication Disorders (3 Credits)

Principles of counseling for working with persons with communication disorders and their families throughout the lifespan. Students review major theories of counseling and select those most useful for the various settings and practices of audiology and speech pathology. Students demonstrate their understanding of the counseling process through case presentations.

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 Neurogenic Speech Disorders (2 Credits)

Assessment procedures and intervention techniques for acquired neurogenic speech disorders in adults, especially dysarthria and verbal and oral apraxia.

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. *Enrollment in this course is limited to students pursuing the MS in Communication Sciences and Disorders.*

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 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 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 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. Prerequisite: an under-graduate course in diagnostic methods or its equivalent.

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. *Enrollment in CSDM 5282 is limited to students pursuing the MS in Communication Sciences and Disorders.*

CSDI 52903 Multicultural Issues (3 Credits)

Systematic analysis of cultural similarities and differences. Examine cultural differences, verbal and nonverbal, in the clinical setting.

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 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 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 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 5050V Practicum (1-3 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 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. Prerequisite: CSDM 5013. *CSDM 5201 requires a pre-requisite of CSDM 5013.*

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 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.

Instructor Consent Required

CSDI 5363V Independent 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.

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 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.

CSDP 6101 UCA: Advanced Research Mthds (3 Credits)

Introduces theory, principles and practices of research design in communication sciences and disorders. Emphasis on methodology of collecting, organizing, analyzing and presenting both qualitative and quantitative data. Topics will include: research questions and problems, literature and background review, group and single-subject research design, data organization and manipulation, scientific writing, and the publication and presentation process.

CSDP 6105 UCA: Doctoral Seminar in Speech (3 Credits)

Engages students in the exploration and evaluation of current research, practice, and technology related to speech development and disorders. Content reflects recent developments in the literature and specific interests of participants. Relevant topics may include motor speech disorders, speech science, physiological and neurophysiological bases of speech production, voice, dysphagia, fluency, articulation, phonology, phonological theory, craniofacial anomalies, gerontology, AAC.

CSDP 6107 UCA: Doctoral Seminar in Language (3 Credits)

Engages students in the exploration and evaluation of current research, practice, and technology related to language development and disorders. Content reflects recent developments in the literature and specific interests of participants. Topics may include child language development and specific developmental disorders, neurophysiological bases of language and communication, neurogenic cognitive-linguistic disorders, AAC, multicultural issues, gerontology.

CSDP 6107 UALR: Doctoral Seminar in Language (3 Credits)

Engages students in the exploration and evaluation of current research, practice, and technology related to language development and disorders. Content reflects recent developments in the literature and specific interests of participants. Topics may include child language development and specific developmental disorders, neurophysiological bases of language and communication, neurogenic cognitive-linguistic disorders, AAC, multicultural issues, gerontology.

CSDP 6108 UCA: Research Project (1-5 Credits)

This course covers skills necessary to complete a research project consisting of a research question, review of the literature, methodology, data collection, data analysis and written report.

CSDP 6109 UCA: Grant Writing Pedagogy (2 Credits)

Covers strategies for identifying funding agencies appropriate for research and special programs. Emphasis will be on techniques for writing grant proposals for both private and public funding.

CSDP 6111 UCA: Teaching Pedagogy (2 Credits)

Introduces students to principles and practices of course development and teaching skills in communication sciences and disorders. Emphasizes understanding and integrating course content, targeted levels of learning, specific objectives, instructional strategies, and assessment to enhance the learning experience. Additional topics include motivating students, attributes of good teaching, professional development in teaching, distance education, and team/interdisciplinary teaching.

CSDP 6113 UCA: Grant Writing Internship (1 Credit)

Involves the student in the development, completion, and submission of a grant proposal to a private or public funding agency.

CSDP 6114 UCA: Teaching Internship (1-3 Credits)

Provides students with supervised experience in academic instruction.

CSDP 6115 UCA: Supervision Internship (1-3 Credits)

Provides students with supervised experience in clinical supervision and instruction.

CSDP 6201 UCA: 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.

CSPS 7303 Communication Processes and Social (Ex) Change (3 Credits)

Being an effective public service professional requires having the knowledge and skills to act in situations in positive and productive ways that allow for authentic participation by those who may be affected by policies, processes and actions. This course focuses on the constitutive nature of communication to create and maintain equitable social worlds. Students will explore various theories of democracy, civic participation, and public issue and policy formation, analyze case studies to understand the complexities of creating and maintaining equitable social worlds, and engage in exercises to develop effective facilitation skills.

CSPS 7310 Engaging Diverse Populations (3 Credits)

The purpose of this course is to help students increase their working knowledge of diversity in multiple areas of day-to-day life. As public servants, it is important to be able to manage volunteers, employees, students, and others in a respectful and engaging manner. By studying Engaging Diverse Populations, students will take a look at different areas of their own personal community and the overarching global community.

CSPS 7314 Advocacy in Public Service (3 Credits)

This course examines the role of public discourse in constituting (molding, shaping, and even distorting) publics, public decisions, and ultimately public life. Specifically, we will consider persuasion (human communication designed to influence the autonomous judgments and actions of others) and advocacy (the use of propositions, evidence, reasons, and general rhetorical strategies to promote and advance one's public or civic interests) and their influence on democratic processes and public policy. In this sense, we will take a broad view of what constitutes advocacy.

CSPS 7315 Introduction to Data Analysis (3 Credits)

This course provides an overview of statistical methods and hands-on application of statistical tools to managerial decision-making in public service. Understanding statistical analysis and being able to work with data are important competencies of professionalism in public service. Course topics include research design, data collection and measurement, descriptive statistics, hypothesis testing, processes for selecting statistical tests and assessment of statistical assumptions, measures of association and other bivariate statistics, index variable construction, regression analysis, and an overview of other selected statistical and quantitative methods applied to social problems in public service. Students get hands-on experience through the use of SPSS. The fundamental approach of the course is there will be no mindless memorization of formulas and methods. Throughout the course, the emphasis will be on understanding the reasoning behind the methods and tests, the assumptions under which they are valid, and the correct interpretation of results. *CSPS 7315 requires a pre-requisite of CSPS 7335.*

CSPS 7320 Capstone (3 Credits)

The Capstone is the culminating course in the EMPS program. It's designed to provide students with an opportunity to demonstrate their expertise. This course employs an independent study format overseen by a UACS faculty member. This three-credit hour course taken during a student's final semester in the program requires students to:

- apply the knowledge, skills, and values from the EMPS program to a real world problem or challenge;
- demonstrate the ability to understand, engage, and transform complex systems;
- and produce a "deliverable" that exemplifies, in its product, the knowledge, skills and values of the EMPS curriculum.

CSPS 7321 Organizational Case Study (3 Credits)

In this course, students will examine a public service organization of their choice using field research methods. The examination will focus on the implications of the organization's culture on the organization's effectiveness. In particular students will consider if the culture of the organization fosters diversity, supports organizational change, makes leadership more dynamic, supports ethical work, and helps employees achieve personal growth (Driskill & Brenton, 2011). The course will also require students to examine their own leadership and how they are influencing the organizational culture through their work.

CSPS 7322 Capstone Proposal (3 Credits)

In this course students plan and develop their Capstone project which they implement in the CSPS 7320 Capstone course. The completed Capstone project demonstrates students can: apply the knowledge, skills, and values from the UACS program to a real world problem or challenge; engage with complex systems; produce a paper or a deliverable that exemplifies, in its product, the knowledge, skills and values of the UACS curriculum.

CSPS 7323 Leadership in Public Service (3 Credits)

Leadership in public service requires strong interpersonal skills, both to direct an organization effectively and to work successfully with other individuals/organizations in the public, private and non-governmental sectors. This course provides the foundation of theory and practice of administrative leadership. It addresses leadership in public organizations from two perspectives. First, it offers a comparative review of the theoretical literature on leadership from a public sector perspective. Second, it examines the competencies that organizational leaders at all levels need. Students will learn about all the major theoretical frameworks and focus on an applied action research model that is useful in analyzing and developing oneself and others in organizational settings. It is designed to increase students' knowledge of leadership concepts and best practices, provide opportunities and experiences that improve leadership skills and techniques, and enhance capabilities in organizational management.

CSPS 7324 Foundations of Public Service (3 Credits)

This course covers the history, contexts, and practices of public service. Students will define public service in a global context and reflect on their past and future roles as public servants. The course will explore the various roles public servants play and the various contexts in which they practice public service.

CSPS 7325 Legal and Ethical Dimensions of Public Service (3 Credits)

Legal and ethical considerations shape every aspect of public service. This course will provide an overview of the primary ethical principles and legal concepts that pervade public service.

CSPS 7326 Philanthropy Leadership and the Nonprofit Sector (3 Credits)

Philanthropic institutions often aim giving toward major societal issues including environmental justice, quality education, race relations, immigration, health care and public health with the goal of helping individuals and communities in need. More foundations are widening their focus from just meeting needs to building sustainable local change. This course will explore community philanthropy as the giving and sharing from within communities that is characteristic of positive change and lasting development. It will examine the principles, standards and practices of community philanthropy and study the leadership role of foundations and nonprofit organizations in creating social change.

CSPS 7333 Program Planning & Development (3 Credits)

This course is designed to help students acquire essential competencies in program development. The course will use the “Getting to Outcomes” model to discuss the methods and techniques for developing a project/program plan. This includes a discussion of how to conduct a needs assessment, set goals for the organization, identify best practices, assess the capacity of the organization to the planned change, measure how the planned changes fit with the environment of the organization, develop a plan for change, and assess how well the plan is likely to effect change. The course is structured to provide an interplay of instruction on methods of program development and the application of these techniques to current policy concerns.

CSPS 7334 Seminar in Program Evaluation (3 Credits)

This course builds on the skills students gain in CSPS 7333 – Program Planning and Development and CSPS 7334 – Field Research in Public Service. The primary objective is for students to learn and apply tools that are frequently used to determine whether public policies and programs at local, national, and international levels are achieving their intended objectives. In this course, students learn how to use appropriate research methods to evaluate public and not-for-profit programs and entities, how to develop strategies for doing evaluation, and how to manage evaluation projects through participation in a real-world program evaluation experience. *CSPS 7334 requires a pre-requisite of CSPS 7333.*

CSPS 7335 Field Research in Public Service (3 Credits)

This course introduces students to the concepts and principles of field research. Topics include the key components of qualitative field research, developing a research focus and research question, conducting a literature review, gathering data and data management, conducting surveys, and analyzing data and reporting. In addition, students will receive instruction in the basics of quantitative methods, and begin learning how to report survey results.

CSPS 7336 Grant Writing for Public Service (3 Credits)

Grant writing teaches students the grant writing process: articulating a problem/project; finding a funder; drafting and revising a grant; and submitting the grant. Students learn to think rhetorically about their grant and their audience, to construct a persuasive argument, to revise at the sentence level, and to proofread and copy edit their grant.

CSPS 7343 Economics for Public Service (3 Credits)

The course is designed to provide graduate students an overview of economic perspective in the field of community development. The aim is to help students appreciate the underlying aspects of economic theory in a broad sense. Community development has a wide range of perspectives, including social, cultural, economic, political and environmental as well as historical. The class will cover historical roots, theoretical constructs and policy context of community development.

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 cytotechnology.

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. *This course is limited to students enrolled in the Cytology Program.*

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. Co-requisite CYTO 4411. *CYTO 4412 requires a co-requisite of CYTO 4411.*

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. Co-requisite: CYTO 4623. *CYTO 4424 requires a co-requisite of CYTO 4623*

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. Co-requisite: CYTO 4313 *CYTO 4614 requires a co-requisite of CYTO 4313.*

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. Co-requisite: CYTO 4412. *CYTO 4313 requires a co-requisite of CYTO 4412.*

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. Prerequisite: CYTO 4424 *CYTO 4531 requires a pre-requisite of CYTO 4424*

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. Prerequisite: CYTO 4614 *CYTO 4623 requires a pre-requisite of CYTO 4614*

DERM 83102 Dermatology - (M3) Selective (2 Credits)

This M3 selective gives interested students an opportunity to learn the basics of dermatology.

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 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 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 3244 Community Dentistry II (2 Credits)

Continuation of DHYG 3344 dental health education and public health. Emphasis on the role of the hygienist in promoting oral health in the private office and community, education methods, biostatistics, and epidemiology. DHYG 3245 will incorporate concepts from DHYG 3344 to include a community project with data collection, analysis and evaluation. *DHYG 3244 requires a prerequisite of DHYG 3344. Enrollment in DHYG 3244 is limited to students enrolled in the Dental Hygiene Program.*

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. Co-requisites: DHYG 2513 Pre-Clinic and DHYG 2517 Periodontal Instrumentation.

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. Corequisites: DHYG 2312 and DHYG 2513.

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. *DHYG 2223 requires a pre-requisite of DHYG 2217*

DHYG 31232 Dental Hygiene Clinic I (2 Credits)

Continuation of Pre-Clinic, DHYG 2513. Includes increased competency in instrumentation and patient management skills on all patient types. Pre-requisites: DHYG 2513, DHYG 2211.

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.

Prerequisites: DHYG 2211 and DHYG 2513.

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. *This course is limited to dental hygiene students only.*

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)

Human Head and Neck Anatomy and Physiology: Anatomy of the Head and Neck. The goal of this course is for the dental hygiene student to acquire clinical problem solving skills through a basic understanding of the gross anatomy of the head and neck region of the human body. Through a regional approach to the head and neck, the student will be able to synthesize solutions to clinical problems by understanding the morphological and functional interrelationships of anatomical structures. Enrollment is limited to first year Dental Hygiene students. *This course is limited to dental hygiene students only.*

DHYG 42381 Periodontology I (1 Credit)

Introduction to periodontal diseases and the role of the dental hygienist in their diagnosis, prevention, and treatment. *This course is limited to dental hygiene students only.*

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 42393 requires a prerequisite of DHYG 42381 and is limited to students in the Dental Hygiene Program.*

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. Prerequisites: DHYG 2513, DHYG 2331, and DHYG 2231, and DHYG 3245. Corequisite: DHYG 3231.

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. Prerequisites: DHYG 2211 and DHYG 2231. Corequisite: DHYG 3331. *This course is limited to dental hygiene students only.*

DHYG 42463 Community Dentistry I (3 Credits)

Dental health education and public health. Emphasis on the role of the hygienist in promoting dental health in the private office and community, education methods, biostatistics, and epidemiology. *This course is limited to dental hygiene students only.*

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. Prerequisites: DHYG 2513, DHYG 2331, and DHYG 3331. Corequisite: DHYG 3241

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. Prerequisites: DHYG 2211, DHYG 2231, and DHYG 3231. Corequisites: DHYG 3341.

DHYG 42551 Dental Hygiene Seminar II (1 Credit)

Continuation of DHY 2119 Dental Hygiene Seminar I. Current scientific literature related to topics in dental hygiene and oral health will be examined to enhance knowledge of the dental hygiene process of care.

DHYG 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 (2 Credits)

The nutrition capstone project provides students an opportunity to explore a nutrition-related issue relevant to practice as a registered dietitian. 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 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. Corequisite: Admission to Dietetic Internship and consent of faculty.

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. This course is an elective in the MSCN program and a required core course in the internship program.

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. *Enrollment in this course is limited to students in the MS Dietetics Program.*

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 (2 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.

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 (5.5 Credits)

Continuation of clinical course work at the intermediate skill level. Prerequisite: DMSO 3824. *DMSO 3541 requires a pre-requisite of DMSO 3824*

DMSO 38248 Clinical Practicum II (8 Credits)

Supervised clinical experience at an intermediate level emphasizing sonographic procedures of the gynecologic system. Prerequisite: DMSO 3514. *DMSO 3824 requires a pre-requisite of DMSO 3514*

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. *DMSO 4213 requires a prerequisite of DMSO 3313 and enrollment in the DMSO Program.*

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 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)**DMSO 48438 Clinical Practicum IV (8 Credits)**

Supervised clinical experience at the intermediate level emphasizing adult cardiac and vascular examination procedures. Prerequisite: DMSO 3541. *DMSO 4843 requires a pre-requisite of DMSO 3541*

DMSO 48548 Clinical Practicum V (8 Credits)

Advanced practice supervised clinical experience emphasizing vascular and echocardiographic sonographic examination procedures. Prerequisite: DMSO 4843. *DMSO 4854 requires a pre-requisite of DMSO 4843*

ECSE 6300 UCA: Philosophical Historical Legal Aspects Special Education (3 Credits)

This course examines historical and current trends of special education services, program philosophies, and program practices. Legal foundations and issues, special education terminology, and professional roles for general education and special education teachers are addressed. In addition, the practice of collaboration among professionals in providing appropriate services for children and students with disabilities are examined. This course is offered in a distance education setting, which includes synchronous and asynchronous sessions. An occasional face-to-face meeting may be required. This course is required for completion of the MSE and the GC/endorsement in Special Education K-12 and for the B-K endorsement. This course may also be approved for other related disciplines.

ECSE 6302 UCA: Med and Ed Aspects (3 Credits)**ECSE 6306 UCA: Family/Scho/Community Partners (3 Credits)****ECSE 6322 Current Issues and Trends (3 Credits)****ECSE 6330 UCA: Transdiscipline and Collaborative Practices (3 Credits)****ECSE 6350 UCA: Collaborative Teaching (3 Credits)****ECSE 6365 UCA: Educational Programs for Students with EBD (3 Credits)****ECSE 8308 UCA: Advanced Statistics (3 Credits)****ECSE 8308 UALR: Advanced Statistics (3 Credits)****EDFN 7304 UALR: Basic Statistics (3 Credits)**

Introduction to descriptive and inferential statistics used in education and data driven decision making. Topics include commonly used descriptive statistics, exploratory data analysis, standardized scores, inferential reasoning, hypothesis testing, and parametric and nonparametric procedures and their assumptions including t-tests, one-way analysis of variance, correlation coefficients, bivariate regression, and chi-square. *CSDP Student Designation*

EDFN 7330 UALR: Human Development (3 Credits)

Prerequisite: graduate standing. A lifespan perspective that addresses cognitive, physical, social and emotional development from birth through late adulthood. Special emphasis on developmental factors that effect schooling (P-12).

EDFN 7373 UALR: Qualitative Research Methods (3 Credits)**EDFN 8305 UALR: Intermediate Statistics (3 Credits)**

Prerequisite: EDFN 7304. A second course in statistics that covers the more complex analyses used in education and data- driven decision making. Topics include simple and multiple linear regression, one- and two-factor fixed factor analysis of variance, random and mixed model analysis of variance, randomized block, hierarchical analysis of variance, and analysis of covariance. Emphasis is on further understanding the logical bases of statistical tests of significance, selecting appropriate data analysis techniques, and using statistical software and interpreting its output.

EDFN 8308 UALR: Advanced Statistics (3 Credits)

An advanced course in statistics that covers complex analyses used in education and data-driven decision making. Topics include multivariate analysis of variance, loglinear analysis, discriminate function, canonical correlation, and an introduction to structural equation modeling and confirmatory factor analysis. *CSDP Student Designation*

EDFN 8330 UALR: Mixed Reserach Design (3 Credits)**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 84204 Emergency Medicine (4 Credits)

Emergency Medicine

EMER 84504 Emergency Medicine (4 Credits)

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 8430V Emergency Medicine (1-16 Credits)

Emergency Medicine

EMER 8440V Emergency Medicine (1-16 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 (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 6300 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 "Do's" 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 6310 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.

Department Consent Required

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, electrical

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, t

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.

Department Consent Required

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.) Prerequisite: OEHM 5023

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 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 context of site specific and community-based exercises and case studies. The role of toxicology in setting policy is demonstrated utilizing the "whose risk and whose benefit" approach 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.

Department Consent Required

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.

Instructor Consent Required

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 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 5200V Master's Thesis (1-6) (I,II,S) (1-6 Credits)

Prerequisite: graduate standing and consent.

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.

Department Consent Required

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 etiologic clinical research, randomized and non-randomized clinical studies, clinical decision making and meta-analysis. This course also provides examples of how these methods are applied in actual clinical epidemiologic studies, and guidelines for critically evaluating evidence from these studies. Course evaluations will be based on the students' performance in class participation, examinations, written assignments, as well as a written project demonstrating the students' ability to apply these methods.

EPID 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. *EPID 5322 requires prerequisites EPID 5112; and BIOS 5013 with C or better.*

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. *EPID 5325 requires prerequisite EPID 5112 with a C or better.*

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. Prerequisites: EPID 5112: Epidemiology I and EPID 5322: Epidemiology II; BIOS 5013: Biostatistics I and BIOS 5212: Biostatistics II; or permission of the instructor. *EPID 5326 requires prerequisites EPID 5112; EPID 5322; BIOS 5013 and BIOS 5212; or permission of instructor.*

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. *Enrollment in this course is limited to students in the MHA Program.*

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. Prerequisites: EPID 5112: Epidemiology I and EPID 5322: Epidemiology II; BIOS 5013: Biostatistics I and BIOS 5212: Biostatistics II; or permission of the instructor. *EPID 5332 requires prerequisites EPID 5112; EPID 5322; BIOS 5013 and BIOS 5212 with a C or better; or permission of instructor.*

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. *EPID 53343 requires prerequisites of EPID 51103, EPID 53203, BIOS 50133, and EPID 55733 OR BIOS 52133 with grade C or better.*

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). Prerequisites EPID 5112: Introduction to Epidemiology (Epi 1); BIOS 5013: Introduction to Biostatistics (Biostats 1); EPID 5322: Research Design and Implementation (Epi 2); and BIOS 5212: Advanced Linear Models (Biostats 2); or permission of instructor. *EPID 55733 requires prerequisites of EPID 51103 and BIOS 50133.*

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 etiologic clinical research, randomized and non-randomized clinical studies, clinical decision making and meta-analysis. This course also provides examples of how these methods are applied in actual clinical epidemiologic studies, and guidelines for critically evaluating evidence from these studies. Course evaluations will be based on the students' performance in class participation, examinations, written assignments, as well as a written project demonstrating the students' ability to apply these methods. *Graduate School or College of Public Health Doctoral Standing is required for enrollment.*

EPID 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. *EPID 6322 requires prerequisites of EPID 5112 and BIOS 5013.*

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. *EPID 6324 requires a pre-requisite of BIOS 5212.*

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 for case control and cohort studies. The first part of the course designs for cohort studies. Various designs will be demonstrated through examples from the literature, and issues in carrying them out will be discussed including strengths and limitations.

EPID 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. *Enrollment in this course is limited to student in the Epidemiology PhD program.*

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. *EPID 64243 requires prerequisites of EPID 51103, EPID 52303, EPID 53343, BIOS 50133, and BIOS 52103.*

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.)

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 84084 Family Practice (4 Credits)

Family Practice

FMED 84094 Family Medicine/Rural Elective (4 Credits)

Family Medicine/Rural Elective

FMED 84194 Family Medicine (4 Credits)

Family Medicine

FMED 84271 Community Services and Resources (1 Credit)

Community Services and Resources

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 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 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 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 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 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 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. Prerequisite for this course is acceptance into the Genetic Counseling program or approval from the program director. *Enrollment is limited to students in the GENC Program.*

GENC 50102 Fieldwork Orientation (2 Credits)

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. Prerequisite for this course is acceptance into the GENC program. *Enrollment is limited to students in the GENC Program.*

GENC 50301 Clinical Observation II (1 Credit) 12:00:00 AM

Continuation of rotations through individual outpatient genetics clinics to lay the foundation for a student's more active participation in later clinical genetic counseling. Prerequisite is admission into the program. Course is no longer offered beginning Spring 2025.

GENC 50402 Professional Issues in Genetic Counseling I (2 Credits)

An introduction to the profession of genetic counseling. Topics to discuss include obtaining accurate family histories/pedigrees, multicultural sensitivity, history of the profession, and other relevant topics. Prerequisite for this course is acceptance into the GENC program. *Enrollment is limited to students in the GENC Program.*

GENC 50503 Medical Genetics I (3 Credits)

Introduction to key principles in clinic genetics, including Mendelian, mitochondrial, and multifactorial inheritance. Clinical features of a variety of genetic disorders will be reviewed with a focus on the identification of distinguishing features as the first step to developing differential diagnosis. Prerequisite for this course is acceptance into the GENC program or approval from the course director. *Enrollment is limited to students in the GENC Program.*

GENC 50601 Technical Writing & Genetics Education (1 Credit)

A course in technical writing and educating for genetic counselors with focus on written communication and presentations of genetic and genomic information for clients, colleagues and community partners. Prerequisite for this course is acceptance into the program or approval from the program director.

GENC 50602 Writing & Critical Analysis (2 Credits)

A course in scientific writing, medical documentation and critical analysis of both the medical literature and lay articles/patient information as it pertains to genetic counseling. Prerequisite: acceptance into the program. *Enrollment is limited to students in the GENC Program.*

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. *Enrollment in this course is limited to students enrolled in the Genetic Counseling program. Students in other programs who are interested in enrolling in the course should contact the instructor for permission to enroll.*

GENC 51101 Research Methods in Genetic Counseling I (1 Credit)

Introduction to research methodologies in genetic counseling. Students will apply knowledge gained from the course content to launch their research project, which is a graduation requirement. Prerequisite for this course is acceptance into the program or approval from the program director. *Enrollment is limited to students in the GENC Program.*

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 51201 Research Methods in Genetic Counseling (1 Credit)

Introduction to research methodologies in genetic counseling. Students focus on developing research questions; reviewing the literature; methodology, and data analysis plans for their independent research or thesis project; and writing and submitting an IRB proposal. Prerequisites: successful completion of GENC 5052 Writing & Critical Analysis, acceptance in the program, a research advisor, and a research topic. *GENC 5141 requires a Pre-requisite of GENC 5052*
Instructor Consent Required

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. *Enrollment is limited to students in the GENC Program.*

GENC 51403 Counseling and Interviewing (3 Credits)

Builds on GENC 5013; continues to explore the psychological, familial, and sociological impact that genetic disease, developmental disability and birth defects have on individuals, families and society. More time is devoted to application of learned theory and concepts through role play and standardized patients at the clinical skills center. *GENC 5153 requires a prerequisite of GENC 5013 and enrollment in the GENC Program.*

GENC 51502 Human Population Genetics (2 Credits)

The basics of genetic epidemiology and population genetics, including interpretation of large-scale, population based genetic studies. The course will introduce and teach students to use probability theory, Hardy-Weinberg equilibrium, segregation and linkage analysis, and the Bayesian Theorem. *Enrollment is limited to students in the GENC Program.*

GENC 51602 Reproductive Genetic Counseling (2 Credits)

Reproductive genetics and genetic counseling concepts and skills will be reviewed and discussed. *Enrollment is limited to students in the GENC Program.*

GENC 51701 Teratology (1 Credit)

The course will present an overview of teratology. Information on known and potential human teratogens will be provided. Students will become familiar with major teratogen references and databases, and will practice strategies for informing patients and providers about teratogen information. *Enrollment is limited to students in the GENC Program.*

GENC 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. *Enrollment is limited to students in the GENC Program.*

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. *Enrollment is limited to students in the GENC Program.*

GENC 52102 Cancer Genetics (2 Credits)

The genetic basis of inherited cancer and cancer syndromes, with an overview of the development and treatment of these cancers. In addition, exploration of cancer genetics, patient education, and psychosocial adjustment to presymptomatic testing.

GENC 52202 Genetic Counseling Ethics I (2 Credits)

Methods of ethical case analysis through lecture, demonstrations, and problem-based learning. Focus will be placed on cases/situations that genetic counselors will encounter in everyday employment and other professional areas. *Enrollment is limited to students in the GENC Program.*

GENC 52302 Metabolic Genetics (2 Credits)

Information on inborn errors of metabolism: diagnosis, biochemical characteristics, inheritance, and treatment options. *Enrollment is limited to students in the GENC Program.*

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. *Enrollment is limited to students in the GENC Program.*

GENC 53102 Medical Genetics II (2 Credits)

This course will provide in-depth information on specialty areas in clinical genetics including psychiatric genetics, ocular genetics, ciliopathies, pharmacogenetics, and immunogenetics. Time will be devoted to topics of interest as identified by the class. Lectures will be geared towards practical knowledge for the new, clinical genetic counselor. *Enrollment is limited to students in the GENC Program.*

GENC 53201 Genetic Counseling Ethics II (1 Credit)

Methods of ethical case analysis through lecture, demonstrations, and problem-based learning. Focus will be placed on cases/situations that genetic counselors will encounter in everyday employment and other professional areas. *Enrollment is limited to students in the GENC Program.*

GENC 55003 Novice Clinical Clerkship (3 Credits)

Provide students with practical experience performing novice level genetic counseling skills. Students will observe and counsel patients under the supervision of board certified genetic counselors and/or medical geneticists. Prerequisite: Successful completion of GENC 5021 Clinical Observation II. *GENC 5513 requires the successful completion of GENC 5021.*

GENC 56003 Intermediate Clinical Clerkship (3 Credits)

Provide the student with practical experience performing intermediate level genetic counseling skills. Students will observe and counsel patients under the supervision board certified genetic counselors and/or medical geneticists. Prerequisite: Successful completion of GENC 5513 Novice Clinical Clerkship. *GENC 5613 requires a pre-requisite of GENC 5513*

GENC 57103 Advanced Clinical Clerkship (3 Credits)

Provide the student with practical experience performing advanced level genetic counseling skills to prepare the student for an entry level genetic counseling job. Students will observe and counsel patients under the supervision board certified genetic counselors and/or medical geneticists. Prerequisite: Successful completion of GENC 5613 Intermediate Clinical Clerkship. *GENC 5713 requires pre-requisite of GENC 5613.*

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. Prerequisites: Admission to the program and approval by the program director.

GENC 5700V Thesis in Genetic Counseling (1-6 Credits)

Independent study for thesis genetic counseling students. Thesis students must register for a total of six semester hours (2 credits for 3 semesters). Prerequisite: successful completion of the entire Genetic Counseling Program first year curriculum including GENC 5141 Research Methods in Genetic Counseling II. *Enrollment is limited to students in the GENC Program.*

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 AI in Interdisciplinary Geriatrics (4 Credits)

AI in Interdisciplinary Geriatrics

GERI 84102 Communicating with Older Adult (2 Credits)

Communicating with Older Adult

GERI 84304 Palliative Care/Hospice (4 Credits)

Palliative Care/Hospice

GERI 84504 Geriatric Inpatient Service/Consult (4 Credits)

Geriatric Inpatient Service/Consult

GERI 84604 AI in Interdisciplinary Geriatrics (4 Credits)

AI in Interdisciplinary Geriatrics

GERI 8420V Required Geriatrics on NW Campus (1-16 Credits)

Required Geriatrics on NW Campus

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 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 6436 Communication for Public Health Leaders (3 Credits)

Theoretical overview of organizational communication; includes communication flow, networks, organizational relationships, groups, conflict, language. Special topics may include teams in organizations, diversity, organizational politics, leadership, and change. The focus is on applying organizational communication theories and concepts to understand others better and to control one's own communication in organizations.

HBHE 6436 UALR: Communication for Public Health Leaders (3 Credits)

Theoretic overview of organization communication; includes communication flow, networks, organizational relationships, groups, conflict, language.

Prerequisites: Doctoral student standing in the UAMS Fay W. Boozman College of Public Health; successful completion of the public health sciences core courses, or permission of instructor.

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.

Department Consent Required

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. *HBHE 5225 requires prerequisites HBHE 5104 or permission of instructor.*

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's 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. *HBHE 5322 requires prerequisites of HBHE 5104 and HBHE 5220.*

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. Prerequisites: Completion of or concurrently enrolled in HBHE 5104: Introduction to Health Behavior and Health Education; or permission of instructor. *HBHE 5326 requires a pre-requisite or co-requisite of HBHE 5104 with a C or better; or permission of instructor.*

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 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 6021 requires doctoral student standing or permission of instructor.*

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. *HBHE 6120 requires prerequisites of NPHD 6102 and HBHE 6212.*

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. *HBHE 6212 requires prerequisites HBHE 6021 with a C or better; Doctoral student standing in the UAMS College of Public Health; or permission of instructor.*

HBHE 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. Prerequisites: Doctoral student standing in the UAMS Fay W. Boozman College of Public Health; successful completion of three public health sciences core courses; or permission of instructor.

Instructor Consent Required

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 effective health promotion activities. This course will review the literature on the psychosocial and biological components of stress; associations between stress and chronic health conditions; and issues surrounding assessment of stress. Students will apply the literature to the design of health promotion programs that are appropriate for populations experiencing high levels of stress. This course uses traditional approaches to learning (such as assigned readings, analysis, and discussion) combined with personal and group experiential learning.

HPMT 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. *Enrollment in this course is limited to students in the MHA Program.*

Department Consent Required

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 health care, health management, and health policy. *HPMT 51053 requires prerequisites of HPMT 51033 AND either BIOS 50133 or HPMT 52183 with grade C or better.*

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. *HPMT 5107 requires prerequisites HPMT 5003; HPMT 5103 with C or better; or permission of instructor.*

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, dietitians, psychologists, nurses, developmental pediatricians, dentists, and health care administrators. Legislative and policy issues such as Individuals with Disability Act, section 504 of the Rehabilitation Act, Olmstead Decision, and Americans with Disability Act, community-based care will be presented.

HPMT 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. Prerequisites: PBHL 5003: Introduction to Public Health; PBHL 5123: The Health Care System. *HPMT 5110 requires prerequisites HPMT 5003; HPMT 5103 with C or better.*

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 depth, 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. *Enrollment in this course is limited to students in the MHA Program.*

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. *Enrollment in this course is limited to students in the MHA Program.*

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 Introduction to Health Systems Financial Management (3 Credits)

Basic accounting/financial principles and practices as applied to health institutions and agency administration; emphasis on budgeting, financial analysis, cost management, third-party reimbursement systems; working capital management; capital investment decisions, and management of financial risk. *Enrollment in this course is limited to students in the MHA Program.*

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. *Enrollment in this course is limited to students in the MHA Program.*

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 obligations, 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. *HPMT 5202 requires prerequisite CPH 5003 with C or better.*

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. *HPMT 5203 requires prerequisites CPH 5003 and HPMT 5103 with a C or better.*

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. *Enrollment in this course is limited to students in the MHA Program.*

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. *Enrollment in this course is limited to students in the MHA Program.*

HPMT 52233 Seminar in Human Resources Management (3 Credits)

Variety of situations and techniques involved in the management of human resources in health care institutions, including ethics, recruitment, training and development, grievance procedures, wage and salary administration, affirmative action, labor unions, and professional credentials. *Enrollment in this course is limited to students in the MHA Program.*

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. Prerequisite: Completion of twenty-four (24) hours in the MHA program or permission of instructor.

Instructor Consent Required

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.

Instructor Consent Required

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. *HPMT 53333 requires a prerequisite of HPMT 51343. Enrollment is limited to students in the MHA Program.*

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's 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 5336 requires prerequisites of HPMT 52173 and HPMT 53363.*

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's course of studies; or permission of instructor. *HPMT 53403 requires a prerequisite of HPMT 51143. Enrollment in this course is limited to students in the MHA Program.*
Instructor Consent Required

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. *HPMT 53443 requires a prerequisite of HPMT 52183. Enrollment in this course is limited to students in the MHA Program.*

HPMT 54263 Racial and Ethnic Health Disparities (3 Credits)

This course explores racial and ethnic health disparities in the United States. Students will examine the literature on health and health care disparities; the historical and social structural determinants pertinent to the etiology of disparities; the role of genomics; and policy and programmatic strategies for reducing disparities. This course uses traditional approaches to learning (such as assigned readings, analysis, and discussion) combined with personal and group experiential learning. Students will be required to engage in active discussion of readings and to participate in service learning activities which will include preparation, reflection and practice components. Therefore students will spend time in class with instructors, online in group discussions, and as a group in the community with community based partners and instructors.

HPMT 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 measuring and implementing quality improvement initiatives using data driven techniques. The hybrid executive course format includes weekly online readings and discussion threads, as well as four onsite Saturday

sessions (4 hours each in duration). We use didactic instructions, case analyses and discussions, project team-based learning, and opportunities to learn via guest lectures from professional working with real-world health information systems and quality management systems.

HPMT 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. Prerequisites: HPMT 5114: Management of Health Care Organizations; or permission of instructor. *HPMT 5583 requires a pre-requisite of HPMT 5114 or permission of the instructor.*

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 modern administrator must possess to perform continuing surveillance of the strategic environment and to development of appropriate business plans. *HPMT 55883 requires a prerequisite of HPMT 51143. Enrollment in this course is limited to students in the MHA Program.*

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. *Graduate School or College of Public Health Doctoral Standing is required for enrollment.*

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. *HPMT 6203 requires a pre-requisite of CPH 5003 and HPMT 5103.*

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. *Graduate School or College of Public Health Doctoral Standing is required for enrollment.*

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. Prerequisites: Doctoral student standing in the UAMS Fay W. Boozman College of Public Health; successful completion of three public health sciences core courses; or permission of instructor. *Instructor Consent Required*

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. Prerequisites: Doctoral student status or permission of the instructor.

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. *Graduate School or College of Public Health Doctoral Standing is required for enrollment.*

HPMT 63203 Advanced Health Economics I: Demand for Health (3 Credits)

Examines theory and advanced methods for modeling the demand for health, health care, health insurance, and public health activities.

HPMT 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. *Graduate School or College of Public Health Doctoral Standing is required for enrollment.*

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 6324 requires prerequisite HPMT 6104 with C or better.*

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/ethnic, socioeconomic and gender disparities in health and health care, and covers research methods for investigating the causes and consequences of disparities. Prerequisites: HSRE 9011 and HSRE 9601

HPMT 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 6319: Implementation Research in Clinical Settings. That course provided foundational knowledge in implementation science theories/models/frameworks, implementation strategies and their evidence base, and common research designs in dissemination and implementation research. The course provides advanced knowledge across a limited range of implementation science topics, e.g., research design, partnering with relevant clinical/community partners, adapting interventions for special populations and contexts, and “de-

implementation” approaches and strategies. As well, this course provides opportunities for applying this knowledge in a variety of writing exercises including sections of research grant applications. Prerequisite: HPMT 6319 and doctoral student standing. *HPMT 6329 requires a prerequisite of HPMT 6319 and doctoral student standing.*

HPMT 64263 Racial and Ethnic Health Disparities (3 Credits)

This course explores racial and ethnic health disparities in the United States. Students will examine the literature on health and health care disparities; the historical and social structural determinants pertinent to the etiology of disparities; the role of genomics; and policy and programmatic strategies for reducing disparities. This course uses traditional approaches to learning (such as assigned readings, analysis, and discussion) combined with personal and group experiential learning. Students will be required to engage in active discussion of readings and to participate in service learning activities which will include preparation, reflection and practice components. Therefore students will spend time in class with instructors, online in group discussions, and as a group in the community with community based partners and instructors. *Graduate School or College of Public Health Doctoral Standing is required for enrollment.*

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.

Instructor Consent Required

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 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 course is an introduction to all components involved in using animals in biomedical research. This course has a wet-lab component which involves animal handling.

IBSD 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. Prerequisite: NBDS 5122 or course director's permission. *IBSD 5105 requires a Pre-requisite of NBDS 5122 with a C or better.*

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 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 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 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 5150V Masters Thesis (I, II, S) (1-6 Credits)

Prerequisites: Graduate student standing and preceptor consent.

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 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. *IBSD 5803 requires a prerequisite of IBSD 5802.*

IBSD 6100V Special Topics in IBS (1–3 credit hours) (1-5 Credits)

(On demand) In-depth study of current topics in biomedical sciences or advanced study of specialized topics not covered elsewhere. Instructional techniques may include directed reading, group discussion, lectures, web-based instruction or other innovative methods. Performance evaluation may be based on participation, graded discussion, student presentations or writing assignments.

IBSD 6200V Doctoral Dissertation (I, II, S) (1-9 Credits)

Prerequisite: Candidacy and Consent

INTM 8449 Climate Change and Health (2 Credits)

This course will explore aspects of climate change related to individual health, population health, and healthcare sustainability. Students will engage in course material through a fully virtual, longitudinal format at a self-directed pace.

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 84054 Internal Medicine (4 Credits)

Internal Medicine

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 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 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 8406V Internal Medicine (1-16 Credits)

Internal Medicine

INTM 8407V AI in Internal Medicine (1-16 Credits)

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 ECGs and rhythm strips. It is also designed to teach senior medical students how to do history and physical exam interpret data and formulate an assessment and plan for patients with basic arrhythmias in the inpatient and outpatient settings. Finally, the students will have the chance to observe procedures such as Pacemaker/Implantable Cardioverter Defibrillator implantations and Electrophysiological Study / Ablation procedures as well as performing direct current cardioversions.

INTM 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 perceived needs of the individual students. Credit in this course is variable, depending on the amount of time involved. (See Dr. Wheeler)

INTM 8424V Hematology/Onc - Basic Research (2-12 Credits)

Hematology/Onc - Basic Research

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 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.

Instructor Consent Required

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. *Enrollment in this class is limited to students admitted to the BS in Health Information Administration program.*

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. *Enrollment in this class is limited to students admitted to the BS in Health Information Administration program.*

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.

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.

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: Respiratory and Surgical Technologies, Respiratory Care

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.

ISHP 4304V Independent Study in Health Professions (1-5 Credits)**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.

LANG 5323 UALR: Second Lang Acq (3 Credits)**LAW 6362 UALR: Environmental Law (3 Credits)****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 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 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. Prerequisite: MBIM 5101 or consent. *MBIM 6101 requires a Pre-requisite of MBIM 5101 with a C or better.*

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. (alternates with MBIM 5903) Prerequisite: MBIM 5103 or consent of instructor *MBIM 5105 requires a Pre-requisite of MBIM 5103 with a C or better.*

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 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. Prerequisites: MBIM 5103, MBIM 5101 *MBIM 6104 requires a Pre-requisite of MBIM 5103 and MBIM 5101 with a C or better.*

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. MBIM 6105 (Spring) focuses on cross- and inter-disciplinary topics in pathogenesis and host defense, using concepts developed in MBIM 6104. *MBIM 6105 requires a Pre-requisite of MBIM 6104 with a C or better.*

MBIM 82034 Microbiology (4 Credits)

Microbiology

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 5203V Master's Thesis (1-6 Credits)

Prerequisite: graduate standing and consent.

MBIM 6203V Doctoral Dissertation (1-10 Credits)

Prerequisite: candidacy and consent

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. The course awards 2 credits for successful completion.

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 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 Womens Health (2 Credits)

Womens 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.

MEDH 8417V Religion and Medicine (1-16 Credits)

Religion and Medicine

MEDH 8418V Religion and Clinical Practice (1-16 Credits)

Religion and Clinical Practice

MEDI 84044 Infectious Disease NWA (4 Credits)

Infectious Disease NWA

MEDI 84054 Performance Measure/Quality Improve (4 Credits)**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 84141 Expert Systems in Medicine (1 Credit)

Expert Systems in Medicine

MEDI 84182 What to do when the pager goes off (2 Credits)

What to do when the pager goes off

MEDI 84201 Step 1/NBME Review (1 Credit)**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 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 84452 Harmony Health Clinic- Part 1 (0 Credits)

Harmony Health Clinic Senior Elective- Part 1

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 at H & Ps, physical exam, & Step 2 CS preparation. The senior student will also gain experience a leading small groups, giving lecture-style presentations, and compiling relevant information to be presented to juniors.

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 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 8406V Review Of Physiology (1-16 Credits)

Review Of Physiology

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 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 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 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 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 in. The hour(s) for the course will post on the student's 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 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 8446V Harmony Health Clinic- Part 2 (2-4 Credits)

Harmony Health Clinic Senior Elective- Part 2

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 Lab for Distance Learners (1 Credit)

Laboratory course to accompany the MLSC 4316 Immunohematology Lecture course for distance students. Emphasis is on testing methods to assure the safe and effective transfusion of blood components. Includes techniques to manage maternal and neonatal blood incompatibilities.

MLSC 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)

Laboratory for Immunohematology 4316. Emphasis is on testing methods to assure the safe and effective transfusion of blood components. Includes techniques to manage maternal and neonatal blood incompatibilities.

MLSC 41171 Molecular Diagnostic Laboratory (1 Credit)

Laboratory for Molecular Diagnostics 4217. Emphasis on basic molecular techniques such as DNA extraction and quantitation, restriction enzyme digestion, polymerase chain reaction and agarose gel electrophoresis.

MLSC 41201 Phlebotomy (1 Credit)

Lectures emphasize theory regarding blood collection procedures, and laboratory sessions introduce basic techniques for the collection of blood samples including venipuncture and capillary puncture. Clinical internship consists of supervised practice in the collection of blood samples.

MLSC 41261 Immunohematology Laboratory in Distance Learning (1 Credit)

Laboratory sessions designed to introduce basic laboratory techniques including but not limited to safety, pipetting, the use of basic instruments as well as techniques for the analysis of urine, cerebrospinal, and other body fluids.

MLSC 41271 Molecular Diagnostic Laboratory for Distance Learners (1 Credit)

Virtual laboratory experience for off-campus students to accompany MLSC 4217 Molecular Diagnostics course. Using distance learning technologies emphasis will be placed on basic molecular techniques such as DNA extraction and quantitation, restriction enzyme digestion, polymerase chain reaction and agarose gel electrophoresis.

MLSC 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. *Enrollment in MLSC 41301 is limited to students participating in the MLS program(s).*

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)

Laboratory for Hematology 4312. Emphasis on quantitative and qualitative techniques to evaluate the number, function and morphology of blood cells in bone marrow and peripheral blood. Includes testing methods to diagnose and monitor treatment for hematologic and hemostatic disorders.

MLSC 42142 Parasitology (2 Credits)

Pathogenic parasites and viruses are covered. Emphasis is on the identification of parasites and the clinical significance of viruses. Epidemiology is included as appropriate.

MLSC 42152 Clinical Microbiology Laboratory (2 Credits)

Laboratory for the Clinical Microbiology course. Emphasis is on the laboratory procedures for isolating, culturing, and identifying microorganisms.

MLSC 42162 Chemistry Case Development & Review (2 Credits)

The student will apply the theory and skills acquired from MET 3110 and MET 4514 and gain experience in the analysis of clinical chemistry test results. Students will analyze and correlate the relationship between laboratory results, diagnoses and/or the progression of the disease. In addition to a comprehensive review of all clinical chemistry principles, students will develop a case study that will demonstrate the inter-professional nature of the delivery of health care today and the importance of laboratory results. *MLSC 4216 requires a prerequisite of MLSC 4514.*

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 Lab for Distance Learners (2 Credits)

Laboratory course to accompany the MLSC 4312 Hematology Lecture course for distance students. Emphasis on quantitative and qualitative techniques to evaluate the number, function and morphology of blood cells in bone marrow and peripheral blood. Includes testing methods to diagnose and monitor treatment for hematologic and hemostatic disorders.

MLSC 42232 Body Fluids (2 Credits)

Theory and techniques of analyzing urine, cerebrospinal, synovial, amniotic, and other body fluids. Correlates chemical, cellular, and microbiological findings in normal and disease states.

MLSC 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. *Course enrollment is limited to MLS or MLT students.*

MLSC 42302 Hematology Case Development & Review (2 Credits)

In MLSC 4232 the student will apply the theory and skills acquired from MLSC 4212 (MLSC 4212) and MLSC 4312 (MLSC 4312) and gain experience in the analysis of clinical hematology test results. Students will analyze and correlate the relationship between laboratory results, diagnoses and /or the progression of the disease. In addition to a comprehensive review of all clinical hematology principles students will develop a case study that will demonstrate the inter-professional nature of the delivery of health care today and the importance of laboratory results. *MLSC 4232 requires prerequisites of MLSC 4222 and MLSC 4312.*

MLSC 42352 Microbiology Case Development & Review (2 Credits)

The student will apply the theory and skills acquired from MET 4214 and MET 4315 and gain experience in the analysis of clinical microbiology test results. Students will analyze and correlate the relationship between laboratory results, diagnoses and/or the progression of the disease. In addition to a comprehensive review of all clinical microbiology principles, students will develop a case study that will demonstrate the inter-professional nature of the delivery of health care today and the importance of laboratory results. *MLSC 4235 requires prerequisites of MLSC 4236 and MLSC 4315.*

MLSC 42362 Clinical Microbiology Laboratory for Distance Learning (2 Credits)

Laboratory component to accompany MLSC 4315 Clinical Microbiology for distance students. Emphasis on the laboratory procedures for isolating, culturing, and identifying microorganisms.

MLSC 42402 Blood Bank Case Development & Review (2 Credits)

The student will apply the theory and skills acquired from MET 4316 and MET 4311 and gain experience in the analysis of transfusion services test results. Students will analyze and correlate the relationship between laboratory results, diagnoses and/or the progression of the disease. In addition to a comprehensive review of all transfusion services principles, students will develop a case study that will demonstrate the inter-professional nature of the delivery of health care today and the importance of laboratory results. *MLSC 4241 requires prerequisites of MLSC 4126 and MLSC 4316.*

MLSC 43103 Immunology (3 Credits)

Introduction to the mechanisms of normal and abnormal immune response. Emphasis on laboratory diagnosis by agglutination, precipitation, immunofluorescence and enzyme immunoassay.

MLSC 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)

Pathogenic microorganisms are covered. Emphasis is on isolation, cultivation, and identification. Fundamental microbiology, epidemiology and pathogenesis are also included as appropriate.

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 a six-week supervised practical experience in the blood bank and transfusion services in the clinical laboratory. Emphasis will be given to on principles, procedures, and quality assurance. Includes management practices and development of professional behavior.

Department Consent Required

MLSC 43224 Chemistry Extended Clinical Internship (4 Credits)

This course reinforces previously learned content by providing hands on clinical experience through a six-week supervised practical experience in the clinical chemistry laboratory. Emphasis is placed on procedures, techniques, diagnostic correlations, quality assurance, management practices and development of professional behavior.

Department Consent Required

MLSC 43234 Hematology Extended Clinical Internship (4 Credits)

This course reinforces previously learned content by providing hands on clinical experience through a six-week supervised practical experience in the hematology and coagulation clinical laboratory. Emphasis will be given to on principles, procedures, and quality assurance. Includes management practices and development of professional behavior.

Department Consent Required

MLSC 43244 Microbiology Extended Clinical Internship (4 Credits)

This course reinforces previously learned content by providing hands on clinical experience through a six-week 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.

Department Consent Required

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 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 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 (0 Credits)

Practice of Medicine (POM) is a two-year curriculum designed to teach the skills, knowledge, and attitudes fundamental to clinical medicine. In the Practice of Medicine-1 and 2 courses, our goal is to give you the beginning basic skills required to become a physician and the essentials to clinical medicine which will enable you to be a caring, skilled, knowledgeable, and compassionate physician.

MODU 81564 Practice of Medicine 1- Part 2 (8 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 82033 Hematology (3 Credits)

Hematology

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 (0 Credits)

Practice of Medicine (POM) is a two-year curriculum designed to teach the skills, knowledge, and attitudes fundamental to clinical medicine. In the Practice of Medicine-1 and 2 courses, our goal is to give you the beginning basic skills required to become a physician and the essentials to clinical medicine which will enable you to be a caring, skilled, knowledgeable, and compassionate physician.

MODU 82562 Practice of Medicine 2- Part 2 (4 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 83551 Practice of Medicine 3- Part 1 (1 Credit)

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 83561 Practice of Medicine 3- Part 2 (1 Credit)

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.
Prerequisite MODU 8301a. *MODU 8301b requires prerequisite MODU 8301a.*

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.

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 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 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.

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. Prerequisite: consent of the Course Director.

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 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. Prerequisites: Basic Neuroscience (NBDS 5106), or laboratory experience using electrophysiology or imaging, and consent of the Course Director. *NBDS 5123 requires a Pre-requisite of NBDS 5106 with a C or better and instructor consent.*

Instructor Consent Required

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.

Prerequisites: Consent of instructor.

Instructor Consent Required

NBDS 5107V Research (I, II, S) (1-9 Credits)

Credits to be arranged.

NBDS 5110V Special Topics in Neurobiology (1-3 Credits)

This course gives in-depth consideration of topics of current research significance and specialized subjects that are not covered in general courses.

Topics vary by year. Representative topics include: cellular neuroscience, neuroendocrinology, neurodegeneration, and glial biology. May be taken for multiple credits to a maximum of 6 hours.

NBDS 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 84044 Neurology (4 Credits)

To gain experience, under supervision, in the office and hospital management of most common conditions encountered in private practice neurology office.

NEUR 84084 Advanced Neurology (4 Credits)

Advanced Neurology

NEUR 8400V Clinical Study - Neurology (2-12 Credits)

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 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. Prerequisite: NMIS 4213. *NMIS 4221 - Health Physics requires a prerequisite of NMIS 4213 - Nuclear Physics.*

NMIS 42232 Instrumentation II (2 Credits)

Advanced application of radiation detection theory and instrumentation. Prerequisite: NMIS 4214. *NMIS 4223 requires a pre-requisite of NMIS 4214*

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. *NMIS 4221 requires a pre-requisite of NMIS 4213*

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. Prerequisite: NMIS 4115. *NMIS 4225 requires a pre-requisite of NMIS 4115*

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. Prerequisite: NMIS 4312. *NMIS 4322 requires a pre-requisite of NMIS 4312*

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. Prerequisite: NMIS 4517. *NMIS 4524 requires a pre-requisite of NMIS 4517*

NMIS 45375 Clinical Internship III (4 Credits)

Continuation of clinical course work at the advanced level. Prerequisite: NMIS 4524. *NMIS 4431 requires a pre-requisite of NMIS 4524*

NMIS 4740V Clinical Internship IV (1-4 Credits)

Based on individual needs and prior clinical experiences, the student may elect to continue clinical course work at the advanced level. Prerequisite: consent of the faculty.

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 4218 Capstone II Accelerated (1 Credit)

Capstone I/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 4613 Leadership & Professionalism in Nursing Practice (3 Credits)

Leadership and Professionalism in Nursing Practice addresses professional development needed to enhance nursing practice.

NURS 4614 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 31105 Foundations of Professional Nursing I Theory & Practicum (5 Credits)

Foundations of Professional Nursing I explores concepts, theories, and principles inherent in the beginning professional role and competencies of the generalist nursing practice and applies this knowledge to clinical. Identified select human needs, nursing process and bedside nursing skills are presented and in simulated and controlled clinical settings. Enrollment is limited to students in N-BSN Program. *Enrollment is limited to students in N-BSN Program.*

NURS 31132 Clinical Pharmacology in Nursing I (2 Credits)

An introduction to pharmacotherapeutics, medication administration, major drug classifications, and the implications of medication administration for nursing care.

Enrollment is limited to students in N-BSN Program. *Enrollment is limited to students in N-BSN Program.*

NURS 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. Prerequisites: NURS 3110, NURS 3112, NURS 3215.

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. Prerequisites: NURS 3110, NURS 3112, and NURS 3215. Co-requisite: Junior level courses.

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.

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.

NURS 32132 Clinical Pharmacology in Nursing II (2 Credits)

Builds on knowledge from NURS 3111, focusing on selected drug classifications. Relates principles of pharmacokinetics, pharmacodynamics, and pharmacotherapeutics to drug therapy. Emphasizes application of knowledge in nursing care. Prerequisites: NURS 3110, NURS 3111, NURS 3112, NURS 3215. Corequisites: NURS 3116 and NURS 3117.

NURS 32156 Foundations of Professional Nursing II (5.5 Credits)

Further develops the professional role through integration of content with previous courses. Introduces care of the family, perioperative nursing, planning and implementation of patient care and basic illness by system. All learned skills are performed in simulated and clinical settings. Uses the nursing process to provide nursing care to clients across the lifespan. 112.5 hours of clinical practice. Prerequisites: NURS 3110, NURS 3112.

NURS 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 3216 requires prerequisites of NURS 3114, NURS 3115, and NURS 3119. NURS 3216 requires corequisites of NURS 3116, NURS 3117, and NURS 3211.*

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 3217 requires prerequisites of NURS 3114, NURS 3115, NURS 3116, NURS 3117, NURS 3119, NURS 3211, and NURS 3216.*

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 32901 requires corequisites of NURS 31146 and NURS 33065, and enrollment in the Accelerated BSN Program.*

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 3302 requires prerequisites of NURS 3112, NURS 3301, and NURS 3306. NURS 3302 requires corequisites of NURS 3303, NURS 3307, NURS 3308, NURS 3309, and NURS 3310, and enrollment in the Accelerated BSN Program.*

NURS 33033 Professional Nursing III: 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 3303 requires prerequisites of NURS 3112, NURS 3301, and NURS 3306. NURS 3303 requires corequisites of NURS 3302, NURS 3307, NURS 3308, NURS 3309, NURS 3310, and enrollment in the Accelerated BSN Program.*

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 33043 requires prerequisites of NURS 31146, NURS 32901, NURS 33002, NURS 33033, NURS 33065, NURS 33072, NURS 33082, NURS 33097, NURS 33105. NURS 33043 requires corequisites of NURS 33137, NURS 33144, NURS 33157, and enrollment in the AN-BSN Program.*

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 3305 requires prerequisites of NURS 3112, NURS 3301, NURS 3303, NURS 3304, NURS 3306, NURS 3307, NURS 3309, NURS 3310, NURS 3311, NURS 3312, AND NURS 3313, and enrollment in the Accelerated BSN Program.*

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 33065 requires corequisites of NURS 31146 and NURS 32901, and enrollment in the Accelerated BSN program.*

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 3307 requires prerequisites of NURS 3112, NURS 3301, and NURS 3306. NURS 3307 requires corequisites of NURS 3302, NURS 3303, NURS 3308, NURS 3309, and NURS 3310, and enrollment in the Accelerated BSN Program.*

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 3308 requires prerequisites of NURS 3112, NURS 3301, and NURS 3306. NURS 3308 requires corequisites of NURS 3302, NURS 3303, NURS 3307, NURS 3309, and NURS 3310, and enrollment in the Accelerated BSN Program.*

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 3309 requires prerequisites of NURS 3112, NURS 3301, and NURS 3306. NURS 3309 requires corequisites of NURS 3302, NURS 3303, NURS 3307, NURS 3308, NURS 3310, and enrollment in the Accelerated BSN Program.*

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 3310 requires prerequisites of NURS 3112, NURS 3301, and NURS 3306. NURS 3310 requires corequisites of NURS 3302, NURS 3303, NURS 3307, NURS 3308, NURS 3309, and enrollment in the Accelerated BSN Program.*

NURS 33137 Health and Illness Concepts III: 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 33137 requires prerequisites of NURS 32901, NURS 33002, NURS 33033, NURS 33065, NURS 33072, NURS 33082, NURS 33097, NURS 33105, NURS 33146. NURS 33137 requires corequisites of NURS 33043, NURS 33144, NURS 33157, and enrollment in the AN-BSN Program.*

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 33144 requires prerequisites of NURS 31146, NURS 32901, NURS 33002, NURS 33033, NURS 33065, NURS 33072, NURS 33082, NURS 33097, NURS 33105. NURS 33144 requires corequisites of NURS 33043, NURS 33137, NURS 33157 and enrollment in the AN-BSN Program.*

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 33157 requires prerequisites of NURS 31146, NURS 32901, NURS 33002, NURS 33033, NURS 33065, NURS 33072, NURS 33082, NURS 33097, NURS 33105. NURS 33157 requires corequisites of NURS 33043, NURS 33137, NURS 33144, and enrollment in the AN-BSN Program.*

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 3314 requires prerequisites of NURS 3112, NURS 3301, NURS 3303, NURS 3304, NURS 3306, NURS 3307, NURS 3309, NURS 3310, NURS 3311, NURS 3312, AND NURS 3313. NURS 3314 requires a corequisite of NURS 3305, and enrollment in the Accelerated BSN Program.*

NURS 40152 Summer Extern Program and Role Seminar (undergraduate) (2 Credits)**NURS 41103 Introduction to Research and Evidence-Based Practice (2 Credits) 12:00:00 AM**

Introduction to research methodology, critical appraisal of research literature, application of findings to nursing practice, and identification of clinical problems for study. Prerequisites: All Junior level courses.

NURS 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. Prerequisites: All Junior level courses.

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. Pre- or Co-requisite: NURS 4131 *NURS 4132 requires a pre- or co-requisite of NURS 4131.*

NURS 41353 Nursing Leadership & Management (3 Credits)

Nursing Leadership and Management integrates concepts of leadership, management, communication, delegation, conflict resolution, ethics, and organizational structure. Pre- or Corequisite: NURS 4131 *NURS 4135 requires a pre-requisite of NURS 4131.*

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. Prerequisites: All Foundation level and Junior level courses.

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. Prerequisites: All Foundation level and Junior level courses.

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. Prerequisites: All Foundation level and Junior level courses.

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 4216 requires prerequisites of NURS 3114, NURS 3115, NURS 3116, NURS 3117, NURS 3119, NURS 3211, and NURS 3216. NURS 4216 requires corequisites of either NURS 4114, NURS 4212 and NURS 4213 OR NURS 4114, NURS 4112 and NURS 4211.*

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. Pre- or Co-requisite: NURS 4131 *NURS 4235 requires a pre- or co-requisite of NURS 4131.*

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 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. Prerequisites: All Foundation Level and Junior Level 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. Pre-requisites: All RN-BSN or RN-MNSc Courses.

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. Pre-Requisites: All RN-BSN or RN-MNSc coursework. Co-requisite: NURS 4930 Capstone I. *NURS 4931 requires a co-requisite of NURS 4930.*

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. *Enrollment in NURS 5101 is limited to students enrolled in the MNSC and BSN to DNP programs.*

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. *Enrollment in NURS 5102 is limited to students in the MNSC or BSN-DNP programs.*

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. *Enrollment in NURS 5103 is restricted to students in the College of Nursing MNSc, DNP, or PhD in Nursing Science programs.*

NURS 51052 Community Concepts for Advanced Practice Nursing (2 Credits)

An analysis of both community oriented principles and health promotion strategies that are critical in implementing the advanced practice nursing role.

NURS 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 5110 requires a pre-requisite of NURS 5102, 5103, 5305, and 5306. NURS 5305 and 5306 must be completed with a grade of B or better. NURS 5110 has a co-requisite of NURS 5111 or 7215 and enrollment in the FNP specialty.*

NURS 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 5111 requires prerequisites of NURS 5102, 5103, 5305, and 5306. NURS 5111 requires a corequisite of NURS 5110, and is limited to graduate students in the FNP specialty track.*

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 5114 requires pre-requisites of NURS 5102, 5103, 5305, and 5306. NURS 5305 and 5306 must be completed with a grade of B or better. NURS 5114 requires a co-requisite of NURS 5212 or 7213 and enrollment in an FNP specialty.*

NURS 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. Pre-requisites: NURS 5102, NURS 5103, NURS 5305, NURS 5306. Co-requisite: NURS 5116. *NURS 5115 requires a pre-requisite of NURS 5102, 5103, 5305, and 5306. NURS 5305 and 5306 must be successfully completed with a grade of "B" or better. NURS 5115 has a co-requisite of NURS 5116 or 7214 and enrollment in the FNP specialty.*

NURS 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 5116 requires prerequisites of NURS 5102, 5103, 5305, and 5306. NURS 5116 has a corequisite of NURS 5115 and is limited to graduate students enrolled in the FNP specialty track.*

NURS 51202 Advanced Pediatric Health Assessment & Diagnostic Reasoning Theory (2 Credits)

Synthesizes history-taking and physical examination; laboratory/diagnostic data interpretation; diagnostic reasoning and clinical decision-making for advanced nursing practice with culturally diverse pediatric clients and/or their families. This course is the first in the sequence of courses, and is pre-requisite to specialty clinical courses. *NURS 5120 requires prerequisites of NURS 5102 OR NURS 5103. NURS 5120 requires corequisites of NURS 5121, and either NURS 5102 OR NURS 5103.*

NURS 51231 Advanced Pediatric Health Assessment and Diagnostic Reasoning Practicum (1 Credit)

Performance and interpretation of assessment and diagnostic techniques for advanced nursing practice in the pediatric specialty. This course is the first in the sequence of clinical courses, and is pre-requisite to other clinical courses. *NURS 5121 requires a prerequisite of NURS 5102 OR 5103. NURS 5121 requires a corequisite of NURS 5120, and either NURS 5102 OR NURS 5103.*

NURS 51243 Pediatric Primary Care Nursing Practicum I (3 Credits)

Provides a background in health promotion. Students learn a variety of clinical modalities including physical and developmental assessment techniques; approaches to facilitate children's growth and development; and management strategies for common developmental concerns. Public policy initiatives and research findings are integrated into clinical practice. To complete 270 hours clinical practice. *NURS 5124 requires prerequisites of NURS 5103, 5102, 5120, and 5121 with grades of C or better. NURS 5124 requires a corequisites of NURS 5127 NURS 5222 and enrollment in a Pediatric NP specialty.*

NURS 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 5127 requires pre-requisites of NURS 5102, 5103, 5120, and 5121 or consent of the instructor. NURS 5127 requires a co-requisite of NURS 5124, 5128, 7120, or 7125 and enrollment in a pediatric NP specialty.*

NURS 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 5128 requires pre-requisites of NURS 5102, 5103, 5120 and 5121. NURS 5128 requires a corequisites of NURS 5127 and NURS 5222 and enrollment in a pediatric NP specialty.*

NURS 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 5140 requires prerequisites of NURS 5102, NURS 5103, NURS 5305, and NURS 5306. NURS 5140 requires a corequisite of NURS 5248 or 7240, and enrollment in Adult Gerontology Primary Care Specialty.*

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 5142 requires prerequisites of NURS 5140 and NURS 5248. NURS 5142 requires a corequisite of NURS 5246 and enrollment in the AGPC specialty.*

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 5151 requires pre-requisites of NURS 5102, 5103, 5305, and 5306. NURS 5151 requires co-requisites of NURS 5155 and 5158 or 7551. Enrollment is limited to students in the PMHN specialty. NURS 51513 requires prerequisites of NURS 51033 and NURS 51043, and a corequisite of NURS 53052.

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 5155 requires a pre-requisite of NURS 5102, 5103, 5305, and 5306. NURS 5155 has a co-requisite of NURS 5151 and 5158 or 7551. Enrollment is limited to students in the PMHN specialty.*

NURS 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 5158 requires pre-requisites: NURS 5102, 5103, 5305, and 5306. Co-requisites: NURS 5155 and 5151. NURS 5158 requires enrollment in MNsc Program.*

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 5185 requires a pre-requisite of NURS 5102, 5103, 5306, and 5305 with a grade of C or better and enrollment in the AGAC specialty. NURS 5185 has a co-requisite of NURS 5186 for MNsc students or NURS 7180 for BSN-DNP students *NURS 5185 requires a pre-requisite of NURS 5102, 5103, 5306, and 5305 with a grade of B or better and enrollment in the AGAC specialty. NURS 5185 has a co-requisite of NURS 5186 for MNsc students or NURS 7180 for BSN-DNP students.*

NURS 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 5186 requires prerequisites of NURS 5102, 5103, 5305, and 5306. NURS 5186 has a corequisite of NURS 5185.*

NURS 51903 Integrated Health Assessment and Pathophysiology (3 Credits)

This course synthesizes the physical assessment of body systems and related pathophysiology. This course focuses on the comprehensive examination of the pathophysiological processes and the physical and mental health assessment across the lifespan of clients under the advanced practice care of a case manager.

NURS 51933 Concepts and Roles of Case Management (3 Credits)

This course appraises the concepts, roles, and evolution of the case manager in various health care environments.

NURS 51943 Process of Case Management (3 Credits)

Exploration, analysis, and application of case management principles related to the process of case management.

NURS 52031 Introduction to Professional Practice Management (1 Credit)

Discussion and analysis regarding the evolution of contemporary advanced practice nursing (APRN). Topics include, but are not limited to, historical development of the APRN role, legislative authority defining scope of practice, health care delivery systems, and professional liability. Course content is designed to facilitate student's APRN role assimilation. *NURS 5202 requires a pre- or co-requisite of NURS 4131 or standing as a College of Nursing graduate student. NURS 5202*

NURS 52041 Advanced Professional Practice Management (1 Credit)

Discussion and analysis regarding practice management of contemporary advanced practice nursing (APRN). Topics include, but are not limited to, QA/risk management, reimbursement, coding, APRN contract negotiation, health policy formulation, state cross-border practice differences, and professional advocacy. Course content is designed to facilitate student's postgraduate implementation of the APRN role. Pre-requisite: NURS 5202. Co-requisite: Concurrent enrollment in one clinical course in specialty (advanced health assessment excluded). *NURS 5203 requires a pre-requisite of NURS 5202 with a grade of C or better and one clinical course in specialty (not Health Assessment).*

NURS 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. Prerequisite: Consent

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. *Enrollment in NURS 5205 is restricted to students pursuing the MNsc or the DNP via the BSN-DNP pathway.*

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.

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 5212 requires pre-requisites of NURS 5102, 5103, 5305, and 5306. NURS 5305 and 5306 must be successfully completed with a grade of "B" or better. NURS 5212 requires a co-requisite of NURS 5114 and enrollment in a CON FNP Specialty.*

NURS 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. *For MNsc: NURS 52204 requires prereqs of NURS 52233, NURS 51273, NURS 51283, NURS 52262, NURS 52243, and a coreq of NURS 52303. For DNP: NURS 52204 requires prereqs of NURS 52233, NURS 51273, NURS 52243, NURS 71203, NURS 72203, and a coreq of 73206.*

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 5222 requires prerequisites of NURS 5120 and NURS 5121. NURS 5222 requires a corequisite of NURS 5127 and one of the following: NURS 5124, 5128, 7120, or 7125.*

NURS 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. *For MNsc: NURS 52243 requires prerequisites of NURS 52233, NURS 51273, NURS 51283, and a corequisite of NURS 52262. For DNP: NURS 52243 requires prerequisites of NURS 52233, NURS 51273, NURS 71203, and a corequisite of NURS 72203.*

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 5224 requires prerequisites of NURS 5124, NURS 5127, and NURS 5222. NURS 5224 requires a corequisite of NURS 5229 and enrollment in a Pediatric NP specialty.*

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. *For MNsc: NURS 52262 requires prerequisites of NURS 52233, NURS 51273, NURS 51283, and a corequisite of NURS 52243. For DNP: NURS 52262 requires prerequisites of NURS 52233, NURS 51273, NURS 71203, and a corequisite of NURS 52243.*

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 5227 requires prerequisites of NURS 5127, NURS 5229, and NURS 5224 or NURS 7225. NURS 5227 requires a corequisite of NURS 5329 and enrollment in a Pediatric NP specialty.*

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 5229 requires prerequisites of NURS 5120, 5121, 5127 and NURS 5222. NURS 5229 requires a corequisite of one of the following courses: NURS 5224, 5225, 7220, or 7225.*

NURS 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 5230 requires a prerequisite of NURS 5225 OR NURS 7220. NURS 5230 requires a corequisite of NURS 5221 OR NURS 7320.*

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. *Master's level Pre-requisites: NURS 5140, 5248, 5246, and 5142; co-requisites: NURS 5241.*

Doctoral level Pre-requisites: NURS 5140, 7240, 5246, and 7140; co-requisites: NURS 7340.
Enrollment in the AGPC specialty is required.

NURS 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. Prerequisites: NURS 5142, NURS 5246, NURS 5140, and NURS 5248 or consent of instructor. Corequisites: NURS 5240 and enrollment in the MNSc or BSN to DNP Programs. *NURS 5241 requires pre-requisites of NURS 5142, NURS 5246, NURS 5140, and NURS 5248 or consent of the instructor. NURS 5241 requires a co-requisite of NURS 5240 and enrollment in the Adult Gerontology Primary Care Specialty.*

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 health problems, treatment, and legal issues for adult-gerontology primary care advanced practice registered nurse practitioners treating adults. *NURS 5246 requires prerequisites of NURS 5140 and one of the following: NURS 5248 or NURS 7240. NURS 5246 requires corequisites of NURS 5142 or NURS 7140, and enrollment in the AGPC specialty.*

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. Pre-requisites NURS 5142, NURS 5246 or consent; Co-requisite; NURS 5140. *NURS 5248 requires pre-requisites of NURS 5142 and 5246 or consent of the instructor. NURS 5248 requires a co-requisite of NURS 5140.*

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 5269 requires prerequisites of NURS 5205, NURS 5270, NURS 5272, and NURS 7112. NURS 5269 requires a corequisite of NURS 5275, and enrollment in the Nursing Administration Specialty.*

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 conceptual and theoretical foundation for advanced practice registered nurses in adult gerontology acute care nursing. Management of commonly occurring acute and chronic alterations in health patterns, ethical and legal standards of practice, access to community resources, and case management are emphasized. *NURS 5285 requires a pre-requisite of NURS 5185 and 5186 or 7180 with a grade of C or better and enrollment in the AGAC specialty. NURS 5285 has a co-requisite of NURS 5286 or 7280.*

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 5286*

requires a pre-requisite of NURS 5185 and 5186 with a grade of C or better and enrollment in the MNSC program or BSN-DNP program. NURS 5286 has a co-requisite of NURS 5285.

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 53053 requires pre- or corequisites of NURS 51033 and NURS 51043.*

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 5329 requires prerequisites of NURS 5127, NURS 5222, NURS 5224, and either NURS 5229 or NURS 7225. NURS 5329 requires a corequisite of NURS 5227 or 7325.*

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. *For MNSc: NURS 53573 requires prerequisites of NURS 51513, 51553, 51583, 52574, and 52582, and a corequisite of NURS 53584. For DNP: NURS 53573 requires prerequisites of NURS 51513, 51553, 52574, 75503, and 75533, and a corequisite of NURS 75546.*

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). *For MNSc: NURS 53584 requires prerequisites of NURS 51513, 51553, 51583, 52574, and 52582, and a corequisite of NURS 53573.*

For DNP: NURS 53584 requires prerequisites of NURS 51513, 51553, 52574, 75503, and 75533, and a corequisite of NURS 53573.

NURS 53693 Nursing Administration Practicum II (3 Credits) 12:00:00 AM

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 5369 requires prerequisites of NURS 5205, NURS 5269, NURS 5270, NURS 5272, NURS 5273, NURS 5275, and NURS 7112, and enrollment in the Nursing Administration Specialty.*

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 53796 requires prerequisites of NURS 52703, NURS 52743, NURS 52753, NURS 52765, and NURS 71133 with a grade of C or better.*

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 5385 requires prerequisites of NURS 5285 and 5286. NURS 5385 has a corequisite of NURS 5386 for MNSc or NURS 7380 for BSN-DNP.*

NURS 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 5386 requires prerequisites of NURS 5185, 5186, 5285 and 5286. NURS 5386 requires a corequisite of NURS 5385 and enrollment in the AGAC specialty.*

NURS 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 5395 requires a prerequisite of NURS 5175 and corequisites of NURS 5178 and NURS 5179.*

NURS 53973 Case Management Practicum I (3 Credits)

This course focuses on the practical application of case management in various health care settings. *NURS 5397 requires prerequisites of NURS 5192 and NURS 5193. NURS 5397 requires a corequisite of NURS 5297, and enrollment in the Case Management program of study.*

NURS 54973 Case Management Practicum II (3 Credits) 12:00:00 AM

This course focuses on the practical application of case management in various facilities supporting outpatient and inpatient health care. *NURS 5497 requires prerequisites of NURS 5192, NURS 5193, NURS 5297, and NURS 5397. Enrollment is limited to students in the Case Management program of study.*

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 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. Prerequisite: Consent if not a CON PhD Student. *NPHD 6105 requires enrollment in the Nursing Sciences PhD program or consent.*

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. Pre-requisite: *NPHD 6102 NPHD 6108 requires a pre-requisite NPHD 6102 with a C or better.*

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. *NPHD 6112 requires prerequisites of NPHD 6102, NPHD 6103, NPHD 6105, and NPHD 6118*

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 NPHD 6110: Leadership in Healthcare Systems. This is a field-based experiential course. *NPHD 6115 requires a prerequisite of NPHD 6110.*

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. *Enrollment in NPHD 6117 requires doctoral student standing.*

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 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. *NPHD 6113 requires prerequisites of NPHD 6102, NPHD 6103, NPHD 6112, NPHD 6118, BIOS 5013, and BIOS 5212.*

NURS 62153 Grant Writing and Development (3 Credits)

Develops skills needed to conduct preliminary pilot studies and prepare a grant proposal. *NPHD 6113 requires prerequisites of NPHD 6102, NPHD 6103, NPHD 6112, NPHD 6118, BIOS 5013, and BIOS 5212.*

NURS 62171 Research Practicum (1 Credit)

Develop research skills needed to conduct dissertation study. *NPHD 6116 requires prerequisites of NPHD 6102, NPHD 6103, BIOS 5013, BIOS 5212, and BIOM 5108. NPHD 6116 requires corequisites of NPHD 6112 and NPHD 6118.*

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. *Enrollment in NURS 7105 is restricted to students in the College of Nursing DNP, PhD, or MNSc programs.*

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. *Enrollment in this course requires DNP student standing.*

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. *Enrollment in NURS 7114 requires standing as a DNP student.*

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. *Enrollment in NURS 7115 is limited to students in the Doctor of Nursing Practice Program.*

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 7116 requires a corequisite of one of the following courses: NURS 7120, NURS 7125, NURS 7180, NURS 7215, NURS 7240, NURS 7401, OR NURS 7551.*

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. *Enrollment in this course is limited to DNP Students only.*

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. *Enrollment in this course requires DNP student standing.*

NURS 71203 DNP Pediatric Acute Care Practicum I (3 Credits)

Practicum focus is on decision-making skills in the management of pediatric patients in a variety of settings with commonly occurring acute and chronic alterations in health patterns. Aspects of health promotion, screening and early detection, and high quality, cost-effective care are emphasized. Clinical practice consists of 180 hours. *NURS 7120 requires prerequisites of NURS 5120 and NURS 5121. NURS 7120 requires corequisites of NURS 5127 and NURS 5222 and enrollment in CON.*

NURS 71253 DNP Pediatric Primary Care Practicum I (3 Credits)

Provides a background in health promotion. Students learn a variety of clinical modalities including physical and developmental assessment techniques; approaches to facilitate children's growth and development; and management strategies for common developmental concerns. Public

policy initiatives and research findings are integrated into clinical practice. 180 hours clinical practice. *NURS 7125 requires prerequisites of NURS 5102, NURS 5103, NURS 5120, and NURS 5121.*

NURS 7125 requires corequisites of NURS 5127 and NURS 5222 and CON admission

NURS 71403 DNP Adult Gerontology Primary Care Psychiatric Nursing Practicum (3 Credits)

Application of knowledge and clinical skills as an adult-gerontology primary care nurse practitioner in the management of acute and chronic psychiatric problems and promotion of mental health in adults across the life span. Emphasis is on assessment, diagnosis, and interventions, as well as application of primary care and case management services in a diverse setting in collaboration with inter-professional health care providers. *NURS 7140 requires prerequisites of NURS 5140 and NURS 7240. NURS 7140 requires a corequisite of NURS 5246. Enrollment in this course is limited to students in the AGPC specialty.*

NURS 71805 DNP Adult Gerontology Acute Care Nursing Practicum I (4.5 Credits)

Provides the evidence-based clinical foundation for advanced practice in adult-gerontology acute care nursing. Management of commonly occurring acute and chronic alterations in health patterns, health promotion, screening and early detection, and delivery of cost effective, high quality care are emphasized for adults across the lifespan through completion of 270 hours clinical practice. *NURS 7180 requires the successful completion of NURS 5102, 5103, 5305, and 5306. NURS 7180 requires a co-requisite of NURS 5185 and admission to the Doctor of Nursing Practicum Practice program.*

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 7210 requires a pre-requisite of NURS 5101 and enrollment in the MNSc or DNP program.*

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. *Enrollment in this course requires DNP student standing.*

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 requires a prerequisite of NURS 7211. NURS 7212 requires a corequisite of NURS 7401 OR NURS 7920.*

NURS 72153 DNP 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. *NURS 7213 requires the successful completion of NURS 5102, 5103, 5305, and 5306. NURS 7213 requires a co-requisite of NURS 5114 and admission to the Doctor of Nursing Practice program.*

NURS 72165 DNP Clinical Management of Adult & Family Practicum (4.5 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. *NURS 7214 requires the successful completion of NURS 5102, 5103, 5305, and 5306. NURS 7214 requires a co-requisite of NURS 5115 and admission to the Doctor of Nursing Practice program.*

NURS 72175 DNP Clinical Management of Child & Family Practicum (4.5 Credits)

Application of expanded knowledge and clinical skills in the advanced practice registered nursing management of children with selected healthcare problems. Clinical experiences focus on the primary healthcare concerns of children, newborn through adolescent, and their families. *NURS 7215 requires the successful completion of NURS 5102, 5103, 5305, and 5306. NURS 7215 requires a co-requisite of NURS 5110 and admission in the Doctor of Nursing Practice program.*

NURS 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 DNP 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 7220 requires the successful completion of NURS 7120 and 5127. NURS 7220 requires a co-requisite of NURS 5222 and 5229 and admission to a pediatric specialty in the BSN-DNP program.*

NURS 72253 DNP 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 7225 requires the successful completion of NURS 7125 and 5127. NURS 7225 requires a co-requisite of NURS 5222 and 5229 and admission to a pediatric specialty in the BSN-DNP program.*

NURS 72405 DNP Adult Gerontology Primary Care Nursing Practicum I (4.5 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. 270 hours of clinical practice. *NURS 7240 requires prerequisites of NURS 5102, NURS 5103, NURS 5305, and NURS 5306. NURS 7240 requires a corequisite of NURS 5140. Enrollment in this course is limited to students in the AGPC specialty.*

NURS 72802 DNP Adult Gerontology Acute Care Nursing Practicum II (1.5 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. 90 hours clinical practice. *NURS 7280 requires successful completion of NURS 5185 and 7180. NURS 7280 requires a co-requisite of NURS 5285 and admission to the Doctor of Nursing Practice program.*

NURS 73206 DNP Integrated Practicum for Acute Care Pediatric Nurse Practitioners (6 Credits)

The pediatric nurse practitioner's role in acute care is emphasized through guided experiences to develop clinical competence and role integration. Students provide direct care, and are supervised by nurse practitioners or physician preceptors, as approved by clinical faculty. *NURS 7320 requires the successful completion of NURS 7220, 5229, and 5222. NURS 7320 requires a co-requisite of NURS 5223 and admission to a pediatric specialty in the BSN-DNP program.*

NURS 73256 DNP Integrated Practicum for Primary Care Pediatric Nurse Practitioners (6 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 360 total hours of clinical practice. *NURS 7325 requires successful completion of NURS 7225 and 5229. NURS 7325 requires a co-requisite of NURS 5329 and admission to a pediatric specialty of the BSN-DNP program.*

NURS 73405 DNP Adult Gerontology Primary Care Nursing Practicum II (4.5 Credits)

Clinical application of nursing management of health concerns in a variety of settings based on aging and health theories. Focus on process of health promotion, risk reduction, and restorative nursing intervention protocols in addressing health behaviors of adults with increasingly complex acute and chronic illnesses across the life span. *NURS 7340 requires the successful completion of NURS 5246, 7140, 5140, and 7240. NURS 7340 requires a co-requisite of NURS 5240 and admission to the Doctor of Nursing Practice program.*

NURS 73806 DNP Adult Gerontology Acute Care Nursing Practicum III (6 Credits)

Apply, with increasing competency, theoretical concepts from Adult Gerontology Acute Care Nursing theory courses in the management and referral of adults with commonly occurring chronic and acute alterations in health patterns. Clinical competence and role integration for the Adult Gerontology Acute Care Nurse Practitioner in the acute care setting are emphasize by completion of 360 supervised clinical hours. *NURS 7380 requires the successful completion of NURS 5185, 7180, 5285, and 7280. NURS 7380 requires a co-requisite of NURS 5385 and admission to the Doctor of Nursing Practice program.*

NURS 74004 Advanced Nursing Clinical Practice (4 Credits)

Students will demonstrate the ability to effectively translate and integrate evidence-based findings into nursing practice. DNP students will demonstrate expertise, specialized knowledge, and increased responsibility and accountability for management of individuals, families and populations with complex healthcare needs. *NURS 7401 requires a prerequisite of NURS 7211. NURS 7401 requires a corequisite of NURS 7212.*

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. *Enrollment is limited to students in the CRNA-DNP Program.*

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. *Enrollment is limited to students in the CRNA-DNP Program.*

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 7520 requires prerequisites of NURS 5102 and NURS 7511. NURS 7520 requires corequisites of NURS 7521 and enrollment in the DNP Nurse Anesthesia Program.*

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 7521 requires prerequisites of NURS 5102 and NURS 7511. NURS 7521 requires corequisites of NURS 7520 and enrollment in the DNP Nurse Anesthesia Program.*

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 7523 requires prerequisites of NURS 5103, NURS 7511, NURS 7520, and NURS 7521. NURS 7523 requires a corequisite of NURS 7510. Enrollment is limited to students in the CRNA-DNP specialty.*

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 7524 requires a prerequisite of NURS 7525. NURS 7524 requires a corequisite of NURS 7535, and enrollment in the DNP Nurse Anesthesia Program.*

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 7525 requires a prerequisite of NURS 7520 and enrollment in the DNP Nurse Anesthesia Program.*

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 7534 requires prerequisites of NURS 7524, NURS 7535, and enrollment in the DNP Nurse Anesthesia program.*

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 7535 requires a prerequisite of NURS 7525. NURS requires a corequisite of NURS 7524 and enrollment in the DNP Nurse Anesthesia Program.*

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 7536 requires the successful completion of NURS 7554 and enrollment in the DNP Nurse Anesthesia program.*

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 III, functionally incapacitated (ASA IV), and moribund (ASA V) patients, including care for patients undergoing subspecialty anesthesia, diagnostic, and surgical procedures. *NURS 7544 requires the successful completion of NURS 7535 and 7534 and enrollment in the DNP Nurse Anesthesia program.*

NURS 75503 DNP Psychiatric Mental Health Practicum I (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 diagnosed with psychiatric disorders per the Diagnostic and Statistical Manual of Mental Disorders (DSM-5). *NURS 7551 requires the successful completion of NURS 5102, 5103, 5305, and 5306. NURS 7551 requires co-requisites of NURS 5155 and 5151 and admission to the Doctor of Nursing Practice program.*

NURS 75533 DNP 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).

NURS 75546 DNP Psychiatric Mental Health Nursing Practicum III (6 Credits)

This course applies theoretical foundations for advanced psychiatric mental health nursing practice, with emphasis on the management of mental illness in the context of the family and cultural diversity, and in various practice settings. Clinical experience emphasizes the assessment and diagnosis of children, adolescents, and older adults with psychiatric disorders per the Diagnostic and Statistical Manual of Mental Disorders (DSM-5). *NURS 7553 requires the successful completion of NURS 5257 and 7552. NURS 7553 requires a co-requisite of NURS 5357 and enrollment in the post BSN-DNP program.*

NURS 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 75553 requires a prerequisite of NURS 75446 and enrollment in the DNP Nurse Anesthesia Program.*

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 7564 requires the successful completion of NURS 7554 and enrollment in the DNP Nurse Anesthesia program.*

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. Prerequisite: Permission of the Dean

NURS 5790V Special Topics (1-6 Credits)

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. Pre-requisite: Consent.

NURS 6100V Independent Study (1-6 Credits)

Provides opportunity to meet individual student needs. May repeat to a maximum of 6 credit hours. *NPHD Students Only*

NURS 6100V Independent Study (1-6 Credits)

Provides opportunity to meet individual student needs. May repeat to a maximum of 6 credit hours. *NPHD Students Only*

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. Prerequisite: Consent.

Instructor Consent Required

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. Prerequisite: Candidacy status and consent.

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 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. Pre-requisite: Consent.

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. *Enrollment in NURS 7920 requires standing as a DNP student. NURS 7920*

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. Prerequisite: NUTR 5110 or equivalent. *NUTR 5106 requires a prerequisite of NUTR 5110*

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 5111 requires a prerequisite of NUTR 5107 or DIET 5333.*

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 (II, S) (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. Pre-requisites: one of the following courses NUTR 5110, NUTR 5106, NUTR 5107, DIET 5333, or consent of faculty. Off-site activities will be necessary to fulfill requirements for this course. *NUTR 5117 requires a pre-requisite of NUTR 5110, NURS 5106, NUTR 5107 or DIET 5333 or consent of the instructor.*

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.

Instructor Consent Required

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. Prerequisite: Consent of faculty

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 84044 Obstetrics and Gynecology (4 Credits)

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 84094 Obstetrics and Gynecology (4 Credits)

Obstetrics and Gynecology

OBGN 84104 Obstetrics and Gynecology (4 Credits)

Obstetrics and Gynecology

OBGN 84154 Geriatric Gyn Clinic (4 Credits)

Geriatric Gyn Clinic

OBGN 84164 Vulvar Clinic (4 Credits)

Vulvar Clinic

OBGN 84244 Distance Health and Telemedicine (4 Credits)

Distance Health and Telemedicine

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 8400V Clinical Study - OB/GYN (2-12 Credits)

Independent Clinical Study in Obstetrics and Gynecology. Faculty and student will determine specific clinical assignment.

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 8407V Obstetrics and Gynecology (1-16 Credits)

Obstetrics and Gynecology

OBGN 8408V Obstetrics and Gynecology (1-16 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 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.

OBN 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

OBN 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.

OBN 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.

OBN 8426V AI in Obstetrics (2-12 Credits)

AI in Obstetrics

OBN 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.

OBN 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.

OBN 8495V Away-OB/Gyn (2-12 Credits)

Away-OB/Gyn

OBN 8499V Research - OB/GYN (2-12 Credits)

Research in Obstetrics and Gynecology. Faculty and student will determine specific research assignment.

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 84304 Cancer Prevention (4 Credits)

Cancer Prevention

ONCO 8420V Hematology And Oncology (1-16 Credits)

Hematology And Oncology

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's 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 & Oculoplastics (2 Credits)

Familiarizes students with varying degrees of ocular emergencies, triage of patients, immediate interventions, long-term complications, and preventative measures. Familiarizes the student with various aspects of oculoplastics including surgical interventions.

OPTH 42402 Advanced Concepts in Ophthalmology (2 Credits)

This course will use journals and ophthalmic literature to introduce students to on-going research in clinical and surgical ophthalmology, and 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 subspecialty exposure, but student exposure must still allow for them to achieve acquisition of the necessary course requirements for passage of the course.

ORTH 84044 Orthopaedics (4 Credits)

Orthopaedics

ORTH 8400V Orthopaedics (1-16 Credits)

Orthopaedics

ORTH 8403V Orthopaedics (1-16 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 84204 ENT (4 Credits)

ENT

OTOL 8410V Otolaryngology (2-12 Credits)

Gain increased knowledge of the scope of otolaryngology

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)

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)

Prerequisite: graduate standing and consent.

Instructor Consent Required

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. Prerequisite: Consent of instructor.

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. Prerequisite: Consent of instructor

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. Prerequisites include the first semester courses required of the GPIBS program (BIOC 5101, NBSD 5111, and PHYO 5112) *PATH 5150 requires pre-requisites of BIOC 5101, NBSD 5111, and PHYO 5112.* *PATH 5150 Pre-Reqs*

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 84044 Patholog (4 Credits)

Pathology

PATH 84054 Pathology (4 Credits)

Pathology

PATH 6800V Research in Pathology (1-9) (1-3 Credits)

PATH 8400V Clinical Study - Pathology (4-12 Credits)

Independent Clinical Study in Pathology. Faculty and student will determine specific clinical assignment.

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 8418V requires a prerequisite of PTHL 8410V. Enrollment in this course is limited to 4th year 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 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. *Enrollment in this course is limited to students in the MHA Program.*

Department Consent Required

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. *Enrollment in this course is limited to students in the Rural and Global Health MPH sub plan or the plan for Certificate students.*

Instructor Consent Required

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.)

Instructor Consent Required

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. *COPH 5146 requires enrollment in the Rural and Global Health MPH sub plan or the plan for Certificate students.*

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. *COPH 5147 requires enrollment in a COPH graduate program.*

Instructor Consent Required

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. *Enrollment in this course is limited to students in the Rural and Global Health MPH sub plan or the plan for Certificate students.*

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. *COPH 5346 requires prerequisites EPID 5112; HBHE 5104 with C or better; or permission of instructor.*

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.

Instructor Consent Required

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. *Enrollment in this course is limited to students in the Rural and Global Health MPH sub plan or the plan for Certificate students.*

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. *COPH 5430 requires a pre-requisite of COPH 5420 and instructor consent.*
Instructor Consent Required

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 joint supervision of a qualified specialist working in a selected area of public health and a COPH faculty advisor. A written report specifying activities, products, and outcomes of the experience is required upon completion of the Preceptorship. The project must be undertaken during the semester registered for Preceptorship. Prerequisites: HPMT 5003 Introduction to Public Health, BIOS 5013 Biostatistics I, HPMT 5103 The Health Care System, HBHE 5104 Introduction to Health Behavior and Health Education, EPID 5112 Epidemiology I, ENVH 5102 Environmental and Occupational Health; a minimum of nine hours of specialty concentration courses; other requirements as listed in the Preceptorship Manual. *COPH 5989 requires successful completion of at least 15 hours of core coursework including the core concentration-- BIOS 5013, COPH 5003, ENVH 5102, EPID 5112, HBHE 5104, and HPMT 5103, at least six hours of concentration courses, and at least a 3.00 GPA.*

PBHL 59901 Integrative Learning Experience Seminar (1 Credit)

The Integrated Learning Experience Seminar (COPH 5991) is required of all students seeking a Master of Public Health degree. The course may be waived by submitting proof of successfully passing the Certified in Public Health (CPH) exam to the Public Health Practice Coordinator. The Seminar must be taken in the same semester in which the student initiates the Integrated Learning Experience (ILE) Project (COPH 5992). Designed to provide information and support to students who are completing their ILE Projects, the Seminar allow students the opportunity to learn and develop professional skills. *COPH 5991 requires prerequisites of COPH 5989 and core courses: BIOS 5013, COPH 5003, ENVH 5102, EPID 5112, HBHE 5104, and HPMT 5103. COPH 5991 requires a corequisite of COPH 5992, and enrollment in a COPH Graduate Program.*
Instructor Consent Required

PBHL 59931 Certificate 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 59931 requires prerequisites of PBHL 50033, BIOS 50133, ENVH 51003, HPMT 51033, HBHE 51043, and EPID 51103, and enrollment in the MPH Program.*
Department Consent Required

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. *COPH 5992 requires prerequisites of COPH 5989 and core courses: BIOS 5013, COPH 5003, ENVH 5102, EPID 5112, HBHE 5104, and HPMT 5103. COPH 5992 requires a corequisite of COPH 5991, and enrollment in a COPH Graduate Program.*

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. Prerequisite: Doctoral student standing and successful completion of three public health sciences core courses, or permission of instructor.

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. Prerequisites: EPID 5112: Epidemiology I; HBHE 5104: Introduction to Health Behavior and Health Education; or permission of the instructor. *COPH 6346 requires pre-requisites of EPID 5112 and HBHE 5104 or permission of the instructor.*

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, negotiation/conflict resolution skills, basic human relations skills, motivation of personnel, collaboration skills, team and organizational learning. Prerequisites: Doctoral student standing in the UAMS Fay W. Boozman College of Public Health; completion of public health science core courses; or permission of instructor.

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. Pre-requisites: Doctoral student standing in the UAMS College of Public Health or the graduate school or permission of the instructor. *Graduate School or College of Public Health Doctoral Standing is required for enrollment.*

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 CPH or Graduate School or permission of instructor. *Graduate School or College of Public Health Doctoral Standing is required for enrollment.*

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 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. Prerequisite: Acceptance in the UAMS DrPH Program.

Instructor Consent Required

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.)

Instructor Consent Required

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.)

Instructor Consent Required

PBHL 6100V Directed Study (1-6 Credits)

PBHL 6400V Directed Study (1-3 Credits)

Directed Study

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.

Graduate School or College of Public Health Doctoral Standing is required for enrollment.

Instructor Consent Required

PBHL 6989V Doctoral Practicum (1-6 Credits)

The Doctoral Practicum consists 270 hours of field experience under the joint direction of a CPH 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 (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 84234 Pediatric Teaching Skills (4 Credits)

This elective is only available to UAMS students. This course is designed to provide 4th year medical students with teaching skills that will be used during residency and potentially with a career in academic medicine.

PEDI 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 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 8434 requires a prerequisite of PEDI 83008. Enrollment in this course is limited to MD students in their final year.*

PEDI 8495V Away-Pediatrics (2-12 Credits)

Away-Pediatrics

PEDI 8499V Research - Pediatrics (2-12 Credits)

PHAR 8499 Research - Pharmacology (2-12 Credits)

Research in Pharmacology. Faculty and student will determine specific research assignment.

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. Prerequisite: PCOL 5117 *PCOL 5119 requires a pre-requisite of PCOL 5117.*

PHAR 51201 Scientific Communication and Ethics III (1 Credit)

This course will provide additional formal training in scientific communications and ethics. Prerequisite: PCOL 5119 *PCOL 5120 requires a Pre-requisite of PCOL 5119 with a C or better.*

PHAR 51231 Scientific Communication And Ethics IV (1 Credit)

This course will provide additional formal training in scientific communications and ethics. Prerequisite: PCOL 5120 *PCOL 5121 requires a Pre-requisite of PCOL 5120 with a C or better.*

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. Pre-requisites: PHYO 5103 or equivalent or consent of course director. *PCOL 6101 requires a pre-requisite of PHYO 5103 or consent of the instructor.*

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. *PCOL 6102 requires a pre-requisite of PCOL 5105 or consent of the instructor.*

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 Communication II (1 Credit)

Course builds on concepts covered in Patient Communication I with emphasis on interviewing techniques and interpersonal communication skills across the life span and emphasis on cultural diversity issues. Standardized patients will be utilized to enhance student interviewing skills.

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.

Department Consent Required

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 Evidenced Based Medicine (2 Credits)

Study of utilizing the best available evidence in current medicine in addition to clinical experience to more effectively manage patients. Course builds on the foundation established in first EBM course and utilizes a journal club approach to emphasize the application of EBM principles.

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, cell-mediated and humoral immunity, hypersensitivity reactions, and immune-mediated diseases. A weekly clinical procedural laboratory will correlate with the medical topic being covered in the lectures. Students will experience clinical patient encounters in outpatient or inpatient settings several times during the semester and then appropriately document and orally present the patient findings.

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 71032 US Health Care System for Pharmacists (2 Credits)

The objective of this course is to equip pharmacy students with a knowledge base in the areas of pharmacy marketing and health economics which will permit them to make good management decisions when providing pharmaceutical products and services for patients and other consumers. 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 71063 Community Introductory Pharmacy Practice Experience (3 Credits)

This course provides structured practical experience in community pharmacy practice. Students are assigned a three-week experience (minimum 120 hours) at the end of the P1 Spring semester. Through utilization of competency-based objectives, students gain a greater appreciation for the profession of pharmacy and develop professional attitudes, judgment and technical skills needed to function in the community setting. Students observe/discuss the role of the community pharmacist and actively participate in daily operations that focus on the distributive aspects of practice.

PHPR 71071 Introduction to Patient-Centered Communication (1 Credit)

This P1 course will focus on patient-centered communication. It is heavily grounded in evidence-based motivational interviewing principles to encourage treatment adherence in a health care setting. This is a one credit hour course.

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. This is a two credit hour course.

PHPR 71142 Pursuing Careers in Clinical Trials and Industry (2 Credits) 12:00:00 AM

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 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. This is a two credit hour course.

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 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. Lecture two hours per week.

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 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. This is a three credit hour course.

PHPR 73055 Therapeutics III (5 Credits)

This course is a continuation of PhPr 7302, Therapeutics II. This is a five credit hour course.

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 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 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. 2 credit hours

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. 2 credit hours

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 73152 Nuclear Instrumentation (2 Credits)

Operational principles of radiation detection equipment to include statistical application and quality control. 2 credit hours

PHPR 73162 Drug-Induced Disease (2 Credits)

This course explores the most appropriate interventions for prevention, detection, and management of drug induced diseases. 2 credit hours

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. 3 credit hours

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. 2 credit hours.

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. 2 credit hours

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 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. 2 credit hours

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. 2 credit hours

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 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. 2 credit hours

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. 2 credit hours

PHPR 73452 Geriatric Therapeutics (2 Credits)

This course will provide a concentrated introduction to the management of common geriatric pathologies. 2 credit hours

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. 2 credit hours

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. 2 credit hours

PHPR 73782 Introduction to Observational Clinical Research (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.

Instructor Consent Required

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..

Instructor Consent Required

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 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. With consent of faculty.

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 7324V Special Problems Pharmacy/Academic Admin (1-3 Credits)

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 prosection labs and surface anatomy labs.

PHTH 71042 Human Anatomy II (2 Credits)

Continuation of PHTH 5101 with a comprehensive study of human anatomy concentrating on the nervous, skeletal, arthrodial, muscular and circulatory systems of the lower extremity with prosection labs and surface anatomy labs. Prerequisite: PHTH 5101. *PHTH 5102 requires a pre-requisite of PHTH 5101.*

PHTH 71052 Human Anatomy III (2 Credits)

Continuation of PHTH 5102 with a comprehensive study of human anatomy concentrating on the nervous, skeletal, arthrodial, muscular and circulatory systems of the cervical, thoracic and lumbar spine and pelvis with prosection labs and surface anatomy labs. Prerequisite: PHTH 5102.

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. Co-requisite: PHTH 5111.

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 (4 Credits)

Study of specific techniques of therapeutic intervention in physical therapy with an emphasis on electrophysical agents and the role they play in rehabilitation. *PHTH 5132 requires a pre-requisite of PHTH 5144*

PHTH 71362 Psychosocial Aspects of Rehabilitation (2 Credits)

Discussion of human interactions in professional-patient relationships and how they influence patient outcomes. Prerequisite: PHTH 5292

PHTH 71434 Musculoskeletal Disorders I (4 Credits)

Introduction to musculoskeletal disorders, including the etiology, diagnostic procedures and radiography, medical management, physical therapy evaluation, treatment and intervention of selected musculoskeletal disorders, with an emphasis on the upper extremities.

PHTH 71443 Musculoskeletal Dis II (3 Credits)

Continuation of PHTH 5141, that includes etiology, diagnostic procedures and radiography, medical management, physical therapy evaluation, treatment and intervention of selected musculoskeletal disorders, with an emphasis on the lower extremities. Prerequisite: PHTH 5141 *PHTH 5142 requires a pre-requisite of PHTH 5141.*

PHTH 71454 Musculoskeletal Dis III (4 Credits)

A continuation of PHTH 5142 that includes etiology, diagnostic procedures and radiography, medical management, physical therapy evaluation, treatment and intervention of selected musculoskeletal disorders with an emphasis on the lumbar spine and pelvis. Prerequisite: PHTH 5142. *PHTH 5143 requires a pre-requisite of PHTH 5142.*

PHTH 71463 Musculoskeletal Dis IV (3 Credits)

Continuation of PHTH 5143 that includes etiology, diagnostic procedures and radiography, medical management, physical therapy evaluation, treatment and intervention of selected musculoskeletal disorders with an emphasis on the cervical and thoracic spine, the ribs, and temporomandibular joint (TMJ). Prerequisite: PHTH 5143.

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. Prerequisite: PHTH 5144 *PHTH 5245 requires a pre-requisite of PHTH 5144.*

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, PT/patient relationships and 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. Prerequisite: PHTH 5171. *PHTH 5172 requires a pre-requisite of PHTH 5171.*

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 inferential 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 emphasis 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. Prerequisite: PHTH 5181. *PHTH 5182 requires a pre-requisite of PHTH 5181.*

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. *PHTH 5191 requires a prerequisite of PHTH 5181 and a corequisite of PHTH 5132.*

PHTH 72062 Human Anatomy IV (2 Credits)

Continuation of PHTH 5103 with a comprehensive study of human anatomy concentrating on the nervous, skeletal, articular, muscular and circulatory systems of the head, face and trunk, with an emphasis on organ systems. Prerequisite: PHTH 5103 *PHTH 5204 requires a pre-requisite of PHTH 5103.*

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. Co-requisite: PHTH 5103 *PHTH 5105 requires a co-requisite of PHTH 5103.*

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. Prerequisite: PHTH 5111. *PHTH 5212 requires a pre-requisite of PHTH 5111.*

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. Prerequisite: PHTH 5212 *PHTH 5213 requires a pre-requisite of PHTH 5212.*

PHTH 72171 Pharmacology II (1 Credit)

The second of a three part study of pharmacological principles in relation to rehabilitation, with emphasis on the possible benefits and side-effects of chemotherapeutic agents on patients receiving physical therapy treatment.

PHTH 72251 Movement Science II (1 Credit)

Continuation of Therapeutic Intervention I, this course involves the theory and practice of various physical therapy interventions with an emphasis on neuromuscular rehabilitation.

PHTH 72263 Movement Science III (3 Credits)

Continuation of Movement Science II, this course involves the theory and practice of various physical therapy interventions with an emphasis on neuromuscular rehabilitation.

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. Co-requisite: PHTH 5225
PHTH 5234 requires a corequisite of PHTH 5225.

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 5251 requires a corequisite of PHTH 5212.*

PHTH 72543 Neuromuscular Disorders II (3 Credits)

Study of the rehabilitation of people with stroke and acquired brain injury.

PHTH 72552 Neuromuscular Disorders III (2 Credits)

Study of the management of geriatric disorders. Prerequisite PHTH 5252

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.

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 *Enrollment is limited to students in the PT-DPT Program.*

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. *Enrollment is limited to students in the PT-DPT Program.*

PHTH 72653 Integumentary Disorders (3 Credits)

Study of the practice of physical therapy in management of skin disorders and underlying disease with an emphasis on the patient with open wounds, including burns.

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. Prerequisite: PHTH 5172. *PHTH 5273 requires a pre-requisite of PHTH 5172.*

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. Prerequisite: PHTH 5182. *PHTH 5283 requires a pre-requisite of PHTH 5182.*

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. Prerequisite: PHTH 5283 *PHTH 5284 requires a pre-requisite of PHTH 5283.*

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. Prerequisite: PHTH 5284 *PHTH 5285 requires a pre-requisite of PHTH 5284.*

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. Prerequisite: PHTH 5191 (Pass/Fail) *PHTH 5292 requires a pre-requisite of PHTH 5191.*

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 limitations, 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 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). *Enrollment in this course is limited to third year students in the DPT program.*

Instructor Consent Required

PHTH 73493 Electroneuromyography (3 Credits)

Introduction to the principles and practice of electroneuromyography (ENMG), which includes the use of nerve conduction studies (NCS) and needle EMG.

PHTH 73573 Advanced Pediatrics (3 Credits)

Advanced study of physical 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 vestibular causes.

PHTH 73673 Women's Health (3 Credits)

Advanced study of the role of physical therapy in women's health disorders, with an emphasis on assessment and treatment of pelvic floor disorders. *Enrollment in this course is limited to third year students in the DPT program.*

Instructor Consent Required

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)

Occurring in the final weeks of the curriculum, this course involves a comprehensive review and preparation for taking the National Physical Therapy Examination. *Requisite: Enrollment is limited to 3rd year students only*

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, *Prerequisite: PHTH 5285 PHTH 5286 requires a pre-requisite of PHTH 5285.*

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.

Instructor Consent Required

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 full time clinical experience in a physical therapy practice setting. *Prerequisite: PHTH 5292 (Pass/Fail) PHTH 5393 requires a pre-requisite of PHTH 5292.*

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. Prerequisite: PTH 5393 (Pass/Fail) *PTH 5394 requires a pre-requisite of PTH 5393.*

PTH 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.

PTH 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.

Instructor Consent Required

PTH 73993 Applied Research II (3 Credits)

Continuation of PTH 5377, this is the undertaking of the a faculty-assisted research project, including analysis and preparation of the research results for presentation in paper and poster formats. *PTH 5378 requires a pre-requisite of PTH 5377 and enrollment in the third year of the PT program.*

Instructor Consent Required

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. Prerequisites: NBDS 5111, BIOC 5101 or consent of instructor. *PHYO 5104 requires pre-requisites of NBDS 5111 and BIOM 5101.*

Instructor Consent Required

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. Prerequisites: Comparative or Mammalian Anatomy or equivalent and PHYO 5101. *PHYO 5109 requires a pre-requisite of Comparative or Mammalian Anatomy or equivalent and PHYO 5101.*

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 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 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 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 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 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 84134 Chronically Mentally Ill-Outpatient (4 Credits)

Chronically Mentally Ill-Outpatient

PSCH 84234 Child and Adolescent Psychiatry (4 Credits)

Child and Adolescent Psychiatry

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 8400V Clinical Study - Psychiatry (2-12 Credits)

Independent Clinical Study in Psychiatry. Faculty and student will determine specific clinical assignment.

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)

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 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 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 Pharmaceuticals for Graduate Students (3 Credits)

The primary objective of this course is to provide an overview of the discipline of pharmaceuticals (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.

Prerequisites are graduate standing or the consent of the instructor.

Instructor Consent Required

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 51081 Pharmaceutical Evaluation and Policy Seminar (1 Credit)

This seminar course is designed to cover contemporary topics relevant to 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. Prerequisite: graduate standing and consent of instructor, and PSGP 5108 or PCOL 5104. *PSGP 5110 requires a pre-requisite of graduate standing, consent of the instructor and PSGP 5108 or PCOL 5104.*

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 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 individuals, communities, populations, and health systems will be addressed. The course is designed for student from different healthcare professions to develop necessary skills and best practices in health literacy to work in medical and community settings. Students will work together to facilitate and promote cultural sensitivity and will be able to work with patients or clients with limited health literacy. Students from various backgrounds will learn with, from and about each other throughout the implementation of the objectives of this course.

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 student's 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. *PSGP 5117 requires a prerequisite of PSGP 5116.*

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 (3 Credits)

This course provides an overview of major components of the U.S. healthcare sector and addresses key challenges in financing and delivery of healthcare services. Topics include healthcare expenditures, quality, access, managed care, Medicare, Medicaid, health behavior, measurement of health, public health, pharmaceutical benefit management, health care reform, and asymmetric information. This is a three credit hour course and will be required for all persons without a prior U.S. degree in a health field such as pharmacy, medicine, public health, or nursing.

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. Prerequisites: Biostats I & II or permission of the instructor. *PSGP 5122 requires pre-requisites of Biostatistics I and II or permission of the instructor.*

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. *PSGP 5123 requires a Pre-requisite of PSGP 5116 with a C or better.*

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.

Instructor Consent Required

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. Prerequisite-Consent

Instructor Consent Required

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. Prerequisite: consent of instructor

Instructor Consent Required

PSCI 61083 Drug Action and Design (3 Credits)

This course is an overview of concepts from organic and medicinal chemistry and pharmacology that are fundamental to understanding the design of drugs, including factors affecting stability, absorption, distribution and metabolism.

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. *PSGP 6111 requires a prerequisite of PSGP 6110.*

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.

Instructor Consent Required

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.

Instructor Consent Required

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 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 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 71404 Pharmaceutics II (4 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 72104 Pharmacology II (4 Credits)

This course is a continuation of PhSc 7201. This is a four credit hour course.

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. Lecture four hours per week.

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. Lecture three hours per week.

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. Prerequisite: graduate standing and consent of instructor.

Instructor Consent Required

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 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.

Department Consent Required

PSCI 5200V Master's Thesis (1-9 Credits)

Prerequisite: graduate standing and consent.

PSCI 6200V Dissertation (1-10 Credits)

Prerequisite: Admission to Ph.D. candidacy and dissertation committee consent.

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.

PSYC 6330 UCA: Advanced Statistics (3 Credits)**PSYC 6335 UCA: Identification and Remediation Learning Problems (3 Credits)**

Surveys issues and procedures regarding the diagnosis and remediation of learning problems.

PSYC 6354 UCA: Theories of Psycho Therapies and Counseling (3 Credits)

Provides an overview of the major theoretical approaches to psychotherapy, including a critical evaluation of each theory.

PSYC 6361 UCA: Problems I (3 Credits)**PSYC 7315 UCA: General Linear Models to Experimental Design (3 Credits)****PSYC 7320 UCA: Regression and Multivariate Analysis (3 Credits)**

CSDP Student Designation

PTHY 7316 UCA: Adv Biomech & Kinesio An (3 Credits)**PULM 84104 Pulmonary (4 Credits)**

Pulmonary

PULM 8400V Pulmonary (1-16 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 84084 Radiation Oncology (4 Credits)

Radiation Oncology

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 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.

READ 7351 UALR: Teaching Reading (3 Credits)**READ 7352 UALR: Reading Disabilities (3 Credits)****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 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 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 8495V Away-PM & R (2-12 Credits)

Away-PM & R

RENL 84004 Renal Medicine (4 Credits)

Renal Medicine

RENL 84304 Renal Medicine (4 Credits)

Renal Medicine

RENL 8410V Renal Medicine (1-16 Credits)

Renal Medicine

RENL 8420V Renal Medicine (1-16 Credits)

Renal Medicine

RESP 4331 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 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 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.

Instructor Consent Required

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. Pre-requisites include RESP 4330 and 4257. *RESP 4248 requires pre-requisites of RESP 4330 and RESP 4257.*

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. Prerequisite: RESP 4330. *RESP 4257 requires a pre-requisite of RESP 4330.*

RESP 43303 Research and Evaluation (3 Credits)

An introduction to the methods of scientific research and evaluation.

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)

Special topics related to the diagnosis and treatment of acute respiratory syndromes. This course will provide students with related epidemiology, global spread, pandemic disease, modes of transmission and methods for control, clinical presentation, and ventilator management of the COVID-19 patient.

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 46536 Bachelor's Thesis (6 Credits)

The Bachelor's thesis is implemented, evaluated, and evidenced-based recommendations are disseminated. Prerequisite: RESP 4248. *RESP 4653 requires a pre-requisite of RESP 4248.*

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 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) 12:00:00 AM

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) 12:00:00 AM

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) 12:00:00 AM

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. (3 credits, Lecture and Online)

RISP 32333 Radiographic Procedures II (3 Credits)

A study of radiographic positioning of the cranium, gastrointestinal structures, and genitourinary structures.

RISP 32344 Image Production (4 Credits)

A study of image characteristics including IR exposure, contrast, spatial resolution and distortion; digital image capture systems, informatics in medical imaging, image critique, and quality management. (4 credits, online)

RISP 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. *RISP 3253 requires a pre-requisite of RISP 2332.*

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.

Instructor Consent Required

RISP 41773 Cardiac Interventional I (3 Credits)

Advanced cardiac angiographic procedures performed using angiographic equipment. This course includes an in-depth study of cardiac imaging equipment, the use of sterile technique and supplies, the study of pharmacology, vascular access, cardiac anatomy and cardiac hemodynamics.

Instructor Consent Required

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.
Instructor Consent Required

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.
Instructor Consent Required

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.

Instructor Consent Required

RISP 42432 Professional Development (2 Credits)

Interactive course focusing on critical job search skills and professional development in healthcare.

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. Prerequisite: RISP 4375. *RISP 4376 requires a prerequisite of RISP 4375.*

RISP 42783 Cardiac Interventional II (3 Credits)

Advanced cardiac angiographic procedures performed using angiographic equipment. This course includes an in-depth study of cardiac anatomy, cardiac hemodynamics, diagnostic cardiac catheterization, cardiac interventional procedures, cardiac pathologies, and a brief introduction to electrophysiology.

RISP 4378 requires a prerequisite of RISP 4377. *RISP 4378 requires a prerequisite of RISP 4377.*

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. Prerequisite: RISP 4386. *RISP 4387 requires a prerequisite of RISP 4386.*

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. Prerequisite: RISP 4392. *RISP 4393 requires a prerequisite of RISP 4392.*

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. RISP 4396 requires a prerequisite of RISP 4395. *RISP 4396 requires a prerequisite of RISP 4395.*

RISP 43833 Adv. Patient Care (3 Credits)

A study of advanced patient care skills emphasizing the cardiovascular and respiratory systems.

RISP 45795 Cardiac Interventional Practicum (5 Credits)

Supervised clinical experience in cardiovascular interventional imaging.

RISP 4579 requires a prerequisite of RISP 4377 and a corequisite of RISP 4378. *RISP 4579 requires a prerequisite of RISP 4377 and a corequisite of RISP 4378.*

Instructor Consent Required

RISP 45855 Mammography Practicum (5 Credits)

Supervised clinical experience in mammography.

Instructor Consent Required

RISP 45885 CT Practicum (5 Credits)

Supervised clinical experience in computed tomography.

Instructor Consent Required

RISP 45945 MRI Practicum (5 Credits)

Supervised clinical experience in magnetic resonance imaging.

Instructor Consent Required

RISP 45975 Vascular Interventional Practicum (5 Credits)

Supervised clinical experience in vascular interventional imaging.

RISP 4597 requires a prerequisite of RISP 4395 and a corequisite of RISP 4396. *RISP 4597 requires a prerequisite of RISP 4395 and a corequisite of RISP 4396.*

Instructor Consent Required

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.

RISP 4500V Independent Study (1 Credit)

Instructor Consent Required

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 84074 General Surgery (4 Credits)

General Surgery

SGRY 84184 Thoracic Surgery (4 Credits)

Thoracic Surgery

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 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 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 Department Honors Prog 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 diaphragmatic repair. Additionally, students will spend time on the Endocrine Surgery service, seeing thyroid, parathyroid, and adrenal care. Enrollment is limited to senior medical students (M4).

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.

SOWK 5310 UALR: Social Gerontology (3 Credits)*CSDP Student Designation***SOWK 5337 UALR: Adult Development and Aging (3 Credits)**

This course emphasizes the life course perspective as it looks at adult development and aging within the context of the social environment. Aspects of "successful aging" that will be examined cover growth and development from emerging adulthood to old age, and the impact that culture, gender, ethnicity, and individual differences have on these processes. *CSDP Student Designation*

SOWK 7330 UALR: Human Behavior and the Social Environment I (3 Credits)

This course covers human behavior theories supporting social work practice with individuals, families, groups, organizations, and communities. The ecological perspective and its impact on human development and non-mainstream groups will be addressed. Prerequisite: Program admission.

*CSDP Student Designation***SOWK 7390 UALR: Diversity and Oppression (3 Credits)**

Ethnic, racial, gender issues as related to social policy, human behavior and the social environment, practice issues; developmental, socioeconomic factors influencing gender roles; historical considerations and cultural and social context for social work practice among oppressed persons, people of color. Prerequisite: Program Admission *CSDP Student Designation*

SPCH 5312 UALR: Intercultural Communication (3 Credits)**SPED 7301 UALR: Foundations of Special Education (3 Credits)**

This course surveys the foundations of educational programs for students with disabilities, emphasizing the historical, philosophical, and legal aspects of special education. Course work includes surveys of the characteristics and needs of students with various disabilities.

SPED 7305 UALR: Managing the Learning Environment (3 Credits)

Theory, research, and application for behavioral management. Current issues and research in applied behavioral analysis and other forms of classroom management; cognitive behavioral and emerging management procedures, emphasis on application of research.

UNIV 11000 Exposure Workshop (0 Credits)

This introductory 3 hour 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/session/approved options to complete this requirement. College/Program timelines are posted on the IPE website here - <https://ipe.uams.edu/student-curriculum/collegeprogram-ipe-timelines/>. Session dates and further details for this activity are available on the Seven Core IPE Activities page of the IPE website here - <https://ipe.uams.edu/student-curriculum/seven-core-activities/>. *The course is open for a full academic year. Students who have completed this course may not re-enroll. Students who do not complete the course will be automatically re-enrolled in the next academic year. Check course listings to verify enrollment.*

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, 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 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. College/Program timelines are posted on the IPE website here - <https://ipe.uams.edu/student-curriculum/collegeprogram-ipe-timelines/>. Session dates and further details for this activity are available on the Seven Core IPE Activities page of the IPE website here - <https://ipe.uams.edu/student-curriculum/seven-core-activities/>. *The course is open for a full academic year. Students who have completed this course may not re-enroll. Students who do not complete the course will be automatically re-enrolled in the next academic year. Check course listings to verify enrollment.*

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. Students should refer to their College/Program's IPE Timeline for further details regarding designated time/session/approved options to complete this requirement. College/Program timelines are posted on the IPE website here - <https://ipe.uams.edu/student-curriculum/collegeprogram-ipe-timelines/>. Session dates and further details for this activity are available on the Seven Core IPE Activities page of the IPE website here - <https://ipe.uams.edu/student-curriculum/seven-core-activities/>. *The course is open for a full academic year. Students who have completed this course may not re-enroll. Students who do not complete the course will be automatically re-enrolled in the next academic year. Check course listings to verify enrollment.*

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. College/Program timelines are posted on the IPE website here - <https://ipe.uams.edu/student-curriculum/collegeprogram-ipe-timelines/>. Session dates and further details for this activity are available on the Seven Core IPE Activities page of the IPE website here - <https://ipe.uams.edu/student-curriculum/seven-core-activities/>. *The course is open for a full academic year. Students who have completed this course may not re-enroll. Students who do not complete the course will be automatically re-enrolled in the next academic year. Check course listings to verify enrollment.*

UNIV 15000 Competence Workshop (0 Credits)

The Competence Workshop is a 2.5 hour 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. College/Program timelines are posted on the IPE website here - <https://ipe.uams.edu/student-curriculum/collegeprogram-ipe-timelines/>. Session dates and further details for this activity are available on the Seven Core IPE Activities page of the IPE website here - <https://ipe.uams.edu/student-curriculum/seven-core-activities/>. *The course is open for a full academic year. Students who have completed this course may not re-enroll. Students who do not complete the course will be automatically re-enrolled in the next academic year. Check course listings to verify enrollment.*

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 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. College/Program timelines are posted on the IPE website here - <https://ipe.uams.edu/student-curriculum/collegeprogram-ipe-timelines/>. Session dates and further details for this activity are available on the Seven Core IPE Activities page of the IPE website here - <https://ipe.uams.edu/student-curriculum/seven-core-activities/>. *The course is open for a full academic year. Students who have completed this*

course may not re-enroll. Students who do not complete the course will be automatically re-enrolled in the next academic year. Check course listings to verify enrollment.

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. College/Program timelines are posted on the IPE website here - <https://ipe.uams.edu/student-curriculum/collegeprogram-ipe-timelines/>. Session dates and further details for this activity are available on the Seven Core IPE Activities page of the IPE website here - <https://ipe.uams.edu/student-curriculum/seven-core-activities/>. *The course is open for a full academic year. Students who have completed this course may not re-enroll. Students who do not complete the course will be automatically re-enrolled in the next academic year. Check course listings to verify enrollment.*

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.

Instructor Consent Required

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 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 patients 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 84104 Urology (4 Credits)

Urology

UROL 84134 Urology (4 Credits)

Urology

UROL 8400V Clinical Study - Urology (2-12 Credits)

UROL 8409V Urology (1-16 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 July 11, 2024. 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 <http://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.

